

Muslim Academy of Greater Orlando

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MAGO

RACE EQUALITY POLICY

Rationale

MAGO will take actions to advance racial equality and promote opportunity for individuals from all racial backgrounds while respecting equal protection rights guaranteed by the Fifth and Fourteenth Amendments to the U.S. Constitution.

- Promote racial equality.
- Promote good race relations.
- Eliminate unlawful racial discrimination.

This policy, which complements the Equal Opportunities Policy, has been developed to enable the school to meet the specific duty to have a Race Equality Policy and to keep that Policy up to date.

Aims

The school is committed to:

- Promoting racial equality, good race relations and challenging racial discrimination. This is reflected in all school procedures, processes and practices.
- Ensuring that it is a place where everyone, irrespective of their race, colour, ethnic national origin or their citizenship, feels welcome and valued and able to achieve their full potential.
- Protecting the rights of all pupils, staff, parents, governors and visitors to the school.
- Respecting and valuing differences between people.
- Meeting the diverse needs of pupils.
- Preparing pupils for life in a multiethnic and Muslim society.
- Acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination.

Definition

The school defines an incident as being racial if the victim or another person perceives the incident as being racial.

Implementation

The school will implement the policy:

- Through an inclusion of a race equality perspective in the School Development Plan and other appropriate strategic plans, when appropriate.
- By ensuring that a concern for race equality underpins every aspect of school life.
- By providing appropriate training for staff and Board.
- By ensuring that the whole school community is aware of, and understands, the need to promote race equality, develop good race relations and challenge discrimination.

The school will monitor, review and evaluate the effectiveness of the Race Equality Policy, in line with the routine processes of the school and the school policy review cycle.

Responsibilities

<p>The Board is responsible</p> <ul style="list-style-type: none"> • for ensuring that the school fulfils its' legal responsibilities including those arising from the Race Relations Amendment Act and that the school complies with Race Relations legislation, including the general and specific duties arising from the Race Relations Amendment Act 2000. • With the assistance of the Principal, for ensuring that the policy and its related procedures and strategies, are implemented. 	<p>The Board will</p> <ul style="list-style-type: none"> • Maintain an overview of implementation of the race equality policy and racial equality will be an agenda item at Board meetings as appropriate. • In partnership with school management, will be proactive in promoting racial equality and good race relations and tackling unlawful discrimination.
<p>The Principal, is responsible</p> <ul style="list-style-type: none"> • with the governing body, for ensuring that the policy and its related procedures and strategies are implemented • for ensuring that all staff are aware of their responsibilities under the policy and that they are given the appropriate training and support to enable them to fulfil these responsibilities • for taking disciplinary action against staff or pupils who racially discriminate 	<p>The Principal, with the support of the board will</p> <ul style="list-style-type: none"> • co-ordinate Assistant Principal will support racial equality work • deal with reported incidents of racism and racial harassment • devise and keep a recording system of incidents which is relayed to the Board. • ensure compliance with the Race Equality Policy and Equal Opportunities Policy
<p>All staff are responsible for</p>	<p>All staff are aware of</p>
<ul style="list-style-type: none"> • ensuring that pupils from all racial groups are included in all activities and have full access to the curriculum 	<ul style="list-style-type: none"> • how to deal with racist incidents, and how to identify and challenge racial bias and stereotyping • their duty to promote race

<ul style="list-style-type: none"> • promoting racial equality and diversity through teaching, support and the relationships they develop with pupils, staff, parents and the wider community 	<p>equality, promote good race relations and challenge discrimination</p> <ul style="list-style-type: none"> • the need to keep themselves up to date with Race Relations legislation
All parents are responsible for	All pupils are responsible for
<ul style="list-style-type: none"> • encouraging their children to treat all other people with respect at all times • ensuring their behaviour and remarks are in no way offensive to anyone else within the school and the school grounds 	<ul style="list-style-type: none"> • respecting each other • ensuring their disagreements with other people are never based on the ethnic backgrounds of others • aiming to understand the differences between races and cultures

Policy planning and review

Policy planning

The school will ensure that:

- race equality awareness and any necessary targets will be built into school development planning.
- ethnic monitoring data is used where necessary to monitor the attainment and progress of pupils, and to set targets for removing and identified disparities between different groups of pupils.
- ethnic monitoring data on admissions, attendance, exclusions, sanctions and rewards, participation in educational visits, residential experiences and other extra-curricular activities, will be used to inform planning and decision making.

Reviewing and evaluating policies

The school will ensure that racial equality issues arising from reviews and evaluations will be used to inform planning and decision making.

Racism, racial harassment and school ethos

MAGO:

- Opposes all form of racism, racial prejudice, racial harassment and racial discrimination.
- Publicly values and supports diversity through a range of activities including PSHE and Citizenship curriculum, assemblies and performances.
- Will actively promote good personal and community relations by fostering a positive atmosphere of mutual respect and trust among pupils from all racial groups.
- Has procedures for dealing with, recording and reporting incidents of racial harassment and bullying that are consistent with policies and guidance.

- will ensure that incidents of racial discrimination or racial harassment involving pupils will be dealt with promptly, firmly and consistently and in accordance with the school's disciplinary procedures for pupils, and that action will be taken to support victims.
- will work with other partners to tackle racism and racial harassment.
- will ensure that all staff will be given appropriate training and support to enable them to deal effectively with racist incidents, racial harassment and bullying.
- will ensure that all pupils, staff and parents are made aware of the procedures for dealing with racism and racial harassment and that such behaviour is always unacceptable.
- will ensure that incidents of racial discrimination or racial harassment involving staff will be dealt with in accordance with the school's discipline and grievance procedures.

Admissions and attendance

This complements the Admissions and Attendance Policy.

The school will ensure that:

- admissions policy and criteria do not disadvantage pupils from particular racial groups.
- comprehensive information about the pupils' ethnicity, first language, and religion will be included in all admissions forms.
- parents/guardians are aware of their responsibilities in relation to pupil attendance and absence as indicated in the Attendance Policy.
- staff who follow up absence are aware of and sensitive to relevant community issues.
- provision will be made for leave of absence for religious observance and this includes staff as well as pupils.
- provision will be made for pupils on extended leave to cover missed work.

Attainment, progress and assessment

This complements the Teaching and Learning Policy.

The school:

- Has high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards.
- Will ensure that pupil attainment and progress will be monitored by ethnicity and gender and evaluated to identify trends and patterns of underachievement.
- Will take action to remove any disparities in performance between different groups of pupils.

- Recognises and values all forms of achievement and gives recognition to children who achieve their full potential.
- Will monitor assessments to ensure that they are, as far as possible, free of cultural or linguistic bias.
- will ensure that all pupils are appropriately supported in assessments and that particular attention will be paid to identifying and meeting any support needs for groups that are particularly disadvantaged (e.g. travellers, refugees and asylum seekers, pupils for whom English is an additional language).

Behavior, discipline and exclusions

This compliments the Behavior Policy.

The school will:

- Monitor exclusions by ethnicity.
- Recognise and takes into account that cultural background may affect behaviour.

Curriculum

The school will ensure that:

- The curriculum is planned to incorporate the principles of racial equality, challenging racism and promote positive attitudes towards diversity.
- All pupils have access to the curriculum. To include topics on Black American History as well.
- Resources and displays portray positive images of different people and cultures and these to be recorded (photographs).
- Extra-curricular activities and events will cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Staff recruitment and professional development

- All staff is encouraged to develop and achieve their full potential.
- That the school has procedures to ensure that applicants for jobs, promotion or professional development opportunities are not discriminated against on racial grounds.
- All those involved in recruitment and selection will be aware of what they should do to avoid racial discrimination.
- Professional development opportunities and promotions will be monitored by ethnicity.

Breaches of this policy by staff or governors will be dealt with in accordance with the school's discipline and grievance procedures.

Reporting Incidents

- Using the 'Definition' of a racial incident, staff decides that an incident should be reported and the Principal is informed.
- The Principal investigates and records the incident.
- The parents of the pupil(s) responsible are informed by letter, victim and perpetrator.
- The pupil(s) are counselled and disciplinary action may be taken.
- The record is completed and filed.
- The Board are informed.

Action taken against the offenders

- The action forum looking at the policy decided that racial abuse is bullying and therefore the procedures following the anti bullying policy would ensure that every case would be treated consistently.

Partnerships with parents and communities

- All parents are encouraged to participate at all levels in the full life of the school and steps are taken to encourage the involvement of under-represented groups.
- Information and material for parents is accessible in user friendly language and will be available in languages and formats other than English as appropriate.

The policy has been approved by the Board.

AGREED SANCTIONS

STAGE 1	AGGRESSOR	VICTIM
i	Counselling – to try to find out why, explain effects of their actions	Counselling and reassurance talk to the victim
ii	Warn – 'you're being watched'!	
iii	Letter of apology in detention (number of detentions depends on severity of incident)	
iv	NOTE: folder, file, PSE	NOTE: folder, file, PSE

PRINCIPAL

STAGE 2	AGGRESSOR	VICTIM

i	As previously, include targets to improve behavior	As previously, may need victim to keep diary
ii	As previously	As previously
iii	As previously	Check victim is not inviting bullying by an obnoxious habit
iv	As previously	Encourage child to stay in a group and be assertive
v	Publicise actions if appropriate in class/assembly	
vi	Segregate at dinner time	

STAGE 3	AGGRESSOR	VICTIM
i – vi	As previously	As previously
vii	Letter to parents requesting interview	Letter home to child's parents
viii	Formal warning and contract agreed with parents	
ix	Inform Board	

STAGE 4	AGGRESSOR	VICTIM
i – ix	Phone call – letter home	As previously
x	EXCLUSION. NOTE:	
xi	Inform Board	Discuss with child's parents

NB: If an incident is considered particularly serious, some of the stages may be omitted.