



The Duke of York's
Royal Military School

Race Equality Policy

Date of Approval by Chairman 13 May 2021
on behalf of the Governing Body: _____

Signed: Colonel A Thorne _____


Position: Chairman

Reviewed and agreed by the Board of Governors.

Last reviewed:	May 2014 May 2015 May 2016 May 2017 May 2018 Oct 2019 Nov 2020 Feb 2021
Next review by:	May 2022

ETHOS AND BOARDING AIMS

Ethos

Our aim is to provide all-round education with an academic focus. We will promote the full development of students by providing a secure, professional, and caring environment in which each student is encouraged to reach his or her individual potential and is prepared for the opportunities, responsibilities, and experiences of adulthood. These goals will be achieved in the context of a learning, spiritual, moral, and pastoral ethos, which respects values of Christian and other faith communities, and our unique military tradition.

Boarding Aims

- To promote the personal student values of courage, discipline, respect, integrity, loyalty, and commitment within an environment where learning is at its heart.
- To promote a pastoral environment in which **all** students can live, grow and be happy.
- To develop a sense of community and belonging within our 100% co-educational boarding school.
- To develop and foster supportive relationships between students, parents, staff, and other stakeholders.
- To understand and provide for the particular and evolving educational and boarding needs of the military community.
- To promote a respect for the rights of others and their property.
- To promote good manners and develop social skills.
- To promote the “student voice” in the discussion of boarding matters.
- To promote and develop the unique military ethos of the School.
- To provide a boarding environment which develops respect for others and where bullying or other forms of harassment are not tolerated.
- To provide students with a range of activities and experiences which will develop their character, resilience, and leadership skills, allowing students to make a positive contribution to our School community and beyond.
- To provide the highest quality boarding accommodation, pastoral care and medical care that complies with the National Minimum Standards for Boarding Schools and exceed them wherever possible.

Background

Schools must have, by law, an explicit Race Equality policy separate from, or as a clearly identified part of, their Equal Opportunities policy.

Race, within the Commission for Racial Equality Code of Practice, is defined as 'colour, culture, or ethnic origin'.

Whilst the Duke of York's Royal Military School (DOYRMS) has a comprehensive Equal Opportunities policy which we believe fully incorporates the concept of Race Equality it is, nevertheless, important that the major amendments to the 1976 Race Relations Act are acknowledged. The School's Collective Worship policy also contributes to the Race Equality policy particularly in relation to cultural and religious customs.

This Race Equality policy will satisfy these amendments. It will be monitored, evaluated, and amended regularly following consultation with students, staff, and Governors.

All aspects of the School will be affected, and Part 2 sets out some of the questions we will need to be able to answer.

Commitments

The School is committed to:

- Actively tackling racial discrimination, promoting equal opportunities and good race relations.
- Encouraging, supporting, and helping all students and staff to reach their potential.
- Working with parents, and with the wider community, to tackle racial discrimination and to follow and promote good practice.
- Ensuring this Race Equality policy and its procedures are followed.

Responsibilities

a. Governing Body

The Governors are responsible for:

- Ensuring that the School complies with the amended Race Relations Act 1976.
- Ensuring this Race Equality policy and its procedures are followed.

b. Principal

The Principal is responsible for:

- Ensuring this Race Equality policy is readily available, and that Governors, staff, students, and parents know about it.
- Ensuring this Race Equality policy and its procedures are followed.

- Monitoring the policy.
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of racial harassment and racial discrimination.

c. All Staff

All staff are responsible for:

- Dealing with racist incidents and being able to recognise and deal with racial bias and stereotyping.
- Promoting equal opportunities, good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins.
- Keeping up to date with the law on discrimination and taking up training and learning opportunities.

d. Staff with specific responsibilities

The Principal and Chair of Governors are responsible for:

- Co-ordinating work on race equality.
- Dealing with reports of racist incidents.

e. Visitors and Contractors

Visitors and contractors are responsible for:

- Knowing and following the Race Equality policy of which they will be given a copy where appropriate.

Part 1: Covering Specific Duties

Planning and Developing

The School will consider the implications for race equality in its planning and implementation of policies.

Where appropriate the School will build race equality targets into its strategic planning.

Ethnic Monitoring

- The School will collect ethnic data to monitor student attainment and progress, and to set targets.
- The School will use ethnic data - for example on attainment, progress, exclusions, attendance, sanctions, and rewards - to inform planning and decision-making.

Assessing and Reviewing Policies

- To monitor, assess and review this policy and strategies relevant to race equality.
- To incorporate race equality into self-review and evaluation.

Publishing the Results of Monitoring

The School will publish annually the results of its monitoring.

The School will ensure that any information published cannot be used to identify individuals.

The School will ensure

This policy is published on the School website and available to all requesting a copy.

Part 2: Building Race Equality into Other Policies

Questions taking account of race equality will be built into other policies. Areas to be considered include:

Policies on Attainment, Progress and Assessment

How do you make sure that you have equally high expectations of all students?

How do you recognise and value different kinds of achievement?

Do you monitor attainment and progress by racial group, and analyse the information to identify trends and any patterns of underachievement?

Policies on Behaviour, Discipline and Exclusion

How do you make sure your procedures for disciplining students and managing behaviour are fair to students from all racial groups?

Do you monitor exclusions?

Are rewards and sanctions used consistently?

Do inclusion strategies consider the needs of all racial groups?

Policies on Admission and Attendance

Is your policy open to students from all racial groups?

Do you monitor the admission process to ensure consistency and fairness?

Policies on the Curriculum

Does curriculum planning ensure that the principle of race equality and the value of diversity is incorporated?

Do you ensure that there is opportunity for students to explore questions of identity, race equality and racism?

How is the curriculum monitored to assess whether it helps all students to achieve their full potential?

What opportunities exist to allow students to experience other cultures?

Do extra-curricular activities cater for all students and take into account parents' concern about religion or culture?

Policies on Personal Development and Pastoral Care

Does pastoral support take into account religious and ethnic differences and the experiences and needs of all particular groups of students such as travellers, refugees and asylum seekers?

Are work placements monitored by racial group to ensure that there is no stereotyping?

What support do you provide for victims of racial harassment through School and outside agencies?

Policies on Teaching and Learning

How do you create an environment where all students can contribute and feel valued?

How does teaching take account of cultural backgrounds and language needs?

How are different cultural traditions valued, and made meaningful?

How are stereotypes challenged?

Policies on Working with Parents and Communities

What steps are taken to encourage all parents to be involved with the School?

How do you ensure that all information conveyed to parents is written clearly and is available, where necessary, in language other than English and in special formats?

How do you ensure accessibility to premises and facilities?

Policies on Racial Harassment, Bullying and School Values

How do you promote good personal and community relations?

What steps do you take to prevent racial discrimination?