

RACE EQUALITY POLICY



# HAYDON SCHOOL

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**School Context**

Haydon School is a mixed comprehensive High School, with status as a Language College and Applied Learning Centre situated in the suburbs of North West London with 2027 students. The school has an increasing ethnic minority population of 27.38%, 12.67% from Asian heritage and 4.83% from African heritage. The staffing slightly over-represents the ethnic make up of the pupils with 31.85% of staff coming from ethnic minorities, 18.34% from Asian heritage and 12.75% from African heritage.

**1. Aims and Values**

- To work towards the elimination of unlawful racial discrimination.
- To promote racial equality.
- To promote good relations in order to encourage inclusion in the wider educational community.
- To ensure that students and staff from all racial groups are encouraged to achieve their full potential.
- To prepare students for life in a pluralistic society.
- To create an ethos in which every person, irrespective of their race, colour, ethnic origin, religion or place in society, feels valued and welcomed.
- To broaden the language horizons for all pupils, ensuring that they acquire a real understanding of role, range and richness of language in all its forms.
- To encourage the learning of community languages and value bilingualism
- To acknowledge the gifted and talented students from minority ethnic groups

**2. Leadership and Management**

The school will promote Race Equality, Good Race relations and tackle Racial Discrimination by:

- Monitoring and raising the educational achievement for those groups of students at risk of underachieving.
- Making opportunities to celebrate the richness and diversity of different cultures.
- Making opportunities, through assemblies and Citizenship to deal with issues of prejudice, discrimination and harassment.
- Promoting an ethos of understanding, tolerance and harmony.
- Addressing the under representation of minority groups of staff in the school.
- Requiring all members of staff to challenge inappropriate racist or stereotypical comments used both in lessons and in social environments.
- Ensuring all racist leaflets, badges or insignia are banned from school.
- Regularly reviewing the curriculum content, books, worksheets, audio and visual aids to ensure that negative images are not portrayed and that examples of positive images are promoted wherever possible.
- Giving students information, through most areas of the curriculum, but explicitly through Citizenship, Humanities and Social Sciences about diversity and other cultures to help them understand racial similarities and differences and that movement of people be presented as an underlying theme throughout history and the modern world.
- Dealing with racist incidents effectively using guidance provided by the CRE, the local education authority and in accordance with known best practice supporting all children, parents and staff.
- Making sure all students, staff, parents, visitors and contractors are made aware of the policy and it's implications.

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**3. Specific Responsibilities of Members of the school community****3.1 The Governing Body will:**

- Ensure that the school complies with Race Relations Amendment Act
- Ensure that the policy has been implemented

**3.2 The Headteacher will:**

- Ensure that all staff are informed of their responsibilities and receive appropriate training and support to implement the policy
- Ensure that all racist incidents are investigated and recorded for future monitoring and reporting

**3.3 All staff will:**

- Address racist incidents that are reported to them following agreed procedures stated in the school behaviour and anti bullying policies
- Become informed of race relations and legislation through relevant professional development
- Report any racist incidents to House Managers to be logged as required by L.A.
- Ensure that all students are taught in ways that take account of their varied life experiences and needs, including their linguistic and cultural needs.
- Ensure all students have an equal chance of access and achievement in class
- Ensure all students are supported so that barriers can be addressed and overcome

**3.4 The person responsible for race equality issues in the school will:**

- Participate in appropriate professional development activities
- Report relevant information to members of the school community
- Co-ordinate activities to ensure the implementation of the policy and secure the success of the Race Equality Action Plan

**3.5 Visitors will:**

- Be informed of this policy through relevant signage
- Be expected to comply with it

**3.6 Contactors will:**

- Be made aware of the school policy through the notice given to contractors

**3.7 Parents will:**

- Be made aware of school policy through the school brochure and the home / school agreement

**4. Monitoring the Evaluation of the Policy to Promote Race Equality**

In order to assess and monitor the impact of the race policy we will:

- Incorporate race equality targets into our school improvement plan
- Analyse data by racial group: e.g. sanctions, exclusions, rewards, attainment and wider progress, parental involvement, staff development, composition of staff and governing body membership
- Evaluate all policies and procedures for their effectiveness in eliminating racial discrimination, promoting racial equality and good race relations

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- Ensure that this policy is reviewed annually in relation to the aims and content of other school policies
- Make relevant information available to all members of the school community
- Inform all members of the school community of action taken and progress made in the implementation of the policy
- Publish the results of the analysis of relevant data through the governors' Annual Report to Parents
- Identify Key areas for future planning

This policy will be evaluated and reviewed after one year initially and then subsequently following the school review cycle

Approved by the Governing Body

Signed.....

Chair of Governors.....

Date.....

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## Appendix A

**Haydon School (URN: 102441 DCSF No. 3125401)**  
**Context**

**Ethnicity**

The table below shows some key data regarding the ethnic composition of Haydon School. The information is derived from the ethnic categories used to complete the School Census. In the 2007 School Census data set, ethnicity is described using the ethnic categories introduced in the 2003 Pupil Level Annual School Census (PLASC). Please note that figures are rounded and may not add up to 100%.

<b>Ethnic Group</b>	<b>School %</b>	<b>2007 National %</b>
White – British	63.64	77.5
White – Irish	0.14	0.4
White – Traveller of Irish heritage	0.0	0.1
White – Romany or Gypsy	0.0	0.1
White – any other White background	5.13	2.9
Mixed – White & Black Caribbean	0.74	2.9
Mixed – White & Black African	0.10	0.4
Mixed – White & Asian	0.98	0.7
Mixed – any other mixed background	2.12	1.2
Asian or Asian British – Indian	11.88	2.4
Asian or Asian British – Pakistani	1.52	3.2
Asian or Asian British – Bangladeshi	.0.64	1.3
Asian or Asian British – any other Asian background	0.39	1.0
Black or Black British – Caribbean	3.05	1.4
Black or Black British – African	0.14	2.5
Black or Black British – any other Black background	1.38	0.5
Chinese	.0.88	0.4
Any other ethnic group	6.26	1.1
Parent/pupil preferred not to say	0.19	0.8
Ethnicity not known	0.0	0.9
	Autumn Census	

**Document History**

<b>Date</b>	<b>Issue</b>	<b>Status</b>	<b>Comments</b>
Feb 2004	1	Current	
01.01.08	2	Updated	Issued to Governors for Review prior to the Student Committee Meeting
06.10.08		Approved	
23.02.10	3	Updated	To Student Committee
23.02.10	3	Approved	To F.G.B on 16.03.10