



1.0 School's Character and Circumstances

1.1 Light Hall is a larger than average mixed 11-16 comprehensive school with 1,182 students on roll. There are slightly more boys than girls on roll. 52% boys and 48% girls. The school is situated in the south of Solihull but draws 53% of its students from the south Birmingham area. The 2015/16 year 7 intake came from 39 different primary schools. Over the past 3 years there has been a year on year increase in the number of students coming from outside Solihull, just as there has been a gradual yearly increase in the percentage of students who are eligible for the pupil premium.

- There are currently 14% of students eligible for free school meals (National average is 28.5%) and 31% of students are in receipt of the Pupil premium.
- The percentage of students from minority ethnic backgrounds is 28.4% (National Average is 25.6%). The largest groups are of Indian and Pakistani origin.
- 11.25% of students speak English as an additional language.
- 9.4% of our student population are SEND students without an EHCP (National Average is 12.4%) and 1.1% of our students have an EHCP (National Average is 1.8%).

2.0 School's Race Equality Policy

2.1 This race equality policy enables our school to meet our statutory obligations under the Race Relations Amendment Act (2000). Through this policy the school is working in line with the Commission for Racial Equality Standards Learning for All (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

2.2 This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community.

2.3 At Light Hall School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

2.4 We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

2.5 Racist actions and activities will not be tolerated.

2.6 We aim to achieve this by:

- Taking active measures to investigate, report and act on incidents of racial abuse
- Treating all those within the whole school community (e.g. students, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.



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- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do

3.0 Roles and Responsibilities

3.1 This race equality policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting race equality and raising the achievement of minority ethnic students is the responsibility of the whole school staff, including support staff.

3.2 Introduction to this race equality policy will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

4.0 Governors

4.1 **The governing body of the school has agreed this policy and will:**

- Assess and monitor the impact of this policy by reviewing it annually; and
- Receive progress reports from the head teacher and other school staff on a termly basis, as part of- the head teacher's report to governors.

5.0 Head Teacher

5.1 The head teacher will demonstrate through their personal leadership the importance of this policy. The Head teacher will:

- ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy;
- assess and monitor the impact of the policy and report outcomes to the governing body on a termly basis; and
- ensure that, where additional funding is available for raising the achievement of minority ethnic students, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

6.0 Senior Assistant Headteacher –Student Well-Being

6.1 The Senior Assistant Headteacher will be involved in action planning and policy development and monitoring and evaluation. The role will also include keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

- Racial abuse, prejudice and discrimination will not be tolerated. All incidents of racial abuse will be logged by heads of year and a form completed termly by the Senior Assistant Headteacher of Student well being will be forwarded to the LA.



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- All students will be actively encouraged to bring to the attention to staff any issues of concern, involving themselves or others, which may have anti-racist overtones.
- All serious incidents involving students will be referred to a senior member of staff. Where appropriate, the police will also be informed.

7.0 Subject Leaders / Heads of faculty

- 7.1 The middle leaders will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

8.0 Teachers

- 8.1 Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that it is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

9.0 Support Staff

- 9.1 All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

10.0 Students

- 10.1 Students will share in the development of the race equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racist nature to an adult.

11.0 Complaints Procedure

- 11.1 If anyone in the school feels that this policy is not being followed then they should raise the matter with the head teacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

12.0 Key Areas in Promoting Race Equality

- 12.1 The ethos of the school
- This race equality policy reflects the ethos of the school. At Lighthall, our core values include “care and respect” our behavior for learning framework is based on the values of respect and responsibility. This means that we treat everyone and everything with courtesy, kindness, interest and understanding.
 - Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy and abides by it.
 - The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.

13.0 Students' Academic Progress



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- Students' academic progress is monitored by specific group (and by gender, language and disability).
- The school develops strategies for tackling differences in the targets and progress of particular ethnic groups.
- The school values the achievements and progress of students from all ethnic groups. All students 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.

14.0 Curriculum, Teaching and Learning (including language and cultural needs)

- The school's policy on Social, Moral, Spiritual and Cultural issues recognises individual differences and celebrates diversity.
- This school 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 students.
- Subject leaders and Head of Faculty provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all students.
- The allocation of students to teaching groups and optional subjects is fair and equitable to students from all ethnic groups.
- Assessment outcomes are used to: identify the specific needs of minority ethnic students, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of students from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school 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 students from minority ethnic groups, including dual language resources, are used appropriately.

15.0 Student Behaviour, Discipline and Exclusion

- 15.1 The school's procedures for managing, rewarding and disciplining students are fair and applied equally to all students, irrespective of ethnicity. This is detailed in our Behaviour for learning framework.
- Racial abuse, prejudice and discrimination will not be tolerated. All incidents of racial abuse will be logged by heads of year and the Senior Assistant Headteacher will report back to Governors on a half termly basis.
 - All students will be actively encouraged to bring to the attention to staff any issues of concern, involving themselves or others, which may have racist undertones.
 - All serious incidents involving students will be referred to a senior member of staff. Where appropriate, the police will also be informed.



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- 15.2 The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups
- 15.3 The process of excluding a pupil is fair and equitable to all students. (Follows DfE guidance)
- 15.4 Strategies to reintegrate long-term truants and excluded students address the needs of students from all ethnic groups.

16.0 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 this Code.
- Steps are taken to encourage people from underrepresented minority ethnic groups to apply for positions at all levels in the school.
- 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 school monitors the employment and professional development of staff by ethnic group.
- Staff and governors 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.
- Individual staff effectiveness in dealing with race equality issues is addressed through various line management mechanisms.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

17.0 Parents, Governors and Community Partnership

- Parents are welcome and respected in school.
- People from minority ethnic communities are encouraged to become school governors.
- Governors are encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors
- All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve minority ethnic parents in the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- The school encourages community groups to use its facilities for after school activities and for holiday schemes.

18.0 Monitoring the Race Equality Policy

- 18.1 The school monitors the impact of this policy on students, parents and staff from different ethnic groups. In particular, the impact of policies on the progress levels of students.
- 18.2 To monitor our students' attainment, we collect information about pupil performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information, we also monitor other areas, such as:



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- exclusion;
- racism, racial harassment and bullying;
- curriculum, teaching and learning (including language and cultural needs);
- punishment and reward;
- membership of the governing body;
- parental involvement;
- support, advice and guidance.

18.3 Monitoring information will help us to see what progress we are making towards meeting our race equality aims.

In particular it will help us to:

- highlight any differences between students 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 students 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 improvements