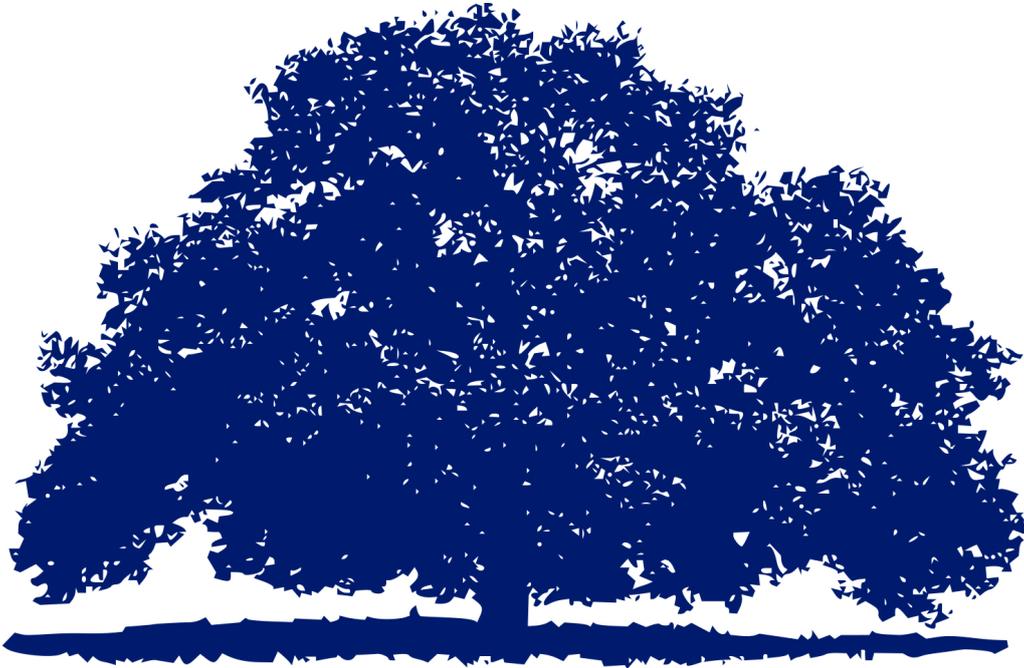


GREAT OAK MULTI ACADEMY TRUST



GREAT OAK

— Multi Academy Trust —

Racial Equalities Policy

Approved by Board of Directors 2017

AIMS

Each school within the Trust aims to provide a broad and balanced education that will enable **all** children to develop confidently and learn and achieve to the best of their ability within the context of a caring Christian community.

In an area where the majority of children and staff are from white British backgrounds with only a small minority of children coming from mixed or other European backgrounds it is important that our policy on the promotion of racial equality contributes to our school aim.

We are committed to: actively tackling racial discrimination, and promoting equal opportunities and good race relations by encouraging, supporting, and helping all pupils and staff to develop their potential; working with parents and guardians, and with the wider community, to tackle racial discrimination, promoting good practice; and making sure the race equality policy and its procedures are followed.

We aim to eliminate unlawful discrimination and to promote equal opportunities and good relations in all areas of school life.

IMPLEMENTATION/ORGANIZATION

Responding to Pupils' Needs

Data collection

In order to meet children's needs and in accordance with DFES guidance ethnicity data is collected for children who are on the school roll. Pupil profiles/records are regularly updated to enable effective pastoral and academic provision. Information on diet, religious observance, medical treatment, language, and teaching and learning enables the school to respond to pupils' needs.

Individual and group data on attainment and achievement is collected. This will enable us to identify under-achievement and barriers to pupil attainment and progress and ensure that appropriate individual and group targets are set so that maximum progress and attainment is made by all ethnic groups.

The Curriculum

In relation to racial equality, the curriculum may be seen as having two dimensions:

- The development of intercultural awareness
- Education against racism

These dimensions are addressed throughout the curriculum and especially through PSHEE and Citizenship. Curricular policies state how learning in that subject contributes to the two dimensions. Schemes of work and medium term plans identify opportunities to address these dimensions.

For each Key Stage appropriate knowledge and understanding, skills and attitudes are identified (Appendix -)¹

Assemblies and Collective worship are an important part of our school day. Through these we will ensure that we maximise opportunities to develop intercultural awareness and educate against racism.

Displays will reflect the welcoming, inclusive ethos of the school representing the cultural diversity of society, avoiding stereotyping and tokenism.

Resources throughout the curriculum are regularly reviewed to ensure that they reflect a multi-cultural, multi-racial and multi-ethnic world and enable us to address the aforementioned dimensions.

Educational visits will include opportunities for pupils to extend their awareness and understanding of different races, ethnic groups cultures and religions. Visitors from a variety of races, ethnic groups, cultures and religions will be invited to the school.

Special Events such as book week and whole school projects will provide further opportunities to promote intercultural awareness and educate against racism.

Teaching and Learning

Teachers will ensure that opportunities to promote racial equality and counteract bias are taken when planning the curriculum. Teaching methods will take full account of pupils' needs and background experiences and be accessible to individuals and groups, taking account of pupils' differing learning styles. Positive attitudes to difference, cultural diversity and race equality are encouraged. All pupils are made aware that staff have high expectations of them and are encouraged to do their best.

Attendance, behaviour, discipline and exclusions

Attendance, records of pupils' behaviour and exclusions are monitored to ensure that effective measures are taken to address any disparities across different ethnic groups and that the methods for dealing with poor attendance, pupil behaviour or exclusions take account of cultural differences and expression. We will be mindful of any possible racial harassment or institutional racism when investigating the causes of any disparities.

Dealing with Racist Incidents (see also behaviour policy)

An expression of Racism in whatever form can be considered to be a racist incident or '*Any incident which is perceived to be racist by the victim or any other person*' (Stephen Lawrence Inquiry report)

¹ Tackling Racism and Promoting Multicultural Awareness Essex CC 2001

We will comply with the code of Practice on Reporting and Recording Racist Incidents (Home Office 2000).

Key Actions

- Take appropriate immediate action to deal with the incident
- Notify headteacher
- Record incident on appropriate form (Appendix
- Investigate and take statements as appropriate
- Provide support for the victim(s)
 - In serious cases, the headteacher informs and discusses with parents/carers of victims the actions taken
- Counsel and discuss the incident with perpetrator(s)
 - In serious cases headteacher informs and meets with parents/carers of perpetrators to discuss actions taken
- Deal appropriately with perpetrators
- Advise the police in the case of racist incidents which are considered as crimes
- Take appropriate action in accordance with the school's behaviour and discipline policy
- Address specific issues that have occurred through the curriculum

Racist incidents will be closely monitored. Action will be taken to address issues arising. When required reports will be forwarded to the LEA.

Partnerships with parents and guardians and communities

We aim to work with all parents/carers as partners in their child's education. We will endeavour to ensure that all parents have access to consultation evenings and reports on their child's progress, and seek to provide relevant translations if required. Communications about the life and work of the school will be accessible to all parents.

The school seeks actively to work in partnership with local minority ethnic community organisations and where possible access the expertise, skills, knowledge and experiences of people from local minority ethnic communities.

Staff and governor recruitment and professional development

We recognise the value of diversity in the school staff and governing body. We do not discriminate against minority ethnic groups and we take appropriate action to:

- seek staff and governors from a diversity of backgrounds
- eliminate cultural bias from the recruitment and selection process.

We will monitor by ethnicity: applications for appointment, training and promotion; the current staff profile; and retention rates.

We will ensure that all staff have access to professional development. Awareness and understanding of issues related to the promotion of racial

equality is addressed through professional development opportunities and performance management. Appropriate training will be available to all governors.

ROLES AND RESPONSIBILITIES

Governing Body

Will make sure the school complies with the amended Race Relations Act; and make sure the race equality policy and its procedures are followed.

Headteacher

Will ensure that the race equality policy is readily available and that governors, staff, pupil and their parents know about it and that its policy and procedures are followed; inform staff and governors about the operation of the policy their responsibilities in relation to it and ensuring necessary training; take appropriate action in cases of racial harassment and racial discrimination

All Staff

Deal with racist incidents; are able to recognise and tackle racial bias and stereotyping; promote equal opportunities and good race relations, avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins; keep up to date with the law on discrimination, and undertake any necessary training.

Staff with specific responsibilities

The Headteacher will deal with reports of racist incidents.

Visitors and contractors

Should know and follow this race equality policy.

MONITORING

The monitoring of pupils progress, attainment, exclusions, behaviour will identify the achievement of ethnic groups and inform planning to ensure equality of opportunity and counteract bias.

The results of monitoring of the effectiveness of the policy will be included in the annual report to parents.

EVALUATION

We will evaluate the effectiveness of this policy by analysing data to inform future planning, training needs and actions. An action plan will be made to address any shortfalls.

Any breaches of the policy will be dealt in line with, for pupils the schools behaviour policy, and for staff the school's disciplinary procedures.

Pupils will be made aware of its contents.