



Policy for race equality and cultural diversity : IOWSS P1.4

Document Created by: Stewart Dudgeon

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Policy Links:

- Health and Safety policy
- Behaviour policy
- Bullying policy
- Safeguarding policy
- Child protection policy
- E-safety policy

(This policy should be read in conjunction with the school's procedural guide lines for tackling incidents of racist harassment)

Signed

..... Date 14/03/2018.....

Richard White
Headteacher

..... Date

Kevin George
Chair of Governors



1. INTRODUCTION

Our mission statement clearly indicates that all members of the school community (staff, parents, students and governors) are expected to respect diversity, promote equality and pursue high achievement for all. This statement embodies the school's commitment to valuing the individuality of all its students and, in conjunction with parents, giving each of them every opportunity to achieve the highest possible standards in all aspects of school life.

At The Isle of Wight Studio School we do not tolerate bullying, harassment or discrimination of any kind and constantly strive to reflect and celebrate the multi-ethnic nature of our local community and British society in general. We endeavour to ensure that the education we offer fosters positive attitudes to all peoples and in so doing are opposed to all forms of racism and xenophobia, including those aspects that are directed towards members of particular faith groups (e.g. Islamophobia), specific communities (e.g. travellers) and individuals because of their residency status (e.g. refugees and asylum-seekers).

2. GUIDING PRINCIPLES

In fulfilling our legal duties, we are guided by three essential principles:

- Every student should have opportunities to achieve the highest possible standards of attainment, and the best possible qualifications for the next stages of their life and education.
- Every student should be helped to develop a confident sense of personal and cultural identity and a receptive and respectful attitude towards the identities of others.
- Every student should be enabled to develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

3. SCHOOL POLICIES AND PRACTICE

We seek to ensure that the principles listed above apply to the full range of school policies and practices, including those that are concerned with:

- student progress, attainment and assessment
- behaviour, discipline and exclusion
- personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development and all policies relating to personnel matters.



- partnerships with parents and the local community.

4. RESPONSIBILITIES

- The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are consistently implemented.
- All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support students for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.
- The Head of School is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking the agreed action in any cases of unlawful discrimination.

5. INFORMATION AND RESOURCES

We seek to ensure that the content of this policy and the school's procedures for dealing with incidents of racist behaviour is known to all staff, governors, students and parents and reviewed annually.

All material resources for use in the school are selected to support a range of personal and cultural identities amongst students, staff and parents, including, in particular, those of dual heritage.

6. RELIGIOUS OBSERVANCE

We respect the religious beliefs and practice of all staff, students and parents, and comply with all reasonable requests relating to religious observance and practice.

7. ACTION PLANS

Strategies for monitoring race equality and cultural diversity issues and the impact of this policy are included in action plans which are updated annually to promote continuous school improvement outlined in the School Development Plan.

8. BREACHES OF THE POLICY

Students

If students do not comply with the race equality policy:

- A member of the senior management team will speak with the student about their behaviour and attitude, outlining expectations of all students and staff at the school.



- Appropriate sanctions will be set that are in line with the behaviour policy.
- Parents of students in breach of the policy will be informed of their behaviour or attitude and requested to work with the school to bring about improvements.
- If necessary, a meeting will be held between the parents. The student and the Head of School to discuss behaviour and attitude and any further action required.

Staff

Any breach of the race equality by a member of staff will be formally recorded and will result in the following action being taken:

- The Head of School will speak with the member of staff concerned, reinforce the requirements of the policy and set out clear expectations of all staff members.
- Staff may be required to attend appropriate training.
- Targets for improvement may be set and monitored.

Refusal to comply with the requirements of the policy or a repeated breach of the policy will result in formal disciplinary action.

9. MONITORING AND EVALUATION

We collect, study and use quantitative and qualitative data relating to the implementation of this policy.

We do so in relation to student progress in the following ways:

- regular assessments of student learning and the use of data to track student progress, as they move through the school;
- monitoring student performance according to ethnicity, to ensure that all groups of students are making the best possible progress;
- using information gathered to adjust future teaching and learning plans;
- targeting available resources to support groups of students identified as underachieving;
- providing regular updates on student performance information for the Governing Body;
- comparing school performance information with national data, LA data, and data from schools in similar circumstances to ensure that all students are making appropriate progress.

We also regularly monitor a range of information relating to:

- exclusions;
- incidents of racism, racial harassment and bullying;
- parental and community involvement;
- staff recruitment and continuing professional development.



Evaluations of the effectiveness of this policy and amendments to associated action plans are made annually based on the results of monitoring all the above.

10. Equality Act 2010 update:

School Uniform Policy:

There are recognised benefits in having a school uniform, as a uniform can: instil pride; support positive behaviour and discipline; contribute towards the ethos of a school; help to ensure pupils of all races and backgrounds feel welcome; protect children from social pressures to dress in a particular way; nurture cohesion; and promote good relations between different group of pupils.

The law: Under the provisions of the Equality Act 2010 schools must not discriminate on grounds of age, sex, gender reassignment, transgender, race, disability, pregnancy and maternity, religion or belief or sexual orientation. The leading cases challenging uniform policies have tended to focus on racial or religious matters.

Unlawful discrimination can be direct, where the school treats a pupil differently from other pupils on the prohibited grounds, or indirect, where all pupils are treated equally but the effect of that treatment is different on, for example, different racial or religious groups.

What does this mean for our school?

In light of the case law in this area and the obligations under the Equality Act 2010, we will consider the following points:

- whether an exception to the school uniform policy applies in specific cases, such as to accommodate a pupil's disability or injury;
- to take care to ensure that the uniform policy does not discourage parents from certain social groups from applying for a place at the school for their child. For example, to avoid disadvantage to any racial groups. Uniform policies should take into account specific differences in dress, hairstyle and even the significance of certain items of jewellery for pupils from different racial backgrounds;
- in some circumstances it may be appropriate to allow an exception to the policy to be made for a particular pupil. If an exception cannot be made, and would put a pupil at a disadvantage, consider whether the reasons for not making an exception are a proportionate means of achieving a legitimate aim. In other words, what will be the impact on the established aims of the school's uniform policy by allowing an exception; and
- schools are more likely to be able to show that their policies are fair and non-discriminatory when they have been widely consulted on, for example, with staff, pupils, parents and governors.



It remains the case that the school is free to adopt a uniform policy and can require their pupils to adhere to them. However, case law indicates that we must consider making exceptions or changing their uniform policies where appropriate, not only for those of certain religious beliefs, but also for pupils who contend that a cultural or family practice means that they cannot conform and where other special circumstances apply which could be linked to one of the prohibited grounds.

Reasonable Adjustment: As a school we are required to take reasonable steps to provide an auxiliary aid, where a disabled person would, but for the provision of that auxiliary aid be put at a substantial disadvantage compared with a non-disabled person. This is the responsibility of the school and the governing body.

For further information on accessibility please refer to each SEND Policy and SEND Offer available at our school (information is available on the school website).

Race

Following government consultation inclusion of caste has now been integrated within the race protected characteristic. Across the school we will ensure that we make every effort to ensure that we promote inclusion at all levels of teaching and learning and employment. We will continue to eliminate discrimination, harassment and victimisation, promote equality of opportunity and foster good relations within the school and wider communities of the Isle of Wight.