



RACE EQUALITY POLICY

Introduction

1.1 The Academy is committed to promoting equality of opportunity and good race relations for the benefit of everyone. The Academy Trust and staff recognise their responsibilities in preparing young people for life in our culturally diverse society. They also recognise the opportunity to demonstrate that commitment both as a community resources provider and as a local employer.

Aims

2.1 The Academy Trust aims to support the creation of an environment that will:

- I. promote equality of opportunity;
- II. promote good relations between members of different racial, cultural and religious groups and communities; and
- III. challenge racial discrimination aiming to eliminate unlawful discrimination

The Academy Trust's Commitment

3.1 The commitment to race equality must be evident in all areas of Academy life. However, that commitment is specifically made by the Academy Trust in relation to:

- I. Attainment and progress
- II. Teaching and learning
- III. Content of the curriculum
- IV. Personal development and pastoral care
- V. Behaviour, discipline and exclusion
- VI. Admissions and attendance
- VII. Staff recruitment and professional development

Registered Office: King's Leadership Academy, Hillock Lane, Woolston, Warrington WA1 4PF

MAKING GREAT LEADERS

Telephone: 01925 817939. www.greatschoolstrust.org



- VIII. Staff opportunities and treatment at work
- IX. Partnerships with parents
- X. Community use of Academy resources.

(In this policy statement, “parents” means all those having a parental responsibility for a child.)

3.2 The Academy Trust and its Committees will pay due regard to this commitment in determining the policies of the Academy and in the performance of their duties.

Guiding Principles

4.1 The Academy is guided by three essential principles:

- I. Every student should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education;
- II. Every student should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities; and
- III. Every student should develop the knowledge, understanding and skills that they need in order to participate in our multi-ethnic society, and in the wider context of an inter-dependent world.

Staff Responsibilities

5.1 The Academy Trust expect all staff:

- I. to deal with any racist incidents that might occur (See Appendix 1)
- II. to know how to identify and challenge racial and cultural bias and stereotyping;
- III. to support students in their class for whom English is an additional language; and
- IV. to incorporate principles of equality and diversity in all aspects of their work.

5.2 Behaviour or action against the spirit or the letter of the aims on which this policy is based will be considered a serious disciplinary matter and may lead to dismissal.

Monitoring, Evaluation and Review

MAKING GREAT LEADERS



6.1 The Academy Trust will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

6.2 In accordance with Appendix 1, the Academy will keep a central register and log of any racist incidents (and homophobic incidents). This will be held by the DSL/Deputy DSL.

APPENDIX 1 DfE Guidance

Reporting and recording racist incidents in Academies

Introduction

In this guidance, we refer to 'racist incidents' rather than to 'racist bullying' because this conveys the importance of dealing with one off events, before a pattern emerges. We believe it is important to be consistent in the terms that are used to describe racist incidents.

What is a racist incident?

It will be important that academies think through for themselves the implications/ definition of the term 'racist incident'. Recommendation 12 of the Macpherson Report on the Stephen Lawrence Inquiry published in February 1999 defined a racist incident as "any incident which is perceived to be racist by the victim or any other person."

Types of racist incidents that can occur are:

- physical assault against a person or group because of colour, ethnicity or nationality;
- use of derogatory names, insults and racist jokes;
- racist graffiti;
- provocative behaviour such as wearing racist badges or insignia;
- bringing racist material into the school;
- verbal abuse and threats;
- incitement of others to behave in a racist way;
- racist comments in the course of discussion;
- attempts to recruit others to racist organisations and groups;
- ridicule of an individual for cultural difference e.g. food, music, religion, dress;
- refusal to co-operate with other people because of their colour, ethnic origin or nationality;
- written derogatory remarks;
- any of the above forms of racial harassment, or any other discrimination by employers in connection with work placements or work experience

MAKING GREAT LEADERS



One key step towards creating a safe learning environment is ensuring that all forms of racism are tackled firmly as and when they occur, because no child can feel safe in an environment where racism is not challenged. If racist incidents are not dealt with in academies, then this will send a powerful message to children that racism is acceptable not only in academies but in society as a whole.

Academies may wish to consider putting the Macpherson definition of a racist incident in words that are appropriate to the age and understanding of their pupils. To this end academies may find it helpful to involve students in writing the definition as a means of ensuring that pupils understand and feel responsible for their academy's commitment to equality.

Statutory requirements

The Race Relations (Amendment) Act (2000) (RRAA) builds on the previous Race Relations legislation of 1976 and makes it clear that harassment on racial, ethnic or national grounds is unlawful. It places general and specific duties on all public bodies and requires public authorities to review their policies and procedures; to remove discrimination and the possibility of discrimination; and actively to promote race equality. In other words, public authorities are required not only to address unlawful discrimination where it occurs, but also to be proactive in preventing it from occurring.

Specific duties that all educational establishments must comply with are:

- prepare a written policy on race equality;
- assess the impact of policies on different racial groups of pupils, staff and parents; in particular, assess and monitor the impact on pupils;
- make information available about their policies to promote race equality
- take account of the RRAA general duties for public bodies

Academies' arrangements

Tackling racist incidents effectively is a key step that academies can take in promoting race equality. The legal responsibility for the academy to meet the requirements of the RRAA rests with the Academy Trust, who should maintain an overview of the implementation of their Race Equality Policy.

MAKING GREAT LEADERS



Academy principals or nominated senior members of staff are encouraged to:

- discuss and agree procedures and format for monitoring and recording racist incidents;
- report such incidents at least annually to the Academy Trust/Academy Trust and to their academies liaison officer in the Open Academies and Finance unit at the DfE

Since March 2004, schools have been required to record reasons for permanent exclusions: this includes racist incidents. Academies should ensure that, where a child is permanently excluded for a racist incident, this is recorded on the local exclusions form and recorded on the racist incident form.

Ofsted inspections

Ofsted's Self-Evaluation Form plays a crucial role in the inspection procedures, and academies may wish to use the form to demonstrate links between their handling of racist incidents and their action plan on race equality. When Ofsted's inspectors or School Improvement Partners (SIPs) visit an academy, they can ask for evidence to show what that academy has been doing to tackle racism and promote harmony in the academy community.

Members of Academy Trust

Principals should ensure that members are aware of racist incidents, particularly where serious or persistent offences occur. This should be part of a report on the academy's race equality policy action plan. It should cover trends and year groups involved.

A senior member of the academy staff or a governor should be responsible for ensuring that the policy is implemented and for monitoring reports of racist behaviour, seeking to establish reasons for trends and action planning accordingly. It is important however, that this information does not prejudice the governors' ability to act impartially and appropriately in any subsequent disciplinary action or appeal. This applies whether pupils or staff are involved. The department recommends that a report to the Governors is made in the autumn cycle of meetings so that the information can be included in the annual Academy Profile. Academies are reminded that their procedures for collecting and keeping records of racist incidents should comply with the Freedom of Information Act (2000) and the Data Protection Act (1998).

MAKING GREAT LEADERS



Teachers and other staff

Staff will need to attend appropriate training sessions in order to identify and challenge racist bias and stereotyping and to help maintain racial equality between children of different backgrounds and communities. New staff should be inducted into the processes.

Pupils

It is important that the victim of any racist incident is informed of any investigation and the outcome. Pupils who may have witnessed an incident need also to be aware of the outcome.

Parents & carers

Academies should ensure that parents and carers are aware of the academy's policy and procedures on racism and bullying. Academies should encourage parents and carers to inform the academy about racist incidents which their children talk to them about. They should also feel confident that the academy will take appropriate action to resolve the situation. Such actions should form part of the whole academy policy and approaches to combat racism within the community.

References

- The Academy's Equal Opportunities Policies for Staff and for Students
- Race Relations (Amendment) Act 2000
- Preparing a Race Equality Policy for Schools, Commission for Racial Equality (2002)
- The Future of Multi-Ethnic Britain (The Parekh Report), 2000
- The Stephen Lawrence Inquiry
- Code of Practice on the Duty to Promote Racial Equality, Commission for Racial Equality (2001)

MAKING GREAT LEADERS