

# **SWINDON ACADEMY STAFF POLICIES**

## **Racial Equality Policy (L14)**

**(This policy should be read in conjunction with other policies contained in the Academy handbook, particularly the vision for the Academy, the Equal Opportunities Policy, the Anti-Bullying Policy and the Behaviour for Learning Policy, all of which form the Academy's Inclusion Policy. Staff refers to both teaching and non-teaching staff)**

This policy equally applies to all pupils in the Academy, parents/careers and staff. Racism will not be tolerated at Swindon Academy. We will not accept any racist remarks, actions or harassment (intentional or unintentional).

We are committed to achieving the aim of the Academy where all pupils, and staff regardless of their cultural, religious or racial background, learn to enjoy working hard to achieve their potential.

We are aware of the changing nature of culture and of the need for ongoing review and evaluation of this policy in order to maintain its relevance and effectiveness.

We recognise that language is a powerful medium through which attitudes, both positive and negative, can be displayed. We are committed to ensuring that language is used to demonstrate respect to, and to celebrate, all cultures. We are aware that the use of certain language is offensive. Such language will not be tolerated and will be challenged if it is heard.

We value and encourage involvement of people from all parts of the local community. We recognise that British society is made up of people from many different ethnic, cultural, linguistic and faith backgrounds, and that all pupils and staff must be fully prepared to live and work in such a diverse society.

### **To that end the purpose of the policy is to:**

Eliminate unlawful discrimination and promote equality of opportunity and good relations between all different ethnic groups, including travellers and refugees and asylum seekers, across all areas of Academy life.

### **The Academy aims to:**

Promote a positive, supportive ethos in which all pupils and staff feel that they are valued, that their needs are met and that they are able to achieve their full potential.

Respect and value differences between people, promote good relations between different groups within the school and wider community, and prepare all pupils for life in a diverse society.

Ensure that race equality is an integral part of planning and decision making across all areas of the Academy

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Work in partnership with parent and the wider community to tackle and eliminate racial discrimination, making the Academy a place where everyone feels safe, welcome and valued.

## **Roles and Responsibilities**

The Principal and local Governing body are responsible for ensuring the legal responsibilities are fulfilled, the policy is implemented, and a named governor is designated with responsibility for overseeing equalities issues. The principal is responsible for all aspects of the management of this policy and ensuring that reliable systems are in place for recording all relevant information about any racist incidents. The Principal and Governing body ensures that all staff are aware of their responsibilities under the terms of the policy and that they receive appropriate training and support within the Academy's programme of CPD. Additionally, the Principal will report any major racist incident to the Local Governing Body (LGB) and to the Chief Executive.

## **Staff with Specific Responsibilities:**

The Senior Leadership Team are responsible for the recording of racist incidents in a brief and precise format, together with relevant and signed witness statements. These will be archived for 10 years.

Coordinators for PSHE/Citizenship/RE with responsibility for promoting awareness of race equality issues, positive images, balance and appreciation of diversity through the curriculum .

## **Policy and Practice**

It is recognised that making the race equality principles stated above a reality in all aspects of academy life requires a continuous process of review and development.

## **Planning and Development**

The criteria set out in further sections of this policy together with the standards identified on the DFE standards website form the basis for regular audit, evaluation and assessment of impact of race equality issues in all areas of school policy and practice.

In the light of this, priorities are set, academy practice, policies and strategies are amended as necessary, and appropriate targets for action are identified and incorporated into the Academy raising attainment planning process.

## **Monitoring**

Patterns and trends are identified, and used to inform planning, through regular monitoring of key indicators by ethnic group:

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The pupil population (following national guidelines)

Pupil admissions and attendance

Pupil progress and attainment (informed by regular analysis of data)

Rewards, sanctions and exclusions

Bullying and racist incidents.

Relevant data and issues emerging from monitoring are communicated as appropriate at staff meetings, governors meeting, ensuring that information cannot be used to identify individuals.

An overall review of the impact and effectiveness of this Race Equality Policy will be carried out annually.

## **Consultation**

The checklist below identifies those members of the school or wider community who have been consulted during the initial drafting or subsequent review of this policy.

- Pupils via the student council
- Teaching and support staff
- Parents/carers – representative sample ie PTA
- Governing body
- Local community/faith groups
- Swindon LA/Ethnic Monitoring achievement service/Traveller education service
- Swindon Race Equality Council

## **Dissemination**

The Full Race Equality Policy is :

- Published in the staff handbook
- Issued to Governors
- Available on request to parents/carers. Visitors or members of the wider community.

The policy is summarised / referred to:

- Academy prospectus
- Academy newsletter annually
- Academy details sent out to all job applicants

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## **Building in Race Equality**

Set out below are the key criteria that we undertake to use as an academy to evaluate our provision and to inform our targets and plans for development, Our approach will be guided and assessed for impact with reference to the detailed standards incorporated in DFE standards.

### **Curriculum**

Race equality and ethnic and cultural diversity are promoted, and racism and discrimination challenged, through learning in all areas of the curriculum and through the resources and teaching methods used.

We will ensure that the contributions of world cultures are included and acknowledged in:

- the planning and teaching of all curriculum subjects;
- resources and Academy displays;
- extra curricular activities.

Through the curriculum, assemblies, resources and displays we will raise awareness of the unfairness and injustice of stereotyping.

All pupils will be given access to the best levels of achievement. Resources, which are inclusive of a variety of cultures, will be used to support teaching and learning.

Every effort is made to ensure that all pupils have equal access to the mainstream curriculum, by taking account of their individual cultural backgrounds and linguistic needs, and by targeting work appropriately.

Wherever, possible, steps are taken to provide experience of diversity through personal encounter with diverse cultures and ethnic backgrounds.

### **Admission, Attendance and Discipline**

The admission process ( and selection criteria) is fair and equitable to pupils from all ethnic groups.

The Academy monitors pupils attendance by ethnic group and uses the data to develop strategies to address poor attendance – making appropriate allowance – making appropriate allowance for leave of absence for religious observance.

### **Personal Development, attainment and progress**

The Academy recognises and values many forms of personal and academic achievement, and all pupils are encouraged and enabled to reach their highest personal standards

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Planned and targeted support is given to address any disparities in progress or achievement that are identified through our ethnic monitoring procedures and analysis of data.

Provision for pastoral care and guidance (including careers guidance) takes account of ethnic and cultural diversity, seeking to promote equality and challenge stereotyping)

## **Attitudes and Environment**

Every care is taken to ensure that all aspects of the communal life, environment and ethos of the Academy promote equality, celebrate diversity and negate all forms of prejudice and discrimination.

## **Racial Bullying**

We will not tolerate any form of bullying. If it does occur it will be challenged and addressed. All members of staff will enforce the anti-bullying policy fairly and consistently.

## **Behaviour**

We are an inclusive Academy and are committed to promoting high levels of acceptable group and individual behaviour. This is achieved through the promotion of the vision of the Academy and through the adherence to the Academy's Behaviour for Learning Policy. All members of the Academy community will be informed of the Academy's expectations.

The Academy's procedures for discipline and behaviour management, including exclusion are fair and applied equally to all pupils, irrespective of ethnicity. However, we are sensitive to the fact that responses to situations may vary across different cultural/ethnic/faith backgrounds, and take care to bear this in mind.

We are also committed to minimising all Academy exclusions by implementing agreed strategies and procedures outlined through the Academy's policies.

Staff who are proven to be racist will be dealt with according to the discipline procedures outlined within the staff handbook.

## **Racist Incidents**

A racist incident must be reported immediately.

A racist incident is defined as a comment and/or action which is perceived to be racist by the victim or any other person. Any racist incident will be dealt with immediately. The action taken must be recorded and monitored. The incident will be recorded on an incident form. Once the incident has been dealt with the relevant Head of Learning will pass the information to the Associate Principal for monitoring purposes.

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## **Pupils**

Pupils who exhibit racism will be dealt with in the following ways, depending upon the seriousness of the incident:

- They may be involved in a discussion with a teacher;
- They may be set a detention;
- They may have a letter sent home;
- They may be placed on report;
- They may be excluded.

The behaviour that was racist will be defined and it will be explained to them why such behaviour is unacceptable. When racism occurs as a result of ignorance rather than a deliberate desire to offend it will be addressed through individual or group discussions. Staff should also ensure that bystanders and witnesses understand what has happened and why racist behaviour is unacceptable.

It is important that participants in any discussion clearly understand what has been discussed and the implications of racist behaviour. If there is a repeat of the racism after this discussion, stronger action will be taken. Parents of the perpetrators of racism will be informed.

If the incident is considered extremely serious and/or the teacher does not feel confident to deal with it him/herself it should be passed immediately to a senior member of staff.

A victim of racism should feel supported and all reported incidents should be investigated thoroughly and sensitively. The victim should know what action is being taken. It may also be appropriate to inform their parents.

Any racist literature or materials will be removed immediately upon discovery and taken to a senior member of staff. The reason for their removal should be explained. Racist graffiti or slogans will be removed immediately.

## **Staff**

Any member of staff who is the victim of racism from a pupil must report the incident, via an incident form, to either their Curriculum Leader or to the relevant Head of Learning. If the racism comes from a parent, the member of staff must report it, again via an incident form, to a senior member of staff who will investigate and take the appropriate action. This will involve a letter being sent to the parent concerned and action being taken to prevent that parent from coming onto the Academy site until the matter is resolved.

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## **Parents and Visitors, Community Partnerships**

All the schools forms of communication with, and involvement of parents are carers are designed to be inclusive and accessible to all

Community members of all ethnic groups are encouraged to participate in the life of the Academy, whether as governors or in other capacities, and positive steps are taken to include under-represented groups

Community access to Academy premises and facilities is equally available to all ethnic groups .

If a parent believes that a member of staff has been racist towards their son/daughter they should contact their son/daughter's tutor immediately who will investigate, in consultation with a member of the Senior Leadership Team. If racism has occurred it will be referred to the Principal. If a parent is unhappy with the outcome of an investigation they should put their concerns in writing to either the Principal or the Vice Principals.

Any visitor to the Academy, including parents, who suffers racism should report the incident immediately to the member of staff that they are visiting. This member of staff should then refer the matter to a member of the Senior Leadership Team.

Care is taken to ensure that all visitors, including contactors, are aware of and adhere to, the academy's policy on race equality.

## **Recording and Monitoring**

All racist incidents will be recorded using an incident form. These will be monitored for pattern and frequency with a view to informing future action.

Resources will also be monitored for suitability and appropriateness with reference to issues relating to race and cultural diversity.

Exclusion and behaviour data will be monitored closely and issues that arise from this monitoring will be addressed.

## **Staff Recruitment and Professional Development**

All procedures for recruitment, selection, promotion and professional development of staff are planned and monitored to ensure equality and avoid conscious racial discrimination

Staff are supported through training and management to develop their effectiveness in dealing with race equality issues.