

**'Raising (Minority Ethnic) Boys' Achievement' Policy Statement**

**As part of an inclusive ethos;**

**... aims to redress the imbalance between boys' and girls' achievement, without prejudicing the relative success of girls, by promoting good teaching and learning, based on formative and summative assessment data and (a whole school/service wide commitment to) the highest expectations for all pupils and young people both at school and in their future lives. Where appropriate the ... will provide gender relevant or gender specific programmes and strategies of support and study.**

**... is committed to monitoring and encouraging different learning styles acknowledging that the promotion of good models of teaching and learning benefit all pupils, but its impact is especially marked on pupils from Minority Ethnic groups, through for example, a focus on literacy and language in the classroom and boys in particular, by encouraging kinaesthetic activities and promoting opportunities for oral work.**

**... aims to engender positive attitudes to learning and positive attitudes to education in the wider community and recognises that good home/school links benefit all pupils but are particularly important for (ME) boys due to the more pronounced barriers between different cultural perceptions of masculinity and the culture of the school community.**

**... aims to provide a system of pastoral and academic support that recognises and addresses the specific needs of individual pupils taking into account their gender and ethnicity and where appropriate and possible, providing positive role models.**

**... is determined to confront negative perceptions of masculinity, violent behaviour and views of maleness that can be in direct opposition to the conditions required to succeed at school.**