

Staffordshire University Academies Trust		Trust Policy Document			
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Audience:	Trustees <input checked="" type="checkbox"/>	Staff <input checked="" type="checkbox"/>	Pupils <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>	
	Parents <input checked="" type="checkbox"/>	General Public <input checked="" type="checkbox"/>			

SUAT Race Equality Policy

This policy is a generic policy covering all of the Academies in Staffordshire University Academies Trust (SUAT).

Racial Discrimination

The Trust Board of Staffordshire University Academies Trust (SUAT) has a responsibility, under the Race Relations Act 1976, to play its part in ensuring that the Academies in its family of schools do not discriminate on racial grounds against pupils having access to 'any benefits, facilities or service, or by refusing or deliberately omitting to afford' such pupils access to the facilities.

DfE Circular 10/99, Social Inclusion: Pupil Support, to which Academy Principals, Local Academy Councils (LACs) and the Trust Board must 'have regard', urges schools to make clear in their behaviour policies that racial harassment will not be tolerated. It tasked schools to state how staff and pupils should deal with racism and record all racist incidents. In SUAT Academies, Academy Principals should inform their LACs each year of the pattern and frequency of any racial incidents.

The Stephen Lawrence Inquiry Report defined a racist incident as 'any incident which is perceived to be racist by the victim or any other person'. (The Trust Board would wish, for the purpose of this policy, to modify this definition by inserting the word 'reasonably' between 'is' and 'perceived').

Promotion of Race Equality in SUAT Academies

An amendment, in 2000, to the Race Relations Act 1976 strengthened its provisions to require our Trust Board to take positive steps, in SUAT Academies, to eliminate racial discrimination, promote equality of opportunity and promote good relations between persons of different racial groups. The Race Relations Act 1976 (Statutory Duties) Order 2001 (S1 2001 No. 3458) supported by a statutory code of practice, to which we must have regard, required the Trust Board to have drawn up plans for meeting these responsibilities. The duty especially impinges on SUAT's duties with respect to employment, admissions, exclusions, resource allocation and the implementation of the National Curriculum.

The Trust Board recognises that the Commission for Racial Equality (CRE) advises that all three parts of the duty must be met and the relationship of one part with another must be considered. It cites an example that a recruitment policy might promote equal opportunities but, if badly introduced, could actually damage race relations.

The general duty requires SUAT to have due regard to the need to:

- eliminate racial discrimination.
- promote equality of opportunity.
- Promote good relations between people of different racial groups.

The specific duty requires SUAT to:

- prepare a written policy on racial equality.
- assess the impact of our policies, including this policy, on pupils, staff and parents, of different racial groups, including, in particular, the impact on attainment levels of these pupils.
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

The Trust Board has delegated to each LAC the responsibility to:

- a. Assess the impact of our policies, including this race equality policy, on pupils, staff and parents, including the impact on attainment levels on such pupils.
- b. Monitor by reference to their impact on such pupils, staff and parents, the operation of such policies, including their impact on the attainment of such pupils.

Aims of the SUAT Race Equality Policy

1. To acknowledge the existence of racism and to work towards the elimination of unlawful discrimination.
2. To foster an understanding of cultural and ethnic diversity and cultivate both the ethical and moral values to support its principles.
3. To promote good relations in order to encourage inclusion in the wider educational community.
4. To ensure that pupils and staff from all racial groups are encouraged to achieve their full potential.
5. To prepare children for a life in a culturally diverse society.
6. To create a family of schools in which every person, irrespective of their race, colour, ethnic national origin or citizenship, feels valued and welcomed.
7. To work towards having a staff which reflects the range of ethnicity in the wider community.

Purpose of the SUAT Race Equality Policy

1. To address and raise standards of educational attainment for those groups of students at risk of underachieving, these may include those of African or Pakistani decent, Travellers and Asylum Seekers or Refugees.
2. To promote and inclusive curriculum, ethos and learning environment.
3. To celebrate cultural diversity.
4. To promote a climate of understanding, tolerance and harmony.
5. To combat discrimination, prejudice and harassment.

Guidelines for Promoting Race Equality

SUAT Academies will promote equality and challenge racism by:

- Exploiting opportunities to celebrate the richness and diversity of different cultures.
- Exploiting opportunities through assemblies and the teaching of PSHE to deal with issues of prejudice e.g. units of work on conflict; how to deal with racist incidents; discussion of social issues and assembly themes to promote positive approaches to diversity and heroes from all cultures.
- Celebrating pupil achievement e.g. pupils receive positive reinforcement for achievement, teachers are aware of the need for inclusion of all children.
- Reviewing tests to ensure appropriateness and inclusiveness.
- Ensuring all staff challenge inappropriate racist comments used both in and out of lesson time.
- Banning racist badges, etc. from SUAT Academies.
- Create a climate in our Academies in which victims of racist incidents feel supported and able to report them and for all pupils to feel able to share their concerns. Pastoral support being an important part of the process.
- Following guidelines on reporting any racist incidents (as defined above) to the LAC.
- Examining the curriculum content to eliminate the use of negative images and promote the use of positive mages wherever possible.

Implementation

The Local Academy Council- is responsible for ensuring that the Academy fulfils its legal responsibilities.

There will be a named LAC member responsible for monitoring the implementation of the policy.

The Academy Principal-

has overall responsibility within the Academy for implementing the policy and will be the named person for taking disciplinary action in any case of racial discrimination. They are also responsible for reporting any racist incidents to the Governing body in their report (including a statement when no racist incidents have taken place.

The Staff-

will be vigilant both in the playground and around school for any type of racist incident from overt name-calling to the subtler forms of victimisation caused by perceived differences. They will report any racist incident, and how it was resolved, to the Academy Principal.

Breach of the Policy

- The Academy will complete a “Racial Incident Form” for any incident that occurs.
- Parents will be informed regarding any punishment which is initiated following repeated racist incidents and they will be involved in the creation of strategies to modify the behaviour of the perpetrator/s where necessary.
- The consequences of any further breach of conduct will be clearly stated with the ultimate sanction of exclusion.
- Total numbers of racist incidents will be reviewed annually.
- The self-defined ethnic identity of any excluded pupils must be reported to the LAC annually.
- Staff must understand that any act of racial discrimination and harassment on their behalf is a matter of professional misconduct and will be dealt with accordingly.
- If any member of staff is the victim of a racist incident the matter should be referred to the Academy Principal.

Links with other SUAT Policies

The policy will be reviewed annually in relation to the aims and content of relevant SUAT and individual Academy’s policies.

Curriculum, Teaching and Assessment

In SUAT Academies the diversity of our society is addressed through their schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

Our Academies aim to provide all their pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society.
- use materials that reflect a range of cultural backgrounds, without stereotyping.
- promote attitudes and value that will challenge racist behaviour.
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- seek to involve all parents in supporting their child’s education.
- provide educational visits and extra-curricular activities that reflect all pupil groupings.
- take account of the performance of all pupils when planning for future learning and setting targets.
- make best use of all available resources to support the learning of all groups of pupils.

Staffing – Recruitment, Training and Professional Development

- SUAT Academies are committed to attracting and developing a workforce on a basis of merit.
- The recruitment process in SUAT Academies will be monitored to ensure that there is no ethnic bias.
- Professional development opportunities are offered to all staff.
- SUAT Academies will ensure that staff and LAC members are provided with sufficient training to carry out their statutory duties.

Minority Ethnic Groups, including Refugees

SUAT Academies will ensure that:

- Home - Academy links are made to involve parents directly in the work of the Academy.
- Linguistic diversity is positively recognised.
- Interpretation and translation services are made available as quickly as possible.
- Links are established with the local community.
- Staff work effectively with other local services.
- Learning support for ethnic minority students is efficient and effective.

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- Provision is made for the spiritual, moral, and social and cultural education, supported by appropriate resources and information.
- Pupils’ names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from cultures other than their own.

Travellers

SUAT Academies will ensure that:

- Travelling children are successfully integrated into the Academy.
- Where necessary, distance learning packs are provided to support continuous learning.
- Travelling children with special educational needs receive appropriate support.
- Travellers’ cultures are affirmed to share and broaden experiences for all students.

ETHNIC ORIGIN:

CATEGORIES ADOPTED BY SUAT

White	British Irish Any other white background	Black or Black British	Caribbean African Any other Black background	Asian or British Asian	Indian Pakistani Bangladeshi Any other Asian background
Chinese	Mixed/shared heritage	White & Black Caribbean White & African White & Asian Any other mixed/shared heritage		Traveller	Any other ethnic group
The ethnicity of pupils can be obtained from school or LA data where it has been identified					

GUIDELINES FOR EFFECTIVE ACTION TO SUPPORT VICTIMS OF A RACIST INCIDENT

It is crucial that staff show firm disapproval and take positive action to deal with the situation. A failure to respond could be interpreted as condoning racist behaviour and could discourage pupils and parents from reporting incidents and sharing their concerns.

- **Speaking separately to the victim**
- **Supporting and reassuring the victim** – it is likely that a child who has been subjected to racist behaviour will be feeling hurt, vulnerable and in need of reassurance. A caring and sensitive approach is one of the most tangible and effective ways in which a member of staff can demonstrate the commitment of the Academy to combating racism.
- **Offering the pupil, the opportunity to talk about the incident and how he/she feels** – staff should be aware that the victim of racial abuse may be reluctant to talk about the experience at the time but may be willing to do so at a later stage.
- **Explaining what will happen to the perpetrator**
- **Re-stating the Academy’s anti-racist stance** – explain SUAT’s commitment to challenge and counter racism and encourage them to report any future incidents to staff.
- **Asking the pupil if they have been the victim of racism in the past.**
- **Recording the incident and the action taken** – send the information for collation.

Care must be taken if the allegation of racial harassment proves, on investigation, to be groundless. The pupil or parent who made the complaint needs to have the situation explained to them with due sensitivity in order to ensure that they are not discouraged from expressing any similar concerns in the future.

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Interpreters:

If an interpreter is required contact – Ethnic Minority Achievement Service

Tel: 01782 235085

Email: meas@entrust-ed.co.uk

GUIDELINES FOR DEALING WITH THE PERPETRATORS OF A RACIST INCIDENT

- **Draw the perpetrator to one side** – explain clearly and calmly why the behaviour was wrong and hurtful/or offensive.
- **Do they understand?** – seek assurance that they do understand why the behaviour was wrong and that it will not be repeated.
- **An apology** – ask the pupil to apologise (it may be useful to use the phrase ‘How can you put things right? Or How can you make X feel better?’)
- **Investigate** – look into the background/circumstances that led to the incident.
- **Record the incident** – use the form and send it to the Principal. If it is a repeated offence by this child use the normal behaviour policy procedures.
- **Contact Parents** – if given a dinnertime detention.
- **Sanctions** – if appropriate use positive strategies e.g. set up a meeting with them to discuss further the nature of racism and why it is totally inappropriate. In this way the pupil will be encouraged to overcome their prejudice and desist from engaging in similar behaviour in the future.
- **Physical assault** – in serious incidents involving physical assault our Academies will consider contacting the police.

GUIDELINES FOR FOLLOWING UP A RACIST INCIDENT

It is often helpful, once the immediate situation has been dealt with, for staff to reflect on the incident, to consider what further action may be necessary in respect of the perpetrator and victim and to see if there are any lessons to be learned from the experience.

Suggested Action:

- **Monitoring the behaviour of the perpetrator**
- **Considering the actions of the perpetrator** – are there underlying causes which may have made them behave in this way?
- **A ‘protective eye’** – ask staff to keep an eye on known victim(s) of racism and take positive steps to build up their trust to encourage them to report any further incidents.
- **Be alert** – Staff to be on the alert for pupils who may be suffering in silence.
- **Monitoring Patterns** – Management will be analysing the data regarding racist incidents termly. They will be looking for any patterns which may emerge regarding places where the incidents occur, times, victims and perpetrators. This information will help the school to devise new strategies to tackle the issues.
- **Involving the wider school community** – If necessary should assembly time be used to discuss recent events. This will need to be done carefully so as not to ‘expose’ victims in embarrassing or uncomfortable ways.