



NORTH BIRMINGHAM ACADEMY

MULTI-CULTURAL /ANTI-RACIST POLICY

General Principles

In recognition of our multi-cultural society within and outside the institution, the Academy has a duty to prepare all of our students to play a fulfilling and dignified role within society, building upon the strengths of cultural diversity. The values promoted and actively modelled in everyday relationships and attitudes displayed are an integral feature of our educative purpose that must permeate the practices of the Academy as a reflection of the culture of the organisation. As such, the following statements have significant implication for key individual post holders, Faculties and the Houses of the Academy.

Ethos

The governors require positive support and cooperation by students, parents and staff for these values, which are deemed central to the development of the culture of the Academy.

The ethos of the Academy is reflected in the physical environment.

We should ensure that displays reflect the diversity of our intake and community. This includes departmental resources, displays and posters. In consultation with the EAL department, welcoming literature should be displayed in community languages. Any racist graffiti or stickers within or on the boundaries of the site should be reported immediately to a member of the Senior Leadership Team and removed by the Premises staff as soon as possible. No racist badges or literature may be introduced or distributed within or around the Academy.

The ethos of the Academy is reflected in our values.

The major festivals of the main ethnic groups within the Academy should be appropriately acknowledged (e.g. Christmas, Diwali or Eid) and the climate should encourage an appreciation of all cultures and religions within our community. Although this does not extend to approved absence for either students or staff outside the Academy vacation times, access to worshipping opportunities via the Faith Centre has a key role in signalling such recognition and is a focal point for the common bond of global inter-faith spirituality. Assemblies and the PSHE programme must also be sensitive to the many different religious groups within the Academy and, whilst working within statutory requirements, presentations should be inclusive of the shared values of the world's great faiths.

The ethos of the Academy is reflected in our activity.

A wide range of Academy activities should be offered and actively encouraged so that students are not implicitly or unwittingly excluded from participation on cultural grounds. Opportunities to celebrate the music, art, dress, sport, heritage and global contribution of democratic societies should be actively sought and recognised within the Academy and local

community. Academy facilities will not be made available to racist or exclusive organisations which promote prejudice against an inclusive society.

The ethos of the Academy is reflected In our procedures and relationships amongst staff and students.

When students and staff enter the Academy their names must be correctly established induction and recorded with due regard to ethnic origins. Correct pronunciation must also be established. The Faculty of Learning Support will play a lead role in the identification of any induction related needs of individual students. The Personnel Department of the Academy will play a similar role for employees, led by the Vice Principal (Personnel) and the Director of Finance. The policies of the Academy with regard to Equality of Opportunity needs to be made explicit to new members of staff. both teaching and support, via the Staff Induction Programme.

Uniform and dress codes for members of the Academy should be sensitive to the requirements of faith communities, e.g. wearing of a turban, whilst also noting the nature and flexibilities allowed within such customs; e.g. the discreet carrying of a symbolic Kirpan.

Racial Abuse or Harassment

Action here is guided by two major principles, which apply to staff and students alike, supported by an appropriate form of constructive dialogue with those concerned.

1. To protect the victim of such attacks; and
2. To make a strong and immediate response in such a way as to make the Academy's position clear. i.e. that such behaviour is unacceptable and will not be tolerated.

In keeping with the Academy Behaviour Policy, precise action taken will depend upon the severity of the offence e.g.

Attacks, intimidation, graffiti, introducing racist material

Full report to Form Tutor and Associate Dean. Formal letter to parents requiring them to attend a follow-up interview. Such attacks or actions may result in exclusion or prosecution.

Other forms of implicit or passive racism (e.g. non co-operation with a student on grounds of colour)

Challenge to the behaviour in every situation and follow it up making it dear that it is NOT acceptable. In the event of repeated offence the procedure outlined in (i) above will be followed

In the event of racial harassment or abuse by a member of staff, such actions will be dealt with under the Disciplinary Code of the appropriate Conditions of Service.

Dialect

The Academy values the linguistic diversity of its members, acknowledging that an individual's language and her/his sense of identity are interrelated. The range of dialect within the Academy should likewise be acknowledged but in a context of effective communication. Bilingualism should be viewed as a strength. The EAL department, within the Faculty of Learning Support plays a lead role in the promotion of this policy.

In order to nurture this regard for the variety of languages we enjoy, where possible, the Academy will facilitate the teaching of Community Languages and an awareness of language as a fundamental and positive educational phenomenon. All teachers, whatever their subject area, have a responsibility to ensure that the language in their classrooms is understood by, and is appropriate for their students. The spelling of key words, notably technical terms should be displayed to assist language development.

All staff should be aware that the testing procedures used at primary/secondary transition are unlikely to take account of cultural differences and may therefore provide an inaccurate diagnosis of students' abilities. Setting policies and the formation of teaching groups should take due cognisance of this. Staff preparing internal assessments and tests should also ensure that students are not unfairly disadvantaged on account of inappropriate demands of language, either in the instructions or assessment task.

Community Links

- a) The Academy is part of and serves the community around it.
- b) Social occasions should reflect our commitment to Multi-Culturalism
- c) We recognise that there are areas of specialist knowledge and expertise with the community on which we can draw.
- d) Parents should be encouraged to feel that they are welcome in the Academy and the environment should reflect this with permanent display boards of information in the major languages of the community.

Curriculum

- a) Staff should be aware that their own attitudes and expectations play a crucial role in student performance and achievement and seek positive opportunities to make and demonstrate a commitment to this policy.
- b) Multi-Cultural and Anti-Racist perspectives should infuse both the pastoral and academic curricula and be reflected in Schemes of Work.
- c) The curriculum should provide appropriate opportunity for the study of Racism as a social phenomenon based on illogical prejudice.

Departments, Faculties and Houses should monitor their practices and procedures to ensure that they lead to genuine equality for all of our students, articulating procedures relating to this policy.

Resources

- a) The Academy recognises the need to provide resources which reflect accurately our multi-cultural society. Advice on the purchase of resources etc. for staff and students are available from the Director of EAL and the Academy Librarian.
- b) Where in-house resources are created, inaccurate and crude stereotyping should be avoided. This includes Racism through omission and colleagues should actively look for opportunities to support this policy through use of appropriate examples and role models reflective of a multi-cultural society.

Staff and Governor Appointments

Cultural diversity amongst the whole community of the Academy should be viewed positively. Whilst the prime and clear consideration in making an appointment is that the best person for a post should be appointed, it is important that the employees and local governing body should represent a range of cultural backgrounds at all levels and, other factors being considered, this may be a relevant factor in decision-making.

Monitoring

The effectiveness of this policy of Equality of Opportunity is the responsibility of the Principal, reporting to the Local Governing Body through committee reports which contain the outcomes of monitoring of the policy. Such routine monitoring duties are assigned to the:

- a) Vice Principal, (Standards & Delivery) in respect of the curriculum.
- b) Vice Principal (Performance Management & Staff Development) in respect of personnel matters,
- c) Assistant Principal (Assessment, Recording & Reporting) in respect of learning outcomes,
- d) Assistant Principal (Students & Community) in respect of reportable incidents and the participation of students and community groups in Academy activity.

Responsibility for the implementation of the Academy's Multi-Cultural/Anti-Racist policy must be shared by ALL colleagues in the interests of the nurturing of a positive environment in which all students, families and employees can feel valued and are able to achieve their full potential.

Approved by NBA Governors on:

Date of Next Review:.....

Lead Manager: