

Equality Objectives Policy
Erdington Academy
Part of Fairfax Multi-Academy Trust
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Race Equality Policy Academy Character and Circumstances

The Academy is a 900 student 11-16 multicultural urban comprehensive Academy which was designated a sports college in 2003. Students come from a diverse cultural and socio-economic background. Approximately 45% of students are non-white with approximately 17% of Asian Heritage and 22% of Black Caribbean heritage. Around 11% of students have EAL, just above the national average. Very few students are stage 1 English speakers 40% of students are eligible for free school meals and this is variable across cohorts. The Academy serves a disadvantaged catchment area, the majority (almost 70%) of students come from Erdington and Stockland Green wards which are below the England average on the key indicators of % adults in higher education and 1% of high social class households. The students come from over 20 primary schools although five of these supply over 50% of the intake. The Academy is oversubscribed and most students live within a 2km radius of the Academy. A significant number of students have complex family backgrounds. There are a small number of refugee and asylum seekers. 21% of students are identified as having SEN which is above the National Average. 4.1% of the students have a statement of SEN, twice the national average. Student attainment on entry is just below the national average.

Policy Statement and Aims

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

This policy relates to legislation, specifically the Equality Act 2010 and the Equality Act 2010 Specifications and Regulations.

1. Erdington Academy believes that each child and adult within the Academy and wider community is unique, has rights and responsibilities and should be treated equally and with respect.
2. The Academy is committed to promoting good race relations between individuals 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 pupils, parents and the local community.

We will achieve those by:

- Creating a positive inclusive atmosphere based on respect for peoples differences and show commitment to challenging and preventing racism and discrimination.

- Creating a an Academy ethos which promotes race equality, develops understanding of different cultures, religious beliefs and practices and challenges myths, stereotypes misconceptions and prejudices
- Treating all these within the whole Academy community (e.g. pupils, staff, Associates and parents) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Encouraging everyone within our Academy community to have 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 pupils, local community and the wider Birmingham community in the Academy environment, e.g. rooms, curriculum and participating activities to prepare our pupils to live in a multi ethnic society.
- Taking positive action to raise the achievement and attainment of under-achieving groups by personalisation of the curriculum, recruiting appropriate staff and Associates.
- Treating any discriminating behaviour, including harassment or bullying by individuals or groups as extremely serious and to be regarded as grounds for disciplinary action which may include exclusion or dismissal.
- Identifying and removing practices and procedures which are discriminatory, detrimental to individual needs and emotional wellbeing and replacing them with practices which are empowering to all.
- Monitoring, evaluating and reviewing all of the above to secure continues improvement in all that we do.

3. Objectives

Roles and Responsibilities Associates

The Academy Association has agreed this policy and will take responsibility for assessing and monitoring the impact of this policy. One member of the Academy Association has responsibility for monitoring this policy and acting as the designated Associate for race equality. The Academy Association will receive progress reports from the head teacher and other Academy staff on a termly basis, as part of the head teacher's report to Associates. The Academy Association will make every effort to ensure its membership is representative of the Academy community.

Head teacher

Mr Mallett 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. Where funding is available for raising the

achievement of monitoring ethnic pupils, the head teacher will ensure that the additional resources are used appropriately and targeted on the basis of identified needs.

Teachers

Teachers will familiarise themselves with this policy and will know the implication of the policy for their planning, teaching and learning strategies as well as for behavioural management issues. Teachers through their interaction with pupils, 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 the policy and know what their duties are in regard to the implementation of the policy. **Pupils**

Pupils will share in the developmental 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 encouraged to feel confident to report incidences of a racial nature to an appropriate adult.

Complaint Procedure

If anyone in the Academy feels that this policy is not being followed then they should raise the matter with the head teacher and/or chair Associates who will facilitate the appropriate action.

Implementing this Race Equality Policy

This race equality policy is action plan for raising achievement of all pupils. It also links to the equal opportunities policy and 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 head teacher will produce the action plan.

Key areas in promoting race equality The

ethos of the Academy

- This race equality policy reflects the ethos of the Academy and is explicit in all the relevant Academy's policies.

- Any issues of racial harassment will be dealt with via the Academy's bullying policy 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.
- 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.

Pupil's achievements and progress

- Pupil's attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability)
- Erdington Academy develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- When setting targets for individual pupils, 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 pupils.
- The Academy values the achievements and progress of pupils from all ethnic groups. All pupils 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 pupils on work experience are not subjected to racism or racial harassment.

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

- Erdington 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 pupils.
- Heads of faculty and subject leaders provide guidance and examples of good practice for colleagues.
- Erdington Academy monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of pupils 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 pupils 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.

Guidelines for working with pupils, who have English as an additional language

- Erdington Academy recognises and values multi-lingualism.
- The language and learning needs of multi-lingual pupils are clearly identified and appropriate support identified and used. Erdington Academy
- The Academy will explore a broad range of other media, for example computer software, the internet, audio and videotapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage.
- The Academy will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate access for pupils and communities who are literacy in their first language.
- The Academy will draw on the skills of parents and local communities in producing resources.
- The Academy will seek to provide high quality interpretation and translation across all areas of the Academy's work as appropriate.

Pupil behaviour, discipline and exclusion

- Erdington Academy's procedures for managing, rewarding and disciplining pupils are fair and applied equally to all pupils, 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 pupils.
- Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from ethnic groups.

Racism and racial harassment

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment in the Academy Bullying Policy and Appendix one which is understood by everyone in the Academy community.
- The monitoring system used in the Academy enables the Academy to report the relevant details to the Academy Association and to Birmingham City Council each term.

Attendance

- The Academy monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance. Provision is made for pupils to take time off for religious observance, leave of absence and unauthorised absence.

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 the Code.
- Steps are taken to encourage people from underrepresented 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 Associates 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.

Parents, Associates and community partnership

- Parents are welcome and respected in Academy.
- People from minority ethnic communities are encouraged to become Academy Associates.
- Associates are encouraged to play an active role in the life of the Academy in order to fulfil their monitoring duties.

Assessing the impact of policies

As an Academy we assess the impact of this and other policies on pupils, staff and parents from different ethnic groups. We assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. We assess the effectiveness of our policies through existing arrangements for developing and reviewing other Academy policies. The questions which follow below are used by us to assess our policies in most areas, including:

- Employment, promotion, training and career development;
- Involving parents and guardians in the Academy;

- Making sure that the curriculum prepares pupils for life in a multi-ethnic society; and dealing with racist incidents.

The main questions for assessing the impact of all our Academy's policies – giving special attention to pupil's attainment levels – include the following:

1. Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
2. Which groups of pupils are not achieving as much as they can? Why not?
3. Are we making sure that our policies are not having an adverse impact on pupils, parents or staff from some racial groups?
4. 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?
5. Does each relevant policy include aims to deal with differences in pupils' attainments (or possible differences) between ethnic groups? Do our policies lead to action to deal with differences that have been identified (for example, extra coaching for pupils, or steps to prevent racist bullying)?
6. What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
7. What are we doing as an Academy to prepare pupils for living in a multi-ethnic society? How do we promote race equality and harmony and prevent or deal with racism?
8. Can any action we take be traced back to individual policy aims and related targets and strategies?
9. Is the action taken appropriate and effective? Are there any unexpected results? If so, how are they being handled?
10. All parents are regularly informed of their child's progress.
11. Proactive steps are taken to involve minority ethnic parents in the Academy.
12. The Academy's premises and facilities are equally available for use by all ethnic groups.
13. The Academy has active links with minority ethnic community groups.
14. The Academy encourages community groups to use its facilities for after school activities and for holiday schemes.

Monitoring the Race Equality Policy.

The Academy monitors the impact of this policy on pupils, parents and staff from different ethnic groups. In particular, the impact of policies on the attainment levels of pupils. To monitor our pupils' attainment, we collect information about pupil performance and progress, by ethnicity, 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)

- Punishment and rewards
- Membership of the Academy Association
- 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 pupils 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 pupils 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 improvement