

RACE EQUALITY POLICY

Introduction – Context – Principle

This policy has been developed through consultation with all sections of the Academy Community and with Community Representatives.

Our Race Equality Policy, alongside our Equal Opportunities Policy, encourages the development of anti-racism, anti-discrimination practice and is appropriate to the circumstances within our Academy and the diverse Inner London communities which we serve. Our Race Equality Policy contains a comprehensive and systematic approach to dealing with race equality issues and racism.

However, we recognise that racism and race equality cannot only be dealt with as a single issue, totally separate from other forms of inequality – the inequalities will vary. However, racism and race inequality should not be marginalized and has a central focus alongside our other policies. Race Equality takes into account other issues, such as gender, age, sexual preference, religion, housing, socio-economics, health, language, dialect etc. The overall aim of St Mary Magdalene Academy Race Equality Policy is to provide an anti-discriminatory and anti-oppressive environment, where every individual feels appreciated, valued and understood.

Our Race Equality Policy:-

Provides a systematic framework for ensuring race equality and the mainstreaming of equalities:

- 1 Help St Mary Magdalene Academy to meet our obligations under the law;
- 2 Integrate equalities policies and objectives;
- 3 Encourage the development of anti-discrimination practice;
- 4 Provides a basis for tackling all forms of institutionalised racism.

Institutional Racism

Stephen Lawrence Inquiry Report – In paragraph 6.34 the Inquiry provides a definition of Institutional Racism:-

'Institutional Racism consists of the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or

ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people'

Institutional Racism can be seen in policies, practices, procedures and processes

Examples of Institutional Racism can include:

- 1 Ineffective consultation with communities
- 2 Lack of information or communication
- 3 Lack of monitoring and reviewing of policies and practices and their impact on specific groups
- 4 Lack of training and awareness
- 5 Poor/ineffective recruitment, retention and progression of minority ethnic staff
- 6 Marginalising staff
- 7 Lack of support for minority ethnic staff
- 8 Informal 'in groups' or cliques within organisations
- 9 Disproportionality of exclusions and achievement
- 10 Stereotyping and assumptions
- 11 Lack of openness to the personal values and beliefs of others
- 12 Colour blindness
- 13 Use of inappropriate language

We recognise that in order to put our race equality policy into practice we need to ensure the following:

- 1 Everybody in the school should be promoting racial equality and good relations and tackling racial discrimination.
- 2 All sections of the school community including parents/carers are made aware and involved in the expected results, understanding and contributing to the school policy and action plan.

Definitions of Racism “any incident which is perceived to be racist by the victim or any other person” – Stephen Lawrence Inquiry Report

“This definition has already been adopted by the police and several other agencies and it is commended to all. The purpose of this definition is not to prejudge the question of whether a perpetrator’s motive was racist or not: that may have to be proved... The purpose of the definition is rather to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis”. (Home Office Code of Practice)

What is Racism?

The Stephen Lawrence Inquiry Report states “...that racism consists of conduct or words or practices which disadvantage or advantage people because of their colour, culture, or ethnic origin. It can be subtle or overt, intentional or unwitting. It can be personal – name-calling, abuse, harassment and violence.”

- The Academy development plan will incorporate the targets adopted in the race equality action plan.
- Race equality is ensured through all aspects of the formal and informal curriculum.
- Our other policies, such as Behaviour, Anti-Bullying, Equal Opportunities, Aims and Objectives link to this race equality policy to other areas of school activity

Statement of Values

Race equality makes legal, moral and common sense.

- 1 Our Academy is a Church of England school that is institutionally rooted in the Christian faith. Through its corporate life, it attempts to glorify God in the development of the full human potential in each person, whether Governor, Parent/Carer, Pupil or member of Staff. Its ethos of love and care and its commitment to justice are the foundation of its aims in educating the whole school community to make its proper contribution to society.
- 2 Our race equality policy makes it clear that it covers members of all ethnic groups represented in our school community. Racism is not only confined to the ‘visible’ and established cultural groups in our Academy but includes Refugees, Asylum Seekers, Jewish and Irish people, Gypsies and Travellers. A number of these communities will recall a long history of racism and discrimination.
- 3 St Mary Magdalene Academy publicly promotes good personal and community relations and anti-discrimination through the year book and the aims and the ethos of the Academy.

- A positive and disciplined learning environment
 - A safe, caring, Christian environment
- 4 Pro-action is clearly the preferred method for preventing any racist incidents, by raising awareness and stressing the many positives of a multi-cultural/religious society. We recognise that there is a major need to counteract any negative messages of fear, hatred and ignorance, and to make sure that our Academy in no way can harbour or nurture such beliefs.
 - 5 The policy emphasises the importance of combating stereotypes and language, which promotes hostility and anger towards an individual or a group who are of a different faith, skin colour, appearance, religion, and have different values and belief systems.
 - 6 Sometimes young people may struggle to find their own identity, within their own changing culture; we recognise that it is therefore essential for all staff to be able to understand the complexities of various cultures, which all have their own internal dynamics.

This is achieved by creating a safe and secure environment for all students and adults within our Academy so that real learning can be achieved; learning which ensures that students feel respected, valued, reassured and comfortable in their own unique identity.

We achieve this by ensuring that students feel supported, whilst also challenging any myths, values and beliefs which stereotype and violate individuals or groups who are different from themselves. Yet, at times, students may struggle with ideas and opinions, which may be different from their own; but it is vital that they have the opportunities to express their views and opinions, so that inappropriate and damaging discriminatory behaviour can be addressed within the secure and safe environment, rather than venting their anger or hatred in society.

St Mary Magdalene Academy is committed to ensuring that all members of our school community feel valued, respected and understood, and know and feel that:

- Every colour is a good colour; racism is unacceptable and will be counteracted; everyone is treated according to their needs and rights;
- Racial diversity is respected, valued and celebrated; everyone recognises their responsibilities;
- Every student/staff member is able to fulfil their potential, unhindered by any form of prejudice, discrimination or harassment.

Admission and Attendance

Our Admissions Policy and Criteria are open to students from all racial groups.

The admissions process is monitored by the Admissions Committee of the Governing Body and the Principal reports to the Governors to ensure that it is administered consistently and fairly to students from all racial groups.

Leadership and Management

- The Principal takes overall responsibility for implementation of the race equality and equal opportunities policy.
- The policy is endorsed and adopted by the Academy's Governing Body and implemented by the Academy's management team.
- All members of the Academy management team can demonstrate the action they are taking to implement the policy.
- The Academy will appropriately ensure that there is an awareness within the school community, of the harm that racist attitudes and behaviour cause, and that it is everyone's responsibility to deal effectively with all forms of race inequality.
- Performance management covers individual responsibilities for implementing the race equality policy.
- Important to have a shared understanding and ensure that all members of the school community have a degree of mutual trust in the Academy dealing effectively with all forms of race inequality and racism.

Staff Recruitment and Professional Development

- Posts, including those for non-teaching staff, are advertised in the local newspapers, National Papers and Academy Bulletin in order to ensure that they are open to the widest pool of applicants.
- The Academy ensures that all those involved in recruitment are effectively trained and made aware of what they should do to avoid unconscious Racial Discrimination.
- The Academy ensures that racial equality good practice exists throughout the selection and recruitment process.
- Applications for employment, training and promotion along with details of staff in posts are monitored by racial group.
- Our curriculum programmes reflect our commitment to racial opportunity.

Visitors, Supply Staff and Contractors

- All staff work together to create an environment where all students can contribute fully and feel valued.
- Teaching takes account of students' cultural backgrounds, linguistic needs and different learning styles.
- The Academy encourages the use of different Teaching and Learning Styles and Schemes of Work and lesson plans reflect cultural background where possible.
- Different cultural traditions are valued in their own terms and made meaningful to students through lessons, assemblies, displays and other activities.
- All students have a clear sense of identity and belonging about their own cultural heritage and feel valued and respected through curriculum / assemblies / PSHE.
- All staff are expected to challenge stereotypes and build pupil awareness so that they can detect bias and challenge racial discrimination

Attainment, Progress and Assessment

- All Academy staff ensure that the Academy has high expectations of all students and is committed to encouraging and enabling all pupils to achieve the highest standards.
- The Academy recognises and values all forms of achievement in assemblies, displays, awards evenings and PSHE.
- Student attainment and progress data is monitored by racial group and evaluated to identify trends and patterns of underachievement.
- Mentoring and encouraging achievement is used to remove disparities between students from different racial groups.

Curriculum

- The curriculum planned to incorporate the principles of racial equality and to promote positive attitudes towards diversity.
- Pupils are given the opportunity to explore concepts and issues relating to identity, racial equality and racism.
- The Academy will engage with racist stereotypes in a systematic way (history of colonialism and imperialism).

- The curriculum development group monitor and evaluate its effectiveness in providing an appropriate curriculum for pupils from all racial groups.
- The Academy promotes a personal awareness with emphasis on the diversity of cultures.
- Extra-curricular activities and practical experiences should cater for the interests and capabilities of all pupils.
- Positive images are used/displayed which represent racial groups as well as challenge effectively stereotypical attitudes and behaviours, which violate an individual or group of people.

Personal Development and Pastoral Care

- The Academy ensures that pastoral support systems takes account of religious and ethnic differences and the experiences and needs of particular groups of students regardless of ethnic background

Behaviour, Discipline and Exclusions

- The Academy ensures that its procedures for disciplining students and managing behaviour are fair and equitable to students from all racial groups by using clear systems and sanctions which the whole school community are aware of.
- Staff operate consistent systems of rewards and sanctions.
- Exclusions are monitored to establish patterns and trends on a cultural basis.
- Strategies for integrating long-term truants and excluded pupils from all racial groups.

Tackling Racial Discrimination

- Incidents of racism and racial harassment are recorded, investigated and reported to the LEA using the incident record sheet.
- The Academy ensures that students, parents and staff are aware of the procedures for dealing with racism and racial harassment.
- The Academy works with the LEA and other partners to tackle racism and racial harassment within the school and the local area.
- The policy will be monitored and evaluated for its effectiveness twice yearly.

Training for Staff and Governors in their Responsibilities

The SMT member with responsibility will ensure training would take place on an annual basis during the induction programme for new staff.

- The policy will be available on request from the Academy.
- A copy of the policy will be inserted into the staff handbook.
- Contact the Academy if special formats of the policy are required e.g. EAL

The Race Equality Policy is Communicated and made available to

- Students
- Parents/Carers
- Teaching Staff
- Support Staff
- Union and Staff Representatives
- All members of the Governing Body – ensuring that the Academy complies with Race Relations legislation – ensuring that the policy and its related procedures and strategies are implemented
- Job Applicants, Staff Recruitment and Professional Development
- Contractors and Service Providers
- School Visitors.

Appropriate methods of communication are used to keep all parents/carers and others from local minority communities informed (for example through training, displays, classroom discussion, awareness sessions, community consultation meetings, home visits, the Academy prospectus and tapes). Student awareness will be facilitated during PAL lessons for example a Poster Campaign, discussions and assemblies.

Breach of the Policy: what will happen if the policy is not followed? See Appendix A

Prescriptions for action so that all members of the school community know what to do when faced with particular circumstances.

Ethnic Monitoring

Using monitoring data to monitor the attainment and progress of pupils by racial group and to set targets.

Ensuring that monitoring data by racial group, for example, on attainment and progress and exclusions, sanctions and rewards, is used to inform planning and decision-making.

Reviews of racial equality and racial harassment policies and procedures include identifying good practice in other schools.

Policies and procedures are amended in the light of reviews and evaluations.

Good practice in the Academy is promoted and shared with other schools.

Partnerships with Parents/Carers and Communities

Reviews and evaluations of race equality and racial harassment policies and procedures take account of the views of all sections of the school community. There is a need to listen to, and respect and value the views, experiences and ideas of students, parents/carers, and involve them in the decision making processes, since race equality affects the lives of everybody.

The collaborative process of working with representative members of the School Community will encourage them to work as effective partners, in ensuring an understanding and awareness about race equality, and the impact racism has on the lives of individuals and groups.

- Parents are to be encouraged in the involvement and participation in the Academy namely interview, consultation days, parents/carers evenings, award evenings and social events, etc.
- The Academy ensures that information and material for parents/carers is accessible in user-friendly language and is appropriate.
- The Academy will endeavour to provide information in other formats other than English.

Reviewing and Assessing Policies

- The Academy will regularly review, monitor and assess all policies and strategies for their effectiveness and impact in eliminating racial discrimination promoting racial equality and good race relations.
- Build race equality questions into school self-review and evaluation frameworks.
- Use results of reviews and assessments to inform all planning and decision making.

Appendix A

Dealing with Perpetrators	
Physical Assault	<ul style="list-style-type: none"> a. Report to class teacher/form tutor/DOL/SMT/Principal b. If serious, report directly to SMT/Principal. Report to police, as appropriate c. Inform parents or carers/call parents or carers into the Academy d. Take necessary action to prevent recurrence. Stress gravity of offence in accordance with Academy's Behaviour Policy e. Exclusion for serious offence
<p>Threatening behaviour e.g. gestures, jostling, damage to personal property</p> <p>Verbal abuse (direct) e.g. derogatory name-calling, insults, racist jokes</p> <p>Verbal abuse (indirect) e.g. ridiculing someone because of cultural differences – food, music, dress</p>	<ul style="list-style-type: none"> a. All incidents that come to light require a response and must be dealt with effectively b. Explain to the perpetrator/s why such behaviour is wrong and the consequences c. Persistent perpetrators must be referred to the Principal and regularly monitored d. Parents/carers must be informed e. If abuse is specifically directed at an individual the perpetrator will write a formal apology to the victim
Racist graffiti	<ul style="list-style-type: none"> a. All racist graffiti must be reported to the DOL/SMT/Duty person and removed immediately b. Regular checks should be made and steps taken to discourage the reappearance of graffiti
Wearing racist badges or insignia (or similar provocative behaviour)	<ul style="list-style-type: none"> a. None will be permitted. Offenders should be referred to the Duty person/DOL/SMT b. Parents/carers must be informed
Incitement of others to behave in a racist way e.g. bringing of racist materials, leaflets, magazines into the Academy	<ul style="list-style-type: none"> a. Racist literature to be confiscated b. Students to be referred to SMT c. Parents/carers must be informed
Racist comments in the course of discussions in lessons	<ul style="list-style-type: none"> a. Racist comments must not be allowed to go unchallenged

	<ul style="list-style-type: none"> b. Persistent offenders to be referred to the Principal c. Parents/carers must be informed d. 'Racist' comments must be seen in context (i.e. class discussion involving free debate about a range of options – teacher to manage and challenge appropriately) e. Staff to seek advice from DOL/SMT if student's intent is unclear e.g. comments made through ignorance/inexperience
<p>Attempts to recruit to racist organisations and groups</p>	<ul style="list-style-type: none"> a. Report immediately to SMT/Principal b. Recruiter to be interviewed c. Parents/carers called to Academy
<p>Refusal to co-operate with other people because of their colour, ethnicity, language, accent or dialect</p>	<ul style="list-style-type: none"> a. Explain that pupils should work collaboratively. Everyone has the right to be included in all school activities and feel safe, secure and valued b. Review and monitor the situation. Refer persistent offenders to SMT/Principal c. Parents/carers informed

Dealing with Racist Incidents

Clear procedures are in place to ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly and firmly. It is the responsibility of all staff to implement these consistently. Form Tutors, Directors of Learning, Assistant Directors of Learning and members of the Senior Management Team have particular responsibility to act on reported incidents.

'Dealing with perpetrators' (Appendix A) details the action that will be taken in response to a racist incident. Procedures will be carried out with the aim not only of holding the perpetrator to account, but also of demonstrating support to the victim/s. Witnesses as well as the victim/s will be treated with sensitivity and care within the structured pastoral system.

The Principal, using a standard format (Appendix B), will report individual incidents to the LEA. This will include proven/established incidents of a racist nature made by pupils to staff and visa versa. The Governing Body will receive a termly report which summarises racist incidents that have occurred. They will monitor the number and types of incidents and assess the effectiveness of action taken.

Incidents involving allegations against a member of staff (staff to pupil or staff to staff) will be dealt with by the Principal or a senior member of staff nominated by the Principal. This will be in the presence of a union representative or work colleague, if appropriate.

The Principal will deal with any incidents involving pupils acting in a racist manner to a member of staff. Parents/carers will be notified and the pupil dealt with through the Academy's Behaviour Policy. This will include exclusion, if appropriate to the nature of the incident.

Relationship with other Policies

The aims in this policy relate to all other policies, procedures and practices within the Academy. In particular, this policy should be read in conjunction with the following:

- School Aims
- Equal Opportunities Statement
- Behaviour Policy
- Anti-racist Policy

Roles and Responsibilities

The Principal takes overall responsibility for implementation of the Racial Equality policy. However, it is every member of staff's responsibility to deal effectively with all aspects of racial equality consistently and effectively. This policy is endorsed and adopted by St Mary Magdalene Academy's Governing Body.

This policy will be revised annually