

PENSBY HIGH SCHOOL FOR BOYS

RACE EQUALITY POLICY

1. SCHOOL CONTEXT

- 1.1 Pensby High School for Boys was opened in 1953 and is situated in a relatively affluent part of suburban West Wirral.
- 1.2 The school is a little smaller than the average sized secondary school catering for 816 boys aged 11-18 years, including 101 sixth formers. It is designated as an all ability school.
- 1.3 The school takes boys from over 35 primary feeder schools.
- 1.4 Ninety-nine per cent of pupils are from a white Christian ethnic background and one pupil speaks English as a second language.
- 1.5 About 13 per cent of pupils are entitled to free school meals; about 14% of pupils are on the special educational needs register; about 3 per cent have statements of special educational needs with general learning difficulties or dyslexia. The school houses a designated special needs unit for visually impaired students.

2. ETHOS, ATTITUDE AND ENVIRONMENT

- 2.1 Equality of opportunity at Pensby High School for Boys is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and community members.
- 2.2 Equality of opportunity is based on the core values and ethos expressed in the school's Mission Statement:-

We strive to be a caring and achieving community by

- maintaining a safe, secure and stimulating environment
- ensuring quality teaching and learning
- working in partnership with parents and the community
- preparing pupils for adult life
- nurturing self esteem and a sense of belonging
- investing in people
- encouraging joy and self expression
- offering a rich variety of educational experiences
- recognising effort and achievement
- emphasising respect for others
- serving the needs of each individual

- developing leadership by example
- building on tradition
- giving clear and consistent guidance
- instilling a sense of right and wrong
- providing equal opportunities
- promoting healthy living
- celebrating success

2.3 These core values and ethos are similarly expressed in the school's Equal Opportunities Statement:-

- Pensby High School for Boys aims to develop each individual, providing equality of opportunity for all those involved with the School, regardless of sex, creed, marital status, race, disability, age and sex orientation.
- The School is opposed to all forms of unfair discrimination, recognising each individual's right to equality of access for support and opportunities, so providing a healthy environment for productive working with the school, based on good practice, in preparation for adult society.

2.4 These statements are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

2.5 It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

3. **THE SCHOOL'S COMMITMENT TO RACIAL EQUALITY**

3.1 A 'whole school' approach is used to promote racial equality and eliminate racial discrimination. The school opposes all forms of racism, racial prejudice and racial harassment.

3.2 We do acknowledge the occasional existence of racism and take positive steps to prevent it with existing school policies and procedures e.g. Equal Opportunities Policy, Inclusion, LEA Race O1 forms on racial incidents etc.

3.3 The school activity promotes good personal relations fostering a positive environment of mutual respect and trust amongst pupils and staff from all ethnic groups and within the wider community.

3.4 We respect and value the differences between people and try to prepare our pupils for life in a diverse society through the Religious Education, PSHE and Citizenship Schemes of Work.

4. **POLICY, MANAGEMENT AND GOVERNANCE**

4.1 Pensby High School for Boys is committed to encouraging, supporting and enabling all pupils and staff to reach their potential.

4.2 The School Management Team works in partnership with all stakeholders and the wider community to promote good practice in racial equality.

4.3 Evaluation of the Policy will be used to identify specific actions.

- Governing Body - ensure the school complies with legislation
- ensure Policy is implemented
- Headteacher - implementation of the policy
- ensure all staff are aware of their responsibilities and give appropriate support
- take action in any case of racial discrimination
- appoint a member of staff to co-ordinate racial equality work
- appoint a member of staff (or self) to deal with reported incidents.
- All Staff - deal with racial incidents
- promote racial equality
- keep up to date with legislation
- Visitors and Contractors - aware of and comply with, the School's Race Equality Policy

5. **STAFFING: RECRUITMENT, TRAINING AND PROFESSIONAL DEVELOPMENT**

5.1 Pensby High School for Boys adheres to recruitment and selection procedures which are consistent with the statutory race relations Code of Practice in Employment.

5.2 The School will take appropriate steps to encourage people from under represented groups to apply for positions at all levels in the school.

6. **CURRICULUM**

6.1 Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

6.2 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity.

6.3 The content of the curriculum reflects and values diversity. All subjects contribute to the spiritual, moral, social and cultural development of pupils.

6.4 Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

7. **TEACHING AND LEARNING**

- 7.1 Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.
- 7.2 All pupils have access to the mainstream curriculum.
- 7.3 Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs.
- 7.4 Teachers take positive steps to include all groups or individuals.

8. **ASSESSMENT, PUPIL ACHIEVEMENT AND PROGRESS**

- 8.1 All pupils have the opportunity to achieve their highest standard. Assessment is free of racial, cultural and social bias. Baseline assessment is used appropriately for all pupils.
- 8.2 Monitoring and analysis of pupil performance enables the identification of pupils where there are patterns of underachievement. The school takes action to counter this.
- 8.3 Staff have high expectations of all pupils and challenge them to extend their learning to achieve higher standards. The school recognises and values all forms of achievement.
- 8.4 All pupils have the opportunity to demonstrate what they know, understand and can do and therefore benefit from assessments which summarise what they have learnt. Information from assessment is used to inform future learning.
- 8.5 Staff use a range of materials and strategies to assess pupils progress.

9. **ADMISSION, ATTENDANCE, DISCIPLINE AND EXCLUSION**

- 9.1 Active steps are taken to ensure that the Admission Process is fair and equitable to pupils from all ethnic groups.
- 9.2 The school monitors all pupils' attendance and uses the data to develop strategies to address poor attendance.
- 9.3 Discipline and exclusion of all pupils are monitored and action is taken in order to reduce any disparities between different groups of pupils.
- 9.4 The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all, irrespective of ethnicity.

10. **PUPILS – PERSONAL DEVELOPMENT, ATTAINMENT, PROGRESS AND PASTORAL CARE**

10.1 Pupil's attainment and progress in individual subjects is monitored and the school tackles any unjustified disparities in attainment and progress between ethnic groups.

10.2 Pastoral support takes account of religious and ethnic differences.

10.3 All pupils have equal access to extra curricular activities.

11. **PARENTS, GOVERNORS AND COMMUNITY PARTNERSHIP**

11.1 Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

11.2 All parents are encouraged to participate at all levels in the full life of the school.

11.3 The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.

11.4 The school's premises and facilities are envisaged to be equally available and accessible for use by all groups within the community.

11.5 The school strives to make active links with community groups.

12. **IMPLEMENTING THE POLICY**

12.1 Headteacher to identify a co-ordinator to lead the development of the Policy.

12.2 Convene a working panel to develop and administer the policy setting timescales for meetings.

12.3 Develop a programme for the regular review of all curriculum policies to ensure that Racial Equality is included.

12.4 Ensure that racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the school.

12.5 Check current extra curricular activities and events to ensure the interests and capabilities of all pupils from ethnic backgrounds are addressed and that a well resources, broad programme of opportunities exists.

12.6 Ensure assessment procedures in all curriculum areas identify and address the specific needs of any ethnic minority groups.

13. **REVIEWING AND EVALUATING THE IMPACT OF THE POLICY**

- 13.1 Headteacher to ensure co-ordinator has all the necessary resources.
- 13.2 Co-ordinator to produce minutes of panel meetings.
- 13.3 Co-ordinator to evaluate success through lesson observation; extra curricular audit; displays; resources audit.
- 13.4 Panel to evaluate progress of all pupils, but in particular pupils from ethnic minority groups.
- 13.5 Programme for regular review of curriculum policies to be put in place.
- 13.6 All curriculum planning to reflect at the ethnicity background and language needs of all pupils. The criteria used for allocating pupils from ethnic minority groups, including both teaching and option groups, is seen to be both fair and equitable.