



Race Equality Policy

September 2010 – September 2013





1. Introduction

1.1 The Academy is committed to promoting equality of opportunity and good race relations for the benefit of everyone.

1.2 The Academy has a responsibility as a public body to maintain and implement policies designed to promote racial equality.

2 Aims

2.1 The Academy aims to create and maintain an environment that will:

- Promote equality of opportunity;
- Promote good relations between members of different racial, cultural and religious groups and communities; and
- Challenge racial discrimination with a view to eliminating unlawful discrimination

2.2 The aims of this policy are to:

- Set out the Academy's ethos, vision and values.
- Emphasise the commitment of Sidney Stringer Academy to equal opportunities.
- Provide information on the Academy's arrangements for the promotion of Racial Equality.
- Establish a timescale for the assessment of the impact of policies and procedures.
- Ensure that staff are involved in the development of the Policy.



3 The Academy Ethos, Vision and Values

3.1 This Academy is committed to ensuring equal treatment of all its employees, students and any others involved in the Academy community, regardless of race. The Academy will ensure that no-one is treated less favourably in any procedures, practices or aspects of service delivery. (see Appendix 1 for Academy Ethos statement)

3.2 The Academy will not tolerate harassment of people based on their race.

3.3 This policy should be read alongside the Academy's other equal opportunity policies.

4 Commitments to Equal Opportunities

The commitment to racial equality must be evident in all areas of Academy life including:

- Attainment and progress
- Teaching and learning
- Content of the curriculum
- Personal development and pastoral care
- Behaviour, discipline and exclusion
- Admissions and attendance
- Staff recruitment and professional development
- Staff opportunities and treatment at work
- Resources and services for the community
- Partnerships with parents



5. Racial Harassment – a definition

5.1 As this policy directly addresses racial harassment we feel that it is important to outline the differences between bullying and harassment.

Harassment is often impersonal directed at people because of **what** they are rather than who they are. People are racially harassed because they are seen as different from the majority ethnic community.

Bullying is usually directed at people because of **who** they are and comprises an intensely personal mistreatment of an individual. It usually involves dominance of one pupil by another or group of others, is pre-meditated and usually forms a pattern of behaviour rather than an isolated experience.

5.2 Racial Harassment includes:

- Physical assault which includes jostling intimidation, punching, kicking, fighting and the use of a weapon,
- Abuse which includes ridicule of clothes, food etc.,
- Jokes,
- Insulting gestures,
- Derogatory comments in the course of a discussion or lesson relating to ethnicity colour
- Threats and name calling relating to colour of skin or ethnic background
- Damaging people's property.
- Refusal to sit by or co-operate with others because of ethnic origin, skin colour etc.
- Exclusion from activities.
- Provocative behaviour such as: - graffiti, extreme political views, insignia and literature. {It is a criminal offence to publish and distribute offensive material likely to stir up racial hatred}.
- Incitement to racist behaviour [incitement to racial harassment is against the law]
- Recruitment to racist organisations.

We are aware that not all conflict between students from different ethnic backgrounds is of a racist nature.



6. Dealing with Racist incidents

The following procedures will be carried out by any member of staff witnessing or being informed about any form of:

6.1 Name Calling, Verbal or Physical Abuse, Jokes, Insults, Ridicule, Social exclusion, or Extortion.

- Act immediately to stop or prevent any incident.
- If incident is 'indirect' i.e. refusal to co-operate with, or avoidance of, another pupil or member of staff because of their ethnicity, restructure the group and discuss within PSE work.
- Comfort and support the 'victim' immediately ensuring they feel safe. Tell them what you have done with the 'perpetrator'.
- Challenge and reprimand the 'perpetrator'/s aiming not to undermine their self-worth.
- Invoke the school sanctions as agreed by staff.
- Ensure any audience is aware that the act is wrong and has been dealt with.
- Ensure that the audience is aware that being a bystander can make them equally culpable.
- Record the incident with the senior member of staff responsible and report what action has been taken.
- Follow up the incident with tutor
- In the case of staff incidents follow up with Vice principal
- Follow up incident with other students as part of the PSE programme ensuring that students know the procedures and that they exist to protect them.
- Work with the perpetrator to ensure the offence is not repeated.
- Discuss incident with parent/guardian of both victim and perpetrator and inform them of what follow up work will be done.
- Assure parents that we will keep them informed of any actions taken to protect the pupil.



6.2 The following actions should be taken when other forms of racist action are involved:

Graffiti

- This should be removed as soon as possible.
- Perpetrators should be reprimanded and the incident logged.

Racist insignia

- Offenders should be asked to remove these immediately and the incident logged.
- Parents/guardians informed

Literature

- All offensive literature should be removed.
- Incident logged.
- Parents/guardians informed.
- Issue discussed with all students.
- Materials should be sent to the police if appropriate

Incitement [This is against the law]

- Perpetrator should be reprimanded and informed of the legal position.
- Incident should be logged.
- Parents, Governors, and the Police should be informed.

Recruitment to racist organisations.

- The perpetrators should be challenged.
- Parents/Guardian informed.
- Incident logged.

It is important that our procedures and our reporting system are consistently applied,

All incidents will be reported to the Assistant principal for data



8. Promoting Racial Equality in the Curriculum

8.1 In addition to eliminating discrimination on racial grounds the Academy will develop and maintain policies and procedures for ensuring that equal opportunities are promoted in the curriculum and in teaching methods.

8.2 All subject programmes of study will contain material and methods that:

- Recognise that social and cultural factors will impact on how students view race, and this will affect how they engage with learning.
- Encourage classroom and staffroom discussion of racial issues which reflect on racial stereotypes, expectations and the impact on learning.
- Include teaching and classroom-based approaches appropriate for the whole Academy population.

9. Responsibilities

Promoting race equality and raising the achievement of minority ethnic students is the responsibility of the whole Academy staff, including support staff.

9.1 The Principal

The Principal will demonstrate through personal leadership the importance of this policy, and will:

- i. Ensure that procedures are in place to implement the policy.
- ii. Ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy.
- iii. Appoint an Equal Opportunities Officer (EOO), who is a senior member of staff in the Academy and will have the promotion of race equality as part of his/her job description..
- iv. Monitor the work of the Academy's EOO

Where additional funding is available for raising the achievement of minority ethnic students, the Principal will ensure that the additional resources are used appropriately and targeted on the basis of identified needs for this purpose.



9.2 The Equal Opportunities Officer (EOO)

The Principal will appoint a senior member of staff to be responsible for equal opportunities policies. The EOO will be responsible to the Principal for:

- the implementation of the policies
- Liaison with Academy governor's staff, parents, and students over equal opportunity issues.
- liaison as appropriate to ensure that racial equality is promoted in the curriculum;
- keeping up-to-date with current thinking
- collection of relevant information
- attending appropriate courses and training sessions
- training and support of Academy staff
- Ensuring that any racial incidents are appropriately dealt with, and outcomes recorded.
- Advising the Principal on the development of the policy; and publicising the outcomes of the policy.

10. Complaints Procedure

Anyone in the Academy who feels that this policy is not being followed is entitled to raise the matter with the Principal.

Anyone outside the Academy who wishes to make a formal complaint must do so through the Academy's complaints procedure.

11.1 Monitoring by race:

Data by race will be available to staff through the student tracking procedures.

11.2 Data by race will be used in the monitoring of the following:

- Attainment
- Progress
- Exclusions
- Rewards
- Attendance



- Behaviour
- Parent involvement
-

This is also linked to the Academy Assessment and recording policy and behaviour for learning policy

This will apply to individuals, teaching groups, cohorts and the whole Academy.

12. Monitoring, Evaluation and Review

12.1 The Academy Governors will review the working of the Academy's policy annually and will review the policy itself at least every two years and assess its implementation and effectiveness.

12.2 The policy will be promoted and implemented throughout the Academy.

12.3. The Academy Council will report to Sidney Stringer annually on the implementation and working of the policy.

12.4 Sidney Stringer Academy will review the policy every two years and assess its implementation and effectiveness.

12.5 The Academy policy will be placed on the Academy website and brought to the attention of parents/carers through the Academy newsletter.

Date for review

September 2012



Appendix 1

Sidney Stringer Academy Community Learning – Ethos statement

Sponsors are clear that the following aspirations are non-negotiable in terms of the Academy's ethos:

- A broad, exciting, and personalised curriculum that enables all to become effective learners so that they can be whatever they want to be
- Using the specialisms of design technology and mathematics, and the themes of enterprise and innovation as some of the key drivers for the curriculum
- An inclusive culture that values and respects all people equally and all types of learners and learning equally: where all members of the community listen to each other and learn from the diverse nature of the Academy and show mutual tolerance and respect
- A sense of welcome and openness which is at the heart of the Academy, fully recognising that it belongs to a talented community so that:
 - partnership and collaboration are key themes defining the relationship between the Academy and the community leading to social, economic, and environmental regeneration
 - learners of all ages and at all stages are welcome and have their rightful place knowing that the opportunities presented are there for them
 - we create a sense of “our Academy” for all people who use its facilities so that each person recognises the relevance and significance of the Academy for them as individuals and for the community as a whole
 - we serve all members of the community recognising that learning is a lifelong process
 - we value Sidney Stringer’s history of community innovation as the first city centre community college (especially with regard to providing for young people with special educational needs and developing inclusion more generally), while recognising that the Academy cannot stand still and that it needs to move “from good to great”
 - the Academy is a major provider of continuing education with access routes for families to education and then to work.



- State of the art learning facilities and approaches that help develop positive attitudes to learning shown by young people so that:
 - they learn within an ambiance which makes them feel more positive about themselves and which affirms the aspirations of the sponsors
 - the behaviour, attitudes and self esteem of these young people are significantly improved through effective teaching so empowering them to become autonomous learners
 - and, most importantly, the life chances of these young people are dramatically improved through the opportunities provided so that they achieve the highest possible standards
- renewing Sidney Stringer’s spirit of innovation and pioneering new approaches
- sponsors that work with the Academy through the establishment and ongoing renewal of a collaborative and partnering approach: this will draw on the strengths of the sponsors so that they provide the widest opportunities for staff, students and the wider community.

Key to this ethos are:

- The Academy having a distinct identity in its own right at the heart of the community
- Students and staff within the Academy having a sense of belonging and a sense of purpose through the setting of clear and aspirational expectations for everyone in the Academy
- Students’ safety, security and well-being paramount.

2.2 Vision

The key elements of the Academy’s vision are:

An inclusive Academy which will:

- Enable inclusive partnerships with other institutions; the emphasis of these partnerships will be to meet the needs of the whole learning community
- place subjects at the heart of the curriculum so providing an inclusive range of subjects while working with others (such as other sponsors, schools, colleges, universities and work based providers) to provide this inclusivity.



- Be an inclusive institution valuing of all parts of the curriculum so that there is a equal worth between academic and vocational qualifications.
- Have an inclusive admissions process reflecting the nature of the local community.

An intergenerational Academy which will:

- provide opportunities for learners of all ages to learn together and families to learn together: these opportunities will be provided within appropriate settings taking account of the needs of individuals.

A community Academy which will:

- have a focus on the community and engagement of the community in its activities at all levels.

A 21st century Academy which will:

- provide creative and innovative learning activities delivered in modern buildings supported by state of the art ICT infrastructure.

A vocational Academy which will:

- have an appropriate focus on “learning by doing” and specialisms of mathematics and design technology

A future flexible Academy which will:

- create flexible and aspirational learners and staff within the Academy, who are resilient and able to adapt to an ever changing world



Appendix 2

Racist Incident Form

Guidance Notes

In completing the attached form you may wish to note the Academy's incident reporting procedure;

- **Parts 1 to 3** are to be completed and signed by the complainant, or the person reporting the incident on behalf of the complainant.
- **Part 4** is to be completed and signed by the Academy's Equal Opportunities Officer (EOO)
- Steps/ actions taken after the form is submitted will be communicated to the complainant and the person reporting on their behalf by the Equal Opportunities Officer.

The Equal Opportunities Officer will ensure the safe storage of the information captured in this form and he/she will store it only for the necessary duration for monitoring purposes, in accordance with the Data Protection Act 1998.



Racist Incident Form

Part 1: Complainant Details

Name of person reporting the incident and contact details:	
Status of complainant	Staff / Student / Visitor Other – Please state
Complainant's name and contact details: (if different from above)	
Date, Time and Location of the incident :	

Part 2: Equality Area of Complaint

Please tick which area(s) apply to this incident.

- | | | | |
|------------|--------------------------|---------------------|--------------------------|
| Age | <input type="checkbox"/> | Race | <input type="checkbox"/> |
| Disability | <input type="checkbox"/> | Religion and belief | <input type="checkbox"/> |
| Gender | <input type="checkbox"/> | Sexual Orientation | <input type="checkbox"/> |

Type of Incident

- | | | | |
|----------------------|--------------------------|-----------------------|--------------------------|
| Verbal Abuse | <input type="checkbox"/> | Written Abuse | <input type="checkbox"/> |
| Physical Attack | <input type="checkbox"/> | Damage to Property | <input type="checkbox"/> |
| Threats | <input type="checkbox"/> | Abusive/ Graffiti | <input type="checkbox"/> |
| Isolation/ Exclusion | <input type="checkbox"/> | Other: Please Specify | <input type="checkbox"/> |



Part 2: Continued

Details of Incident:

Has this happened before? If 'yes' please note details below:



Part 3: Accused Details (if known)

Accused person(s) Name if known	
Status of Accused	Staff / Student / Visitor
	Other – please state:

Witness Details

Name _____

Name _____

Any other information regarding the Incident



All forms to be returned to the Academy EOO (Assistant principal data)

Signature: _____ Date: _____

Part 4: TO BE COMPLETED BY ACADEMY (EOO)

Name
Date complaint received

Action taken in response to incident