

E-ACT POLICY

PARKWOOD ACADEMY

RACE EQUALITY

Date agreed by Governors	
Date of review	
Responsible officer	Principal / Business Director

Race Equality Policy

Academy character and circumstances

Parkwood Academy is a mixed 11 –16 “inner city” academy. The majority of students come from communities with high socio-economic disadvantage and live locally in houses that are part of two distinct areas of social housing built in the 1930s. These areas are almost exclusively white in character. These communities are characterised by low aspiration and tend to be “inward looking” and insular in nature. However, there are many families with traditional values who are highly supportive of the academy and who place a high value on education. By and large the young people in the academy are gentle, caring and considerate.

Over recent years an increasing percentage of the students have come from ethnic minority communities living in a neighbouring area. The academy has become increasingly successful in gaining the confidence of families within these communities and approximately 35% of the students are BME. These students come from an increasing range of BME groups including Pakistani, Somali, African-Caribbean, Yemeni and Central and Southern African. An increasing number of students also come from families recently arrived from Eastern Europe.

Approximately 40% of students receive free school meals. The majority of learners have a reading age lower than their chronological age. 60% of the students are on the Special Needs Register and 3% of students have statements.

Low aspiration is a key feature of the white students and families of the academy but is not so characteristic of students from BME communities. Students from BME communities in general outperform white students in GCSEs.

The majority of students attend one of the three family feeder primary schools. Each of these schools achieves results significantly below national and city averages at KS2. Each of the schools has, in recent times, been placed in an unsatisfactory category by Ofsted, although there has been very significant improvement in the last two years.

Parkwood Academy is committed to an inclusive ethos in which all students regardless of their gender, ethnicity, culture, religion or ability will be supported to succeed. The Race Equality Policy will be implemented by all staff under the direction of the EMA Team and Senior Leaders of the Academy and the principles of this policy will underpin all other academy policies.

Policy Statement and Aims

This policy sets out Parkwood Academy’s commitment to tackle racial discrimination whether direct or indirect, individual or institutional and to promote equality of opportunity and good race relations across all areas of academy activities including our dealing with parents and the community.

At Parkwood Academy we will always strive to ensure that everyone 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, age, sexuality or disability.

The academy is committed to promoting good race relations between persons of different racial groups and avoiding racial discrimination, whether direct or indirect. The academy will actively promote race equality, oppose racism in all its forms and foster positive attitudes, respect, equality and partnership as we work with students, parents and the wider community.

We will achieve these aims by:

- Creating a positive, inclusive atmosphere based on respect for people's differences and show commitment to challenging and preventing racism and discrimination
- Creating an academy ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices
- Treating all those within the academy community (e.g. students, staff, governors and parents) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- 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
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly
- Reflecting the diversity of our students, local community and the wider Sheffield community in the academy environment e.g. rooms, curriculum and participatory activities to prepare our students to live in a multi ethnic society
- Taking positive action to raise the achievement and attainment of underachieving groups by recruiting appropriate staff and governors
- Treating any discriminatory behaviour including harassment or bullying by individuals or groups, extremely seriously and regarding such behaviour as grounds for disciplinary action which may include exclusion or dismissal
- Identifying and removing all practices, procedures and customs which are discriminatory, detrimental to individual needs and emotional well-being and replacing them with practices which are empowering and fair to all
- Monitoring, evaluating and reviewing all of the above to secure continued improvement in all we do

Roles and Responsibilities

Governors

The Governing Body of the academy will agree this policy and will take responsibility for assessing and monitoring the impact of it by obtaining regular reports, dealing with racist incidents and reviewing an annual action plan.

The Academy EMA Team will be responsible for writing an annual action plan based on this policy and will work with a Line Manager from the Senior Leadership Team and a designated member of the Governing Body to monitor and review the implementation of both the policy and the action plan.

The Governing Body will receive progress reports from the Principal and other academy staff as required as part of the Principal's report

to Governors

The Governing Body will make every effort (including positive action) to ensure its membership is representative of the school community

Principal

The Principal will demonstrate through his personal leadership the importance of this policy. He will ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy. The Principal will assess and monitor the impact of this policy through regular monitoring of the action plan. He will resource the Academy EMA Team appropriately to meet the development and delivery needs of the action plan

Race relations issues, monitoring and evaluation outcomes will be reviewed in relation to the plan, and reported to the Governing Body as required as a part of the Principal's report. Within his report would be information collected from other staff and the EMA Team.

Where funding is available for raising the achievement of minority ethnic students i.e. EMAG (Ethnic Minority Achievement Grant), the Principal will ensure that the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

The Principal has responsibilities for ensuring the race equality policy and action plan targets will be included in induction arrangements for all new staff to the academy. Academy induction procedures will highlight the duties defined by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process

The EMA Team

The Academy EMA Team plus their Senior Leadership Line Manager and a designated Governor are responsible for overseeing, action planning, policy development, monitoring and evaluation. The roles 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.

Through the academy's subject/curriculum leaders, the group will be responsible for reviewing and monitoring curriculum policies and planning to ensure that race equality is reflected and promoted

Members of the Group will be:

Paul Howard	Community Liaison Manager
Shamsi Eaveson	Academy EMA Team Co-ordinator
Mohammed Ahmed	Academy EMA Team
Omar Mohammed	Academy EMA Team
Manzoor Khan	Academy EMA Team

Plus a nominated member of the Academy Governing Board

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities and specific duties are in ensuring 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 management issues

Teachers through their interaction with students, via curriculum delivery and other teaching strategies will take an inclusive approach and engender good race relations

Administrative, Ancillary, Supervisory and Support Staff

All staff will familiarise themselves with this policy and know what their duties and responsibilities are in the implementation of the action plan

Students

Students will share in the development of the race equality policy and be made aware of how it applies to them. They will be encouraged to treat each other with respect and be appropriately empowered to report incidences of a racial nature to an appropriate adult

Contractors and other Service Providers

The academy's procurement policies will address, where appropriate, the need to promote race equality and good race relations between different racial groups

Complaints Procedure

If any one in the academy feels that the policy is not being followed then they should raise the matter with the Principal and/or Chair of Governors and/or EMA Co-ordinator who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be used.

Implementing this Race Equality Policy

Other academy policies

This race equality policy is linked to our action plan for promoting race equality and raising the achievement of minority ethnic students. All our other policies will be reviewed to ensure the ethos and commitments aspired to here are reflected consistently

Guidance, Support and Training

The academy will review the training opportunities available to its entire staff and introduce additional provision where necessary or desirable

Action Plan

The EMA team will be responsible for producing the academy's action plan for approval by the Governing Body. The race equality action plan will identify objectives, links to other plans, actions, responsibilities, resources, time-scales, success indicators and targets as well as monitoring and evaluation

Curriculum and other subject leaders should refer to this policy in their personal action plans and priorities for action areas which come under their responsibilities in this and future years

The race equality action plan will be integrated into the academy Development / Improvement Plan. The Governors will monitor and evaluate this action plan annually

Publishing Arrangements

The academy will publish the Race Equality Policy and Action Plan on the academy's website / newsletter, and make copies available to all staff, parents, students and members of the community

Monitoring and Assessing Policy

The academy has in place arrangements to monitor by reference to different racial groups the recruitment and selection of members of staff, the admission and progress of students. The results of these monitoring processes are collated by the Academy's Senior Staff and reported to the Governing Body

In addition to the monitoring and assessment arrangements already in place, the academy is setting in place procedures to ensure that additional monitoring is undertaken as necessary to ensure that the academy is able to identify possible improvements in its practices. To support this development the Pastoral Managers will take responsibility of inputting all recorded racial incidents onto the SIMs system. This will support clear data analysis taking place with cross referencing being easily accessed to other cohort areas.

Through supervision of staff, consultation with parents and local community the academy will assess the impact of its race equality policy and other policies on students, staff and parents from other different ethnic groups. The academy will also assess whether the policies have or could have an adverse impact on the attainment levels of students from different racial groups. The academy will assess the effectiveness of its other policies through the existing arrangements for developing and reviewing academy policies.