

Lewisham Islamic Centre

Race Equality Policy

The Centre Context

Please allow us to welcome you to the Lewisham Islamic Centre, the beating heart of the Muslim community in the London Borough of Lewisham and the surrounding area. This part of South-East London is home to several thousand Muslim families - according to the 2001 census, the population of Lewisham was then some 250,000. Of these, 4.5% were Muslim – equivalent to some 11,250 people.

As a faith Centre, the Centre has its core beliefs and ethos which are based on the teachings of Islam.

Aims and Values

This Centre is committed to the elimination of unlawful racial discrimination, to the promotion of equality of opportunity and the promotion of good relations between people of different racial groups as required in the General Duty of the Race Relations (Amendment) Act 2000. This policy aims to meet one of the Specific Duties of the Act and the other Specific Duty will be met by assessing and monitoring the race equality impact of Centre policies and procedures. The General and Specific Duties link to the key values of our Centre. These include an expectation of achievement, protection from harassment and bullying and a respect for individuality, irrespective of ethnicity, gender, disability or background. The Centre aims to promote among all pupils an understanding of, and respect for, ethnic and cultural diversity.

Commitment to Race Equality across the Centre

This Centre is committed to race equality across all aspects of Centre activity. The following headings indicate how the Centre is committed to race equality across key areas of Centre life.

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a. Progress, attainment and assessment

The Centre aims to make it possible for all pupils to succeed. If underperformance is identified among groups or individuals we will take action, where possible, to remedy the situation. To meet these aims the Centre will:

- have high expectations of all pupils
- recognise and value all forms of achievement
- regularly monitor and analyse pupil progress and attainment by ethnic background, making use of qualitative and quantitative data.
- take action to remove disparities between pupils from different racial groups.

b. Racism, racial harassment and Centre ethos

Any incident of racial harassment is unacceptable in our Centre, moreover, we recognise the Centre has an important role to play in the promotion of good community relations and the countering of discrimination and prejudice. This commits our Centre:

- to include displays which promote good race relations
- to ensure staff, pupils and parents are made aware of our procedures to deal with incidents of racial harassment.
- to train all staff to deal firmly, consistently and effectively with racist incidents.
- to investigate, record and report all incidents of racial harassment to governors and the (Local Authority) in accordance with LA guidance.
- to foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.
- to invite visitors to the Centre from a range of cultural and ethnic backgrounds.

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c. Behaviour, discipline and sanctions

The Centre expects high standards of behaviour from all its pupils. Procedures for discipline and managing behaviour will be applied equitably and consistently to pupils from all racial groups. This will be achieved by ensuring that:

- rewards and sanctions are monitored to check they are applied consistently and fairly.
- exclusions are monitored by ethnicity, with a commitment to reduce any disparities between different groups of pupils.
- cultural background and experience is acknowledged, where appropriate, as a factor which may affect behaviour e.g. a newly arrived EAL pupil or asylum seeker or a Traveler child with interrupted Centreing.

d. Pupil's personal development and wellbeing

The Centre recognises that if minority ethnic pupils are to succeed, good teaching needs to be accompanied by support for pupils' personal development and wellbeing. To this end we ensure that we recognise and support the diverse backgrounds and experiences of our pupils.

e. Teaching and learning

The Centre believes the classroom should be an inclusive environment where contributions from all pupils are valued:

- teaching will be differentiated to take account of pupils' cultural backgrounds, linguistic needs and different learning styles.
- the teaching environment will allow all pupils to contribute fully and feel their culture and experience is valued.
- teaching will encourage pupils to express their point of view, listen to the views of others and examine critically a range of viewpoints.
- teaching will be supported by books and materials which reflect ethnic and cultural diversity.

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f. Admissions and attendance

All pupils will be welcomed into the Centre with an understanding and recognition of their cultural and ethnic background. The Centre will ensure that parents have all the information necessary to enjoy a smooth transition into Centre life.

- the admission process is monitored to ensure that it is administered fairly and consistently by the monitoring of applications and admissions.
- the Centre will ensure that all parents understand the procedures for Centre admission and transfer, including the provision of interpretation facilities where appropriate.
- information will be collected at admission about pupils' ethnicity, language, religion, physical needs and diet.
- attendance will be monitored by ethnicity with action taken to remedy any disparities.
- provision will be made for leave of absence, for pupils and staff, for special religious festivals.

g. Curriculum

The curriculum provides many opportunities to promote race equality. The Centre will ensure that all staff consider how they can make the most of these opportunities by:

- examining the curriculum content in each subject area to ensure it promotes positive attitudes towards diversity.
- identifying opportunities to reflect the ethnic and cultural diversity of pupils in the Centre within the curriculum.
- ensuring pupils are given the opportunity to explore concepts and issues relating to identity, racial equality and racism.
- using the opportunities provided by a range of celebrations and festivals and special events (e.g. Black History Month) to promote diversity, celebrate the achievements of diverse groups and raise issues of equality and inequality.

h. Staffing, recruitment and professional development

All procedures for the recruitment of staff, including support staff, will incorporate the principles of racial equality, by being open, fair and accessible to the widest pool of applicants. This will involve:

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- ensuring that all those involved in the recruitment and selection of staff at all levels are trained and made aware of how to avoid direct or indirect racial discrimination.
- actively seeking applications from under-represented groups to apply for positions at all levels in the Centre.

i. Partnership with parents and communities

The Centre believes it is important to involve all groups of parents and to represent the wider community in the life of the Centre. In particular, efforts will be made to involve groups who have been identified as being underrepresented in Centre life.

- the Centre will endeavor to ensure that essential information for parents is accessible in user-friendly language and in languages and formats other than English, as appropriate.
- the Centre will ensure that all parents can have access to a parental consultation and will provide alternative appointments if the times available clash with work commitments.
- the Centre will welcome and seek to recruit representatives from minority ethnic groups as members of the Governing Body and PTA.

The Centre will empower parents to support their children's learning, we will

- invite parents to attend Family learning classes
- organise and run curriculum workshops for parents
- invite parents to observe lessons
- hold informal coffee mornings

Responsibilities towards the policy

The Centre will ensure that the race equality policy is implemented by allocating responsibilities towards the policy:

- the Governing Body and the headteacher will ensure the Centre complies with all relevant equalities legislation
- the Governing Body and the headteacher will ensure that the policy and related procedures are implemented
- the headteacher will inform staff of their responsibilities under the policy.
- there will be a designated member of staff and a governor with responsibility for co-ordinating race equality/equalities work.
- all visitors to the Centre will have to comply with the Centre race equality policy and contractors will be informed that the Centre has a race equality/equalities policy.
- a senior member of staff will be responsible for taking action if the policy is not complied with

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Assessment, monitoring and review

The policy will be kept under review by the EMAS coordinator/Headteacher and will be reviewed formally by staff and governors every three years. The reviewer of the policy will be informed by results of the monitoring i.e. analysis of data, attendance at meetings and surveys of pupils, parents and staff. These results will be used as the basis for the Centre's race equality action plan.

Policy consultation and promotion

Teachers and support staff have been consulted through staff meetings. The Governing body has been consulted at governors meetings. All teachers, governors and support staff have received a copy of the policy. Parents have access to the policy via the Centre website. The main points of the policy have been explained to pupils in assemblies and classes.

Breaches of the policy

All allegations of racist incidents are investigated by the Headteacher.

- Both parties are invited to present the incident as they see it.
- Any witnesses are asked to do the same.
- All of the above are written.
- Disciplinary procedures in line with the Centre's behaviour policy are taken.
- Steps are taken to restore the relationship.
- Parents/carers are informed of the incident, in the case where the incident involves children.
- In the case of a member of staff, the matter will be brought before the governing body.
- Racist incidents are recorded in the incident book and are reported to the governors and the LA

Issues relating to race, identity and racism are addressed through the curriculum and assemblies and will be addressed through CPD for all staff.

Date of policy: December 2011

Review date: October 2014