



# **Race Equality Policy**

**May 2002**

### The Policy

#### 1. Introduction

In Hanson School we are committed to tackling racial discrimination and promoting equality of opportunity and good race relations. We are committed to achieving race equality to meet our statutory obligations under the Race Relations (Amendment) Act 2000. We will do this by working in line with the CRS Standard 'Learning for All' and by working towards the recommendations of The Stephen Lawrence Inquiry (2000). This policy explains what this means for our school and how we put it into practice.

#### 2. Rationale

A commitment to race equality is a shared commitment to educational excellence and equality for all sections of our school community. It helps us to focus attention on improved planning, decision making, resource allocation, monitoring and assessing our achievements as part of the raising standards agenda.

Our policy encourages appropriate and effective personal training and development for staff and governors to ensure we improve student engagement for learning, job satisfaction for staff, parental engagement and representation of under represented groups within all levels of our staff and our governing body.

#### 3. Commitment

Our school will actively promote race equality, oppose racism in all its forms and foster positive attitudes. Through this, we will provide a positive learning and teaching environment for the school community as a whole. We will do this by:

- Treating all those in the school community (e.g., students, staff, governors, parents and the community) as individuals who are respected and valued for their abilities, beliefs, experiences, aspirations and potential.
- Creating a school ethos which promotes and reflects racial equality develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- Encouraging everyone in the school community to have a positive self-image and high self esteem so that they develop their full potential.
- Having high expectations of all the school community and helping them fulfil their aspirations.
- Facing equality issues openly, positively and effectively
- Identifying and removing practices, procedures and customs which are discriminatory replacing them with approaches which are fair, accessible and relevant.

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- Monitoring, evaluating and reviewing outcomes to secure continuous improvements in all that we do;
- Being open and fully accountable about our policy, its implementation and its effects.

(Appendix 1 contains examples of good practice, based on the CRE's 'Learning for All' standards).

### 4. Roles

Promoting race equality and raising the achievement of all students is the responsibility of the whole school. This policy outlines the roles and responsibilities of everyone involved and connected with the school so that everyone knows what is expected of them.

#### **Governors**

The governing body, having consulted with staff, students and parents, has agreed this policy. It will monitor the impact of this policy by reviewing the Action Plan annually. The Governing body will communicate the progress of its review to the school and to parents.

#### **Head Teacher**

The Head Teacher will demonstrate through personal leadership the importance of this policy. She/he will ensure that all staff are aware of it and understand their roles and responsibilities.

#### **Pupils**

Pupils will contribute to the development of the race equality policy and be made aware how it applies to them. They will be encouraged to treat each other with respect and to report incidents of a racial nature to an adult.

#### **Parents**

Parents will be consulted on the development of the policy, particularly on aspects relating to communication and parental involvement. They will receive regular reports on the progress made in implementing the policy.

### 5. Implementing the Race Equality Policy

This policy is put into action through our action plan for promoting race equality and raising the achievement of minority ethnic students. We will identify areas for action responsibilities, and success indicators. We report to Bradford Education Authority annually

### 6. Monitoring the Race Equality Plan

Our school will monitor the impact of this policy and action plan on students, parents, governors and staff from different ethnic groups. We will monitor the impact of our policies on the attainment levels of all our students. We will collect information about students' performance and progress, including by ethnic groups. We will analyse it and use it to examine trends. We will also monitor other areas that could have an adverse impact on students' attainment such as:

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- Exclusion
- Racism, racial harassment and bullying
- Curriculum, teaching and learning (including language, faith and cultural needs)
- Punishment and rewards
- Recruitment
- Membership of the governing body
- Parental involvement
- Working in the community
- 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 groups
- Ask why these differences exist and test the explanations given
- Review the effectiveness of current targets and objectives
- Review other policies and resource allocation decisions
- Decide what further action will be necessary to meet particular needs and to improve the performance of students from different ethnic groups
- Rethink and reset targets in relevant strategic plans
- Make links with performance management objectives which should include both quantitative and qualitative data
- To take action to make improvements
- Parent and student will be included within our reviewing of the policy

### **7. Assessing the impact of the policy**

As a school we will monitor the impact of this and other policies on students, staff, governors and parents from different ethnic groups. We will assess whether the policies have or could have an adverse impact on the attainment levels of students from different ethnic groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

### **8. Complaints Procedure**

If any governor, member of staff, student or parent feels this policy is not being implemented properly then they should raise the matter with the Head Teacher who

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will take appropriate action. This may include an investigation and a report on the issue. If there is a formal complaint then the school's normal complaint procedure will be used. All complaints will be recorded and copied to Education Bradford for information.

### 9. **Declaration of responsibility**

This race equality policy was formally adopted by Hanson School on (May 2002).

### A Parents' Guide to the Race Equality Policy:

Hanson School is committed to:

- Treating all those in the school community (e.g., students, staff, governors, parents and the community) as individuals who are respected and valued for their abilities, beliefs, experiences, aspirations and potential.
- Creating a school ethos which promotes and reflects racial equality develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- Encourages everyone in the school community to have a positive self-image and high self esteem so that they develop their full potential.
- Having high expectations of all the school community and helping them fulfil their aspirations.
- Facing equality issues openly, positively and effectively
- Identifying and removing practices, procedures and customs which are discriminatory replacing them with approaches which are fair, accessible and relevant.
- Monitoring, evaluating and reviewing outcomes to secure continuous improvements in all that we do;
- Being open and fully accountable about our policy, its implementation and its effects.
- The school recognises and values multilingualism and will continue to seek to raise awareness about Multi Culturalism.
- The school reflects and develops students' cultural and faith backgrounds. This is shown through the development of resources, displays and facilities throughout the schools.

If parents feel the school is failing to meet the aims of the Race Equality Plan then please contact any of the following Deputy Head Teachers:

Mr D. Needham - Key Stage 5  
Mr C. Bennett - Key Stage 4  
Mr J. Stockill - Key Stage 3  
Mrs C. Finch - Inclusion/Guidance

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### A Students' Guide to the Race Equality Policy:

Hanson School is committed to:

- Treating all those in the school community (e.g., students, staff, governors, parents and the community) as individuals who are respected and valued for their abilities, beliefs, experiences, aspirations and potential.
- Creating a school ethos which promotes and reflects racial equality develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- Encourages everyone in the school community to have a positive self-image and high self esteem so that they develop their full potential.
- Having high expectations of all the school community and helping them fulfil their aspirations.
- Facing equality issues openly, positively and effectively
- Replacing any unfair practices or procedures with fair approaches.
- Continually reviewing the policy and improving where necessary.
- Being open and fully accountable about our policy, its implementation and its effects.
- The school recognises and values multilingualism and aspires. We will seek to raise awareness about multi culturalism.
- The school reflects and develops students' cultural and faith backgrounds. This is shown through the development of resources, displays and facilities throughout the schools.

If students feel that the school is not meeting these aims they should discuss, initially with their form tutor or other member of staff.

Policy Written	May 2002
Endorsed by	Senior Staff and Governors
Policy implemented	May 2002
To be updated	Annually
Last Updated	July 2009

Signed by Chair of Governors:  
Date: