



Race Equality

College Aims

Equality of opportunity at Cottenham Village College is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – students, staff, governors, parents and community members.

The principal aim of the College is to serve the community by providing facilities and opportunities for education and leisure for people of all ages. We believe that such provision must enable individuals and groups of individuals to develop their talents and interests allowing them to contribute to the organisation and development of their community.

The College has a statutory responsibility to provide full time education for young people aged 11 to 16. The aim of such education is to enable students to:

- develop their full potential, academically and socially
- acquire skills and knowledge relevant to life and work in a rapidly changing world
- understand and appreciate the needs of other people
- respect the religious and moral values of others
- understand the world in which they live and the interdependence of individuals, groups and nations
- become fully involved in the life of the community
- care for their environment
- strive for and appreciate excellence

As a school we feel it is essential to state clearly what we believe to be important. This is our statement of values.

Worth

We value each other highly as individuals who respond well to a climate which is encouraging and positive.

Equality

We value each other equally regardless of background, gender, status or ability.

Difference

We value the right to hold differing viewpoints and opinions and strive to resolve conflict in an open, friendly manner.

Relationships

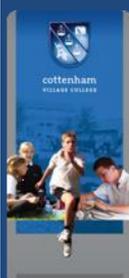
We value good inter-personal relationships and acknowledge that these are the product of mutual respect and understanding.

Responsibility

We value the responsibility of individuals for their own actions and for the rights of others.

Quality

We value high standards of effort, work, behaviour and appearance.





Learning

We value the concept of life-long learning.

Success

We value highly the success of individuals, groups and the whole College.

These aims and values are designed to ensure that the College meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a pluralist society. We will take steps to:

- promote equality of opportunity
- promote racial equality and good race relations
- oppose all forms of prejudice and discrimination

This policy contains explicit and specific statements which reflect the school's commitment to promote race equality.

Leadership and Management

All College policies reflect a commitment to equality, including race equality.

The governing body and College management set a clear ethos which reflects our commitment to equality for all members of the College community.

The College promotes positive approaches to valuing and respecting diversity.

Teaching and curriculum development are monitored to ensure high expectations of all students and appropriate breadth of content in relation to the school and the wider community.

Additional grants and resources (such as those provided for minority ethnic and Traveller pupils) are appropriately targeted and monitored.

There is a named member of staff and governor with responsibility for equality in the school.

Staffing

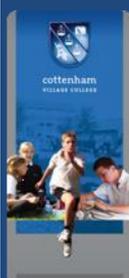
The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LEA guidelines.

Steps are taken to encourage people from under represented groups to apply for positions at all levels in the school.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. It is part of the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.





Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Curriculum

All students have access to the mainstream curriculum as appropriate.

Curriculum planning takes account of the ethnicity, backgrounds and needs of all students.

The curriculum builds on students' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- students learning English as an additional language
- students from minority ethnic groups
- students who are gifted and talented
- students with special educational needs
- students who are looked after by the local authority
- students who are at risk of disaffection and exclusion

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for students of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all students.

The content of the curriculum reflects and values diversity. It encourages students to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which students feel all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them.

Teaching is responsive to students' different learning styles and takes account of their experiences and starting points, in order to engage all students.

Student grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Teaching styles include collaborative learning so that students appreciate the value of working together. All students are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers encourage students to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.





Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Assessment, Pupil Achievement and Progress

All students achieve the highest standards. Student performance is monitored by formal and informal procedures. It is analysed by ethnicity, and gender. Social background should also be considered as part of the analysis.

Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support.

The school ensures, where possible, that assessment is free of gender, cultural and social bias. Staff use a range of methods and strategies to assess pupil progress. Baseline assessment is used appropriately for all students.

Staff have very high expectations of all students and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all students with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

College Ethos

The College opposes all forms of racism, prejudice and discrimination.

We publicly support diversity and actively promote good personal and community relations; diversity is recognised as having a positive role to play within the school.

All staff foster a positive atmosphere of mutual respect and trust among students from all ethnic groups. Clear procedures are in place to ensure that all forms of bullying and harassment, including racism, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant LEA and College policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant College policies. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice. Staff are encouraged to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

Behaviour, Discipline and Exclusion

The school expects high standards of behaviour from all students.

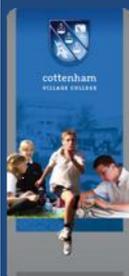
The College's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

Exclusions are monitored by gender, ethnicity, special educational need and background and action is taken in order to address any disparities between different groups of students.

All staff operate consistent systems of rewards and discipline.

Students, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.





Personal Development and Pastoral Care

Pastoral support takes account of religious, cultural and ethnic differences, and the experiences and needs of refugees and asylum seekers' children.

The College provides appropriate support for pupils learning English as an additional language and encourages them to use their home and community languages.

The College takes account of and meets the needs of Traveller pupils.

All students are given appropriate career and post-16 advice and guidance which encourage them to consider the full range of options.

Appropriate support is given to victims of harassment and bullying, using the support of external agencies where appropriate. The perpetrators are dealt with in line with the College's Behaviour Policy and are provided with relevant support to consider and modify their behaviour.

Admissions and Attendance

Steps are taken to ensure the school's admission process is fair and equitable to all students.

Comprehensive information about students' ethnicity, first language, religion, physical needs, diet etc. is included in all admission forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.

Provision is made for leave of absence for religious observance which includes staff as well as students.

Attendance is monitored by gender, ethnicity, special educational need and background and action is taken in order to address any disparities between different groups of students.

Partnership with Parents and the Community

All parents/carers are encouraged to participate at all levels in the full life of the school.

The College takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community.

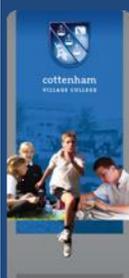
Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

Progress reports to parents/carers are accessible and appropriate, in order to ensure that all parents/carers have the opportunity to participate in the dialogue.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The College works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The College premises and facilities are equally available and accessible for use by all groups within the community.





Responsibilities

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation.

The Governing Body and Headteacher will ensure that the policy and related procedures and strategies are implemented.

The Headteacher will ensure that all staff are aware of their responsibilities under the policy.

The member of staff with designated responsibility for co-ordinating work on equality, including race equality, will liaise with the member of the Governing Body who has responsibility for equality issues.

Monitoring and Review

This policy is supported by an action plan which is reviewed regularly. It is linked with the school improvement plan and includes targets for promoting race equality in the school.

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community.

The member of staff responsible for equality will evaluate the effectiveness of the policy.

Member of staff responsible for equality and race equality: Chris Williams

