



Eastbrook School Promoting Race Equality

Eastbrook School provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens.

In preparing our students for life in a world where they will meet, live and work with people of different cultures, religions, languages and we recognise:

- the necessity for an inclusive curriculum and the opportunities Citizenship presents for encouraging 'respect for diversity'
- the importance of raising awareness of diverse faiths and cultures
- the important contribution immigrants and their descendants have made to Britain.
- the importance of Global Citizenship.
- the importance of strong home/school and wider community links.
- our duty under the Race Relations (Amendment Act 2000) to promote race equality actively.

Definitions

The definition of **institutional racism** is 'the collective failure of an organization to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping which disadvantages minority ethnic people.'

A **racist incident** is 'any incident which is perceived to be racist by the victim or any other person'

Harassment is defined as any conduct, physical, verbal, written or electronic, in or out of school, that has the intent or effect creating an intimidating, hostile or offensive educational, work or living environment. Often this will be in the form of words, conduct or action, usually repeated or persistent that, being directed at a specific person, annoys, alarms, or causes substantial emotional distress in that person

School Vision for the Promotion of Racial Equality

- We strive to be a centre of excellence for the whole community, where all learners and visitors feel comfortable, safe, secure and welcome. All achievement is celebrated and learners are encouraged and supported to face challenge with resilience and dignity.
- We want our learners to feel good about themselves; to feel they have something to offer; to aspire to achieve those goals that maybe their parents only dreamed of. We want them to feel safe and secure, to feel value within their community and able to contribute.
- We want them to achieve the best possible examination results they can. Exams open up opportunities for learners; they give them the chance to move into new areas of study and eventually into work and lifelong learning.

Policy Aims

- Eastbrook School values difference and aims to create an environment, which is enriching and beneficial to all. In this aim the school is committed to promoting racial equality and eliminating discrimination.
- We will not accept any acts of overt discrimination and seek to uncover and eliminate institutionalised and covert discrimination.

Objectives

- To define and combat racism and discriminatory practice
- To effectively meet the particular needs and promote the abilities of all people, having regard to their ethnic, linguistic and cultural attachment
- To develop a yearly audit to assess the impact of the school's policy and practice as part of the school's self-evaluation framework

Declaration of Principles and Statements of Intent

Principle	School Action	Monitoring
Eastbrook School has adopted a whole school approach to promoting racial equality and eliminating discrimination.	<p>Issues of equality will be reflected in all new and revised policies and the impact of these policies regularly evaluated. Staff selection procedures and outcomes are monitored with reference to promoting race equality.</p> <p>The school will respond immediately and supportively to all reported incidents of discrimination by students and staff including off-site provision; work experience, school trips and college links placements. Work place partners will be made aware of the school's Equality Policy, and the Promoting Race Equality Policy</p>	<p>Yearly audit of student attainment and achievement as part of the whole school self evaluation framework. Reference to Barking and Dagenham fair appointment practice</p> <p>Regular analysis of data and information relating to reported racially motivated incidents</p>
The school community values difference and celebrates diversity. We will not accept any acts of overt racial discrimination and seek to uncover and eliminate institutionalised and covert discrimination	<p>To include in all school policy review the consideration of possible previously unidentified institutionalised racism</p> <p>Students and staff are provided with opportunities to fulfil their religious obligations. Provisions are made to meet the dietary and cultural requirements of students and staff.</p> <p>Students are regularly consulted through a variety of methods; including anonymous questionnaires and open discussion</p>	<p>Yearly audit of student attainment and achievement as part of the whole school self evaluation framework.</p> <p>Regular analysis of data and information relating to reported racially motivated incidents. This data is used to inform the action planning process and reported to Governors each year</p>
The planning and delivery of the whole school curriculum will take account of the diverse community at Eastbrook School. The monitoring and review processes will evaluate the success of action taken.	<p>Student attainment and progress is monitored in individual subjects and across the curriculum by ethnic group, gender, language and additional needs. Disparities in the attainment and progress of particular groups of students are identified and appropriately addressed. The processes of identifying MABLE students recognises a wide range of abilities. Assessment procedures and outcomes are regularly monitored and reviewed to ensure equality of access to the process of assessment, the curriculum, to inform teaching and learning styles and to ensure the most appropriate allocation to teaching groups. (See Assessment, Recording and Reporting Policy). Schemes of work are regularly reviewed and examined. Resources are chosen which reflect the culturally diverse nature of the global community and the needs</p>	<p>Yearly audit of student attainment and achievement as part of the whole school self evaluation framework.</p>

Reviewed October 2018

	of the school community. They will promote the understanding of cultural diversity and racial harmony. Appropriate support and guidance will be offered to every student according to need, taking into account specific, cultural and linguistic needs. (See Inclusive Education Policy)	
Principle	School Action	Monitoring
All departments will review the attainment of students and target action to address identified inequalities between groups of students.	All staff are provided with data and student information to inform the development of effective teaching and learning methodology. EMAG support is regularly reviewed in the light of identified inequalities	SLT line management of Heads of Department
Admission, disciplinary and exclusion procedures and processes are fair and equitable to students from all ethnic groups and monitored to ensure that this takes place.	Strategies are in place to reintegrate and include previously excluded students, those returning following a long period of absence and those entering British education for the first time. (See Inclusive Education Policy)	Regular reports to SLT and the Governing Body
The achievement and progress of all students is celebrated and valued by the school.	Pastoral Leaders and Heads of Department oversee the recognition of a wide variety of progress and achievement through assemblies, letters home, student awards, certificates, prizes and reward activities. Subject teachers and support workers issue merits and 'Praise Postcards' are sent home as part of the school Behaviour for Learning Policy which aims to reward success as well as to sanction challenging behaviour	Review of Newsletters, Display Boards, CMIS monitoring and Headteacher's reports to Governors Yearly audit of student attainment and achievement as part of the whole school self evaluation framework.
All students and parents are encouraged to become involved in extra-curricula activities and supported in doing so as necessary.	EMAG involvement in after school activities including homework and extra study classes. Entry to first language accreditation where available Equalities Policy and Promoting Racial Equality Policy to be apply to all School activities Every effort will be made to ensure that parents are regularly informed of their child's progress, in the language most appropriate to the parent. All parents and carers are encouraged to play an active role in the life of the school.	Audit of participation by SLT
The Governing Body is increasingly representative of the school community and regularly reviews the impact of all school policies	Yearly audit of student attainment and achievement as part of the whole school self evaluation framework. Regular and systematic training on equality issues is provided for all staff and Governors. (See Staff Development Policy)	School self-review framework
School admission and selection procedures are consistent with the statutory Race Relations Code of Practice, the Disability Discrimination Act and in line with the Equal Opportunities guidelines provided by the LA.	(See Inclusive Education Policy and School /LA Admission Procedures)	School self-review framework

Reviewed October 2018

Staff recruitment and development is monitored to ensure that fair practice is exercised and that any consequent imbalance is investigated.	(See Staff Development Policy and school employment procedures)	School self-review framework
---	---	------------------------------