



Race Equality Policy

Updated: June 2017

Review Date: June 2018

WILMINGTON ACADEMY

RACE EQUALITY POLICY

It is our firm belief that everyone should be treated with dignity and respect. Wilmington Academy is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. The Academy strives to prepare all students for life in a multi-cultural and multi-ethnic society. The Academy will strive to promote race equality in all dimensions of the Academy life and community.

We will:

- Take positive action to eliminate racial discrimination and harassment.
- Promote equality of opportunity for all members of the academy community.
- Promote good relations between people of different racial groups.
- In accordance with International Baccalaureate Organisations philosophy promote the concept that “other people with their differences can also be right.”

Cultural and ethnic diversity will be valued in the curriculum, in the academy workforce, the governing body, the parental body and the student body. We will ensure that the culture and ethos of the academy places equal value on the diverse racial faith and ethnic groups, cultural and linguistic heritage represented in our society.

We acknowledge and value all ethnic immigrants and national groups represented in the academy community, including Asylum Seekers, Immigrants, Refugees, Gypsies and other Travellers.

We recognise we live in a multi-cultural and multi-faith community and we strive to recruit a workforce to reflect this.

We endorse the recommendations of the Stephen Lawrence Inquiry Report.

We accept the definition of racism and institutional racism included in the Stephen Lawrence Inquiry Report:

Racism – Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin.

Institutional racism – 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.

We will ensure that all members of the academy community will have the opportunity to improve their own understanding of race equality and understand their personal responsibility to promote race equality.

ACADEMY POLICIES

All academy policies will have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

CURRICULUM

Wilmington Academy provides a broad and balanced curriculum for all students. The Academy accepts the three principles in the statutory inclusion statement for the National Curriculum.

- Setting suitable learning challenges for all students.

- Responding to students' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

We recognise that citizenship presents opportunities for encouraging respect for diversity.

We also share the commitment of IB World Schools' community to promote international- mindedness and intercultural understanding.

Our subject co-ordinators and Directors of Learning are responsible for ensuring their subject programmes/schemes of work raise awareness of multi-cultural issues and challenge stereotypical views of different racial groups and nomadic communities. In the purchase of resources, our curriculum co-ordinators will ensure that materials reflect and celebrate ethnic and cultural diversity.

TEACHING AND LEARNING

Wilmington Academy strives to ensure that teaching and learning styles include and raise the achievement of all students.

We will ensure that methods of assessment are culturally neutral and do not disadvantage students for whom English is an additional language.

We will ensure that setting and grouping arrangements raise achievement of all students and do not reinforce negative stereotypes or lower the self-esteem of students.

Teachers will seek opportunities to introduce activities that demonstrate the value of other cultures and encourage children to discuss race equality.

COMMUNITY CONSULTATION AND PARTNERSHIP

Wilmington Academy is committed to working in partnership with local minority ethnic community groups and promoting racial harmony.

We will be pro-active in encouraging representation on the academy governing body to ensure it reflects the ethnic profile of our academy population and the community.

We will welcome minority ethnic community and faith groups by inviting them to join in the celebration of cultural and religious festivals in our academy.

We will be pro-active in recruiting community volunteers to ensure the academy volunteer profile reflects the ethnic profile of the school population and the community.

We will take positive action to ensure, where possible, that communication is accessible to all.

We will ensure that all community groups using the school building are aware of our Race Equality Policy.

RACIAL INCIDENTS

Wilmington Academy will not tolerate any form of racial harassment or abuse.

We accept the definition of a racial incident as included in the recommendations of the enquiry into the death of Stephen Lawrence:

Racist Incident – A racist incident is any incident which is perceived to be racist by the victim or any other person.

The academy has a racial incidents policy procedure (this should be attached as an appendix). The Principal is responsible for implementing the procedure and ensuring that all members of the academy community are aware of, and understand, the policy.

ETHNIC MONITORING

Wilmington Academy will ensure that ethnic monitoring of the student population and the workforce is undertaken positively to ensure equality of opportunity and high achievement for all groups.

The Principal will ensure that all staff involved in recruitment, staff development and admissions receive appropriate training and understand the process and rationale for collecting data on ethnicity.

The Principal will ensure that data on the ethnic profile of the school is used to monitor the impact of policies on students, staff and parents from different racial groups.

MONITORING AND REVIEW

Wilmington Academy is committed to monitoring the following data by racial group:

- Admissions
- Attainment in all curriculum areas
- Key Stage 4 option choices
- Attendance
- Racist Incidents and Action Taken
- Selection and recruitment of staff
- Staff development
- Exclusions
- Awards and rewards
- Disciplinary sanctions
- Participation in extra-curricular activities
- Attendance at parental consultations
- Governing body representation and retention

REVIEW OF THE RACE EQUALITY POLICY

The Race Equality Policy shall be reviewed annually.

RESPONSIBILITY

It is the responsibility of all members of the academy community to:

- Promote race equality and support the implementation of the Race Equality Policy including the Racial Incidents Reporting Procedure.
- Behave in a manner which respects and values cultural and linguistic diversity.
- Challenge and eliminate racial discrimination, racial harassment and racial abuse.

Model Reporting Form for Racial Incidents

SECTION 1 – DETAILS OF VICTIM

Name of victim:

Is the victim:

(a) A student

Yes

No

(b) A member of staff/governor

Yes

No

(c) A student from another academy/school

Yes

No

(d) Other (e.g. visitor, parent, contractor)

Yes

No

If (b), (c) or (d):

What is the Ethnicity* of the victim

Is the victim:

An Asylum Seeker/Refugee

Record contact details if appropriate

Have there been previous incidents involving the same victim (if known)?

Yes

No

*Use categories at end of document

SECTION 2 – DETAIL OF THE PERPETRATORS

Record details of each perpetrator (if more than one)

Name	Student in the Academy? (if Yes give student number)	Member of Staff or Governor? Yes/No	Student from Another School? Yes/No	Other?(please specify)	Indicate if involved in previous incidents Yes/No	<u>Please complete if not a Student in the Academy</u>	
						Ethnicity*	Asylum seeker or Refugee YES/NO

Please continue on a separate sheet if necessary

* use categories at end of document

Ethnic Categories: Please use the numbering system when completing the form (e.g.(a) 1.) If unknown please use Asian, Black, Other & White.

(a) White

1. British
2. Irish
3. Gypsy
4. Traveller of Irish heritage
Asian background
5. Any other white background

(b) Mixed

1. White and Black Caribbean
2. White and Black African
3. White and Asian
4. Any other mixed background

(c) Asian or Asian British

1. Indian
2. Pakistani
3. Bangladeshi
4. Any other

(d) Black or Black British

1. Caribbean
2. African
3. Any other Black background

(e) Chinese

(f) Any other ethnic group

Examples of Racist Incidents

- Derogatory name-calling, insults and racist jokes
- Verbal abuse and threats
- Racist graffiti
- Provocative behaviour such as wearing racist badges or insignia
- Racist comments in the course of discussions
- Ridicule of an individual's cultural differences e.g. food, music, dress, religion, language etc.
- Bringing racial materials such as leaflets, comics or magazines into the institution
- Attempts to recruit other students into racist organisations
- Physical assault, which is racially motivated
- Damage caused to a person's property, which is racially motivated
- Incitement to others to behave in a racist way
- Refusal to co-operate with other people because of their ethnic origin

Acknowledgements

These examples are provided in guidance:
Diverse and Equal – Anti-Racism in Medway Council

Questions for Monitoring and Evaluating Policies

The main questions for assessing the impact of academy's policies, including its race equality policy—giving special attention to students' attainment levels – could include the following:

1. Does the academy help all its students to achieve as much as they can, and get the most from which is on offer, based on their individual needs?
2. Which groups of students are not achieving as much as they can? Why not?
3. Is the academy making sure that its policies, including its race equality policy, are not having an adverse impact on students, parents or staff from some racial groups?
4. How does the academy explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English language difficulties?
5. Does each relevant policy include aims to deal with differences in students' attainments (or possible differences) between racial groups? Do the policy's aims lead to action to deal with any differences that have been identified (for example extra coaching for students, or steps to prevent racist bullying)?
6. What is the academy doing to raise standards, and promote equality of opportunity for students who seem to be underachieving and who may need extra support?
7. What is the academy doing to:-
 - prepare students for living in a multi-ethnic society;
 - promote race equality and harmony: and
 - prevent or deal with racism?
8. Can any action taken be traced back to individual policy aims and related targets and strategies?
9. Is the action appropriate and effective? Are there any unexpected results? If so, how are they being handled?
10. Does each relevant policy include aims to promote race equality and harmony; prevent or challenge racial discrimination; and deal with differences (or possible differences) between racial groups?
11. Do the policy's aims lead to effective action?
12. What changes does the academy need to make to relevant policies, their aims, and any related targets and strategies?

Academies can use these questions to assess their policies in most areas, including: • Employment, promotion, training and career development; • Involving parents and guardians in the academy; • Making sure that the curriculum prepares pupils for life in a multi-ethnic society; and dealing with racist incidents.