



NORTH BIRMINGHAM ACADEMY

RACE EQUALITY POLICY

I. Academy character and circumstances

North Birmingham Academy (NBA) serves students from one of the most deprived areas of North Birmingham. The majority of students live in the lowest 10% of wards nationally in terms of their social deprivation (ref: BCC map). These wards are characterised by a significantly lower percentage of adults in higher education and fewer households in higher social class groups compared with the national average. The majority of students are from White British backgrounds, with approximately one fifth from minority ethnic backgrounds. A small proportion of students do not have English as their first language. A high proportion, i.e. 55% of students are entitled to free Academy meals. In addition to students attending the resource-based provision, the proportion of students with learning difficulties and/or disabilities is high and has increased significantly in recent years. Substantial progress was made following the emergency LA review in 2004 when the Headteacher was replaced. Although the Academy was given “notice to improve” for not meeting National Challenge targets in 2008 the recent HMI review confirms accelerated progress of ‘Good’, with outstanding features.

2. Race Equality Policy

- 2.1. This race equality policy enables our academy to meet our statutory obligations under the Race Relations Amendment Act (2000). Through this policy the Academy is working in line with the Commission for Racial Equality Standards Learning for All (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000). This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole Academy community.
- 2.2. At NBA we will continuously strive to ensure that everyone in our Academy is treated with respect and dignity. Each person in our Academy will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.
- 2.3. We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.
 - We aim to achieve this by:

- Taking active measures to investigate, report and act on incidents of racial abuse
- Treating all those within the whole Academy community (e.g. students, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating an Academy ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our Academy community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole Academy
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do
- Working to reduce the number of racially motivated incidents.

3. Roles and responsibilities

- 3.1. This race equality policy outlines the roles and responsibilities of everyone involved and connected with the Academy, so that each individual knows what is expected of them. Promoting race equality and raising the achievement of minority ethnic students is the responsibility of the whole Academy staff, including support staff.
- 3.2. Introduction to this race equality policy and action plan will be included in induction arrangements for all new staff to the Academy. Academy induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.
- 3.3 Governors

The governing body of the Academy will:

- assess and monitor the impact of this policy by reviewing the action plan annually; and
- receive progress reports from the Principal and other Academy staff on a termly basis, as part of- the Principal's report to governors.
- Return statistical information to the relevant council officer.

One member of the governing body will have responsibility for monitoring this policy, acting as the designated governor for race equality.

3.4 The Principal

The Principal will demonstrate through her personal leadership the importance of this policy. She will:

- ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy;
- develop an action plan to assess and monitor the impact of the policy and report outcomes to the governing body on a termly basis; and
- ensure that, where additional funding is available for raising the achievement of minority ethnic students, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

3.5. Race Equality Co-ordinator

The Race Equality Co-ordinator will be a senior member of staff in the Academy who is involved in action planning and policy development and monitoring and evaluation. The role will also include keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

3.6 Director of Learning / Curriculum Leader

Other curriculum co-ordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

3.7 Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

3.8 Administrative, ancillary, supervisory and support staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

3.9 Students

Students will share in the development of the race equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racist nature to an adult.

4. **Complaints procedure**

If anyone in the Academy feels that this policy is not being followed then they should raise the matter with the Principal who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the Academy's complaints procedure will be used.

5. **Implementing this Race Equality Policy**

This race equality policy is linked to our action plan for promoting race equality and raising achievement of minority ethnic students. It also links to other action plans the Academy is obliged to produce. Subject leaders should refer to this policy in their personal action plans and priorities for action in the future.

The Principal will produce the action plan integrated into the Academy Development Plan. The race equality action plan will identify key objectives, links to other plans, actions responsibility, resources, timescales, success indicators and targets as well as monitoring and evaluation. The race equality action plan will be monitored by Governors.

6. **Key areas in promoting race equality**

6.1. The ethos of the Academy

- This race equality policy reflects the ethos of the Academy and is explicit in all the Academy's policies.
- The Academy has an additional policy for dealing with racial harassment which clearly sets out the procedures for handling and reporting complaints and incidents.
- Steps are taken to ensure that everyone associated with the Academy is kept informed about this racial equality policy and racial harassment policies and procedures, and abides by them.
- The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the Academy community. Reflection of all ethnic groups should be included in all marketing strategies.

6.2 Students' achievements and progress

- Students' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).
- The Academy develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- When setting targets for individual students, teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the under achievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys, white working class boys and, in particular, Gypsy and Traveller Students.
- The Academy values the achievements and progress of students from all ethnic groups. All students have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice. Steps are taken to ensure that students on work experience are not subjected to racism or racial harassment.

6.3 Curriculum, teaching and learning (including language and cultural needs)

- This Academy promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all students.
- Subject leaders and departmental heads provide guidance and examples of good practice for colleagues.
- The Academy monitors and evaluates its effectiveness in providing an appropriate curriculum for all students.
- The allocation of students to teaching groups and optional subjects is fair and equitable to students from all ethnic groups.
- Assessment outcomes are used to: identify the specific needs of minority ethnic students, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of students from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The Academy takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Resources available to meet the specific needs of students from minority ethnic groups, including dual language resources, are used appropriately.
- The Academy makes full use of the resources available within its local minority ethnic communities.

6.4 Guidelines for working with students who have English as an additional language

- The Academy recognises and values multi-lingualism.

- The language and learning needs of multi-lingual students are clearly identified and appropriate support identified and used. The Academy will reflect and develop students' and communities' languages and cultural backgrounds through resources and displays and where feasible, will encourage students to gain accreditation for their first language.
- The Academy will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate access for students and communities who are developing literacy in their first language.
- The Academy will seek to provide high quality interpretation and translation as appropriate.

6.5 Student behaviour, discipline and exclusion

- The Academy's procedures for managing, rewarding and disciplining students are fair and applied equally to all students, irrespective of ethnicity.
- The Academy identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups
- The process of excluding a pupil is fair and equitable to all students.
- Strategies to reintegrate long-term truants and excluded students address the needs of students from all ethnic groups.

6.6 Racism and racial harassment

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the Academy community.
- The monitoring system used by the Academy enables the Academy to report the relevant details to the governing body each term.

6.7 Admissions and transfer procedures

- The Academy will take active steps to ensure that the admission process is fair and equitable to students from all ethnic groups.
- Steps are taken to ensure that all selection methods are fair and equitable to students from all ethnic groups.
- The Academy monitors pupil attendance and uses the data to develop strategies to address poor attendance. Provision is made for students to take time off for religious observance, leave of absence and authorised absence.

6.8 Staff recruitment and career development

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other equality legislation.
- Everyone involved in recruitment and selection adheres to this Code.
- Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the Academy.

- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- The Academy monitors the employment and professional development of staff by ethnic group.
- Staff and governors go through regular and systematic training programmes on race equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- Individual staff effectiveness in dealing with race equality issues is addressed through various line management mechanisms.
- The Academy takes active steps to ensure that selection for redundancy avoids racial discrimination.

6.9 Parents, governors and community partnership

- Parents are welcome and respected in Academy.
- People from minority ethnic communities are encouraged to become Academy governors.
- Governors are encouraged to play an active role in the life of the Academy in order to fulfill their monitoring duties.
- The Academy seeks to support all governors in performing their role, for example, through Academy induction procedures for new governors
- All parents are regularly informed of their child's progress.
- The Academy's premises and facilities are equally available for use by all ethnic groups.
- The Academy encourages community groups to use its facilities for after Academy activities and for holiday schemes.

7. Monitoring the race equality action plan

- The Academy monitors the impact of this policy and action plan on students, parents and staff from different ethnic groups. In particular, the impact of policies on the attainment levels of students.
- To monitor our students' attainment, we collect information about student performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information, we also monitor other areas, such as:
 - exclusion;
 - racism, racial harassment and bullying;
 - curriculum, teaching and learning (including language and cultural needs);
 - behaviour
 - membership of the governing body;
 - parental involvement;
 - working with the community; and
 - support, advice and guidance.

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims. In particular it will help us to:

- highlight any differences between students from different ethnic groups;
- ask why these differences exist and test the explanations given;
- review the effectiveness of current targets and objectives;
- decide what further action will be necessary to meet particular needs and to improve the performance of students from different ethnic groups (which might include positive action);
- re-think and set targets in relevant strategic plans;
- make links with performance management objectives which will include information about quality as well as quantity; and
- take action to make improvements.

8. Assessing the impact of policies

8.1. We assess the impact of this and other policies on students, staff and parents from different ethnic groups. We assess whether the policies have, or could have, an adverse impact on the attainment levels of students from different racial groups. We assess the effectiveness of our policies through existing arrangements for developing and reviewing other Academy policies..The main questions for assessing the impact of all our Academy's policies - giving special attention to students attainment levels - include the following:

- Do we help all our students to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- Which groups of students are not achieving as much as they can? Why not?
- Are we making sure that our policies are not having an adverse impact on students, parents or staff from some racial groups?
- How do we explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English as an additional language issues?
- What are we doing to raise standards and promote equality of opportunity for students who seem to be underachieving and who may need extra support?
- What are we doing as an Academy to prepare students for living in a multi-ethnic society? How do we promote race equality and harmony and prevent or deal with racism?
- Is the action taken appropriate and effective? Are there any unexpected results? If so, how are they being handled?
- Does each relevant policy include aims to promote race equality and harmony, prevent or challenge racial discrimination, and deal with differences (or possible/perceived differences) between racial groups?
- Do the policy's aims lead to effective action?

- What changes does the Academy need to make to relevant policies, their aims and any related targets and strategies?

8.2. To answer these questions, we, as an Academy, will:

- collect and analyse relevant monitoring and other data;
- survey to students, parents and staff to find out their needs and opinions; and
- carry out regular reviews of our practice..

8.3. We will use the results of these assessments to:

- re-think our race equality aims, targets and strategies (where necessary); and
- influence and guide our planning and decision-making.

See also the Equal Opportunities Policy

Approved by NBA Governing Body on:

Date of Next Review:

Lead Manager: