

Impington Village College
POLICY FOR RACE EQUALITY
2010 – 2012

To be reviewed Summer term 2012

Reviewed Summer term 2010

Principles

Impington aspires to provide for all who share in the life of the College a quality of experience which respects them as individuals and gives fulfilment and reward. We recognise that equality of opportunity does not necessarily mean treating everyone the same and that failure to acknowledge cultural differences can have negative influences on individual and collective identities. We therefore positively welcome the religious, ethnic, national, cultural and linguistic diversity in our College and advocate a policy of cultural pluralism which gives equal status to all cultures, religions and languages.

We believe anti-racist education to be for and in the interests of all students and staff at Impington and recognise that the success of our Race Equality policy requires a commitment from each one of us to examine our attitudes and actions with regard to racism and to undertake to oppose racism in all its forms.

General Aims

We aim to achieve the following, as outlined by the Runnymede Trust's publication *Equality Assurance in Colleges* (1993) and the Commission for Racial Equality's (CRE) Standards For Racial Equality in Colleges *Learning for All* (2000)

1. To ensure high quality education for all students

Impington will provide for its students high quality, well-planned, well-organised teaching to achieve a broad and balanced curriculum.

To this end, the College will ensure that:

- there is equality of access for all students to all opportunities
- knowledge and skills will be fully developed
- provision will be responsive and sensitive to individual needs
- expectations of all students are equally high.

2. To support the development of personal and cultural identity

The College will ensure that there is a partnership with parents, industry, other educational establishments and the wider local community.

Impington provides an orderly and lively environment that promotes consideration towards others and a sense of community which respects the dignity and value of the individual.

There is an awareness of different cultural backgrounds and attitudes so that the College promotes home / college relationships and provides positive and appropriate encouragement for all parents to be involved in the education of their children.

3. To prepare students for full participation in society

Impington aims to develop in students:

- a self-assured, self-disciplined and caring attitude
- principles which distinguish right from wrong

- a recognition of their worth and a readiness to take their place in a diverse and multiethnic society
- an acceptance and enthusiasm for the fact that Britain is, always has been and always will be, a pluralistic, multiethnic society and that as no culture is static we should all allow our different cultures to evolve to accommodate each other
- all students understand what prejudice means, how discrimination occurs and how they can take a stand against all forms of racism.

Management and Organisation

The College's development plan and SEF will reflect the aims of its policies on Equal Opportunities and Race Equality.

All other policy documents will promote equality for all, in compliance with the Strategy for community cohesion.

Staff, parents, governors and students will be made aware of the College's policy on Race Equality, and will be encouraged to contribute to its implementation.

The College will have a Code of Practice, with clear procedures for identifying, recording and dealing with incidents of racial harassment.

The College will have a literacy policy which recognises the importance of English, and values and promotes language and literacy development in other languages used by students and local communities.

The Governing Body and College staff should be adequately representative of the local communities and should reflect the cultural diversity that is Britain.

Recruitment procedures will follow good equal opportunities practice. Everyone involved in the recruitment and selection will be trained effectively in order to avoid discriminating, intentionally or otherwise. Advice will be sought from external agencies when necessary to ensure that all teaching and non-teaching posts are advertised in the appropriate forum to be accessible to the widest pool of candidates.

The Race Equality Policy will be available in languages used in the communities which the College serves, where appropriate and possible.

The College's arrangements for receiving and welcoming visitors will be appropriate and accessible to parents of all backgrounds. Every attempt will be made to ensure College communications are accessible.

To ensure that people from each ethnic group are provided for equally and fairly, the College will collect and analyse ethnic data, as detailed in the Commission for Racial Equality's standards *Learning for All* (2000).

Equality implications will be considered when forming teaching and tutor groups.

Staff accept responsibility for helping to ensure that play and leisure areas encourage and promote positive and co-operative behaviour amongst students. The policy and its guidelines will be regularly monitored and reviewed.

There will be a named co-ordinator who will instigate necessary action.

The Curriculum

Our anti-racist approach is for the benefit of all our students and therefore needs to permeate all areas of the curriculum. To this end, each department in its development plan should include a statement on how it can contribute to equality in education and should be responsible for regularly assessing its contribution.

In the context of our anti-racist approach students need to have:

- accurate and unbiased information on the history, values, customs, beliefs and achievements of other peoples and countries
- an understanding of the history and present day effects of racism in Britain, Europe and worldwide.

The R.E. curriculum will reflect the multifaith nature of British society and will promote an understanding of how religious belief forms a framework for the lives of many people.

Equality is promoted within the pastoral as well as the academic curriculum.

The whole curriculum will develop in students the ability to identify and understand the causes of prejudice and will develop the skills to challenge prejudice, racism and stereotypes.

Teaching and Learning

Departments' approaches to teaching and learning will reflect the College's policies on Equal Opportunities and Race Equality.

Students who have English as an additional language will be placed appropriately in sets reflecting their ability in the relevant subjects and not in lower sets because of a perceived lack of English.

The use of first language in the classroom and around the College is encouraged.

Departments should make use of teaching and learning techniques which do not depend entirely on knowledge of English.

Staff should be encouraged to identify the English language difficulties of developing bilinguals and should be helped to develop strategies to promote the learning of these students.

Staff should be aware of different cultural attitudes to certain issues and should show tactfulness and sensitivity in all curriculum areas.

Resources and Materials

Resources and displays will reflect the positive anti-racist ethos of Impington by:

- celebrating the cultural and linguistic diversity of our society
- portraying people from a wide range of backgrounds, reflecting their achievements and avoiding stereotypical images
- the use of a variety of languages, dialects and scripts
- avoiding the use of teaching materials which assume that Western or European culture is intrinsically superior.

To achieve this objective, resources will be regularly monitored and reassessed for cultural bias.

Implementation Plan

The Principal takes overall responsibility for the policy. The named co-ordinator will be responsible for steering the implementation of the policy and monitoring its effectiveness. This will include an annually reviewed action plan, appropriate support for staff and students and liaison with the Governing Body, parents, the Local Education Authority and outside agencies.