



Wreake Valley Academy

Race Equality Policy Statement

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| Date of Review | May 2020 |
| Date approved by Local Advisory Board | 1 st June 2020 |
| Date of next Review | Summer Term 2022 |

Signed on behalf of the Governing Body
Chair of Governors/Chair of Committee



RACE EQUALITY – POLICY STATEMENT

1. A Statement of Aims and Values

At Wreake Valley Academy our aims and values are central to our work with young people and adults and they are expressed through the following statements.

At Wreake Valley Academy we believe in equal rights and equality of opportunity. We promote racial equality, cultural diversity and the development of understanding and good relationships between different racial groups. Anti-racist education provides students with the opportunity to explore their own attitudes, challenge prejudice and stereotypes and explicitly teaches about racism and the damage it causes.

This policy reflects the general and specific duties on schools and Academies featured in the Race Relations Act 1976 as amended in the Race Relations (Amendment) Act 2000.

The policy also refers to the following policy statements:

- Anti-Bullying policy
- Anti-Racism/Hate policy
- Assessment policy
- Behaviour policy
- Citizenship policy
- Curriculum principles
- Equality policy
- Equal Opportunities policy
- Inclusion policy
- SEND policy
- Teaching and Learning policy

2. Dealing With Racism

Racism and other forms of oppressive behaviour are totally unacceptable to us. We have a coherent approach to responding to racism through the systematic monitoring of any racist incidents that occur. We record incidents of race, hate or

harassment using the school's Racial Harassment Incident Form. Governors receive a termly report on the number and nature of incidents. Information is reported to the LA annually and from September 2009 have been logged using the spreadsheet suggested by the LA.

We have strategies to deal with racist incidents or behaviour which is part of our strategy for managing challenging behaviour (see Anti-Racism/Hate Policy).

We recognise that racist/Hate incidents can take a number of forms and include:

- Verbal or physical assault.
- Display of racist pictures, insignia or graffiti.
- Rejection or isolation of someone because of their ethnicity.
- Unwelcome comments, jokes, taunts or innuendoes based on ethnicity, colour or culture.
- Derogatory comments about people or groups.
- Telling racist jokes or mimicking accents.
- Deliberately mispronouncing names.
- Dismissal of viewpoints from other cultures or societies.
- Stereotypical comments during discussion.
- Making negative comments about: appearance, clothing, food, language accent or dialect, family, culture, religion, country of origin.
- Withdrawing from work which relates to the experience of other cultures (refusing to visit a place of worship or cultural centre for example).

Curriculum and whole school/Academy development

A commitment to equality, justice and the unique value of every individual is a major element of our Academy ethos, values and culture. This commitment helps us to develop students who are confident, strong and self-affirming. Who are open to change, choice and development and are receptive and generous towards other identities, and prepared to learn from them.

The curriculum is central to our work in promoting race equality. All curriculum areas understand that they can make a contribution to the celebration of diversity, challenging stereotypes and developing understanding about the nature of society. We also recognise the opportunities offered by the curriculum to develop an understanding of injustice, prejudice and discrimination. These elements will continue to be a feature of our curriculum planning. Personal Development materials guide students to empathise and respect the backgrounds and individuality of other people from different culture and situations.

It is important for students to understand through the learning and curriculum experiences that are offered and resources/display used that the Academy see preparation for life in a multicultural society and opposing racism as important. This is clearly seen throughout the school by artwork and formal posters displayed around the school

Continuing Professional Development

It is important that all staff understand the need for, and their role in promoting race equality. To enable that to happen, we will make this a feature of our professional development programme as appropriate through staff meeting and briefing time as well as considering other opportunities such as central INSET courses.

Monitoring, Evaluation and Review

As part of the monitoring and evaluation procedure for the Race Equality Policy, we will monitor:

- Attainment by ethnicity and address any issues of differential progress and achievement.
- Exclusion and other aspects of the behaviour management system by ethnicity.
- The teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all.
- The curriculum and teaching resources to ensure that pupils' experiences are broadened any they are prepared for life in a diverse society.
- The ethnic composition of the school/Academy staff and governors, with the aim of presenting positive role models and reflecting the diversity in wider society.
- Incidents of racist behaviour and the way the school handles and reports them.
- The way in which the Academy is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious, historical ethnic and/or linguistic heritages.
- The way in which the Academy uses the diversity within its local and wider communities to enrich learning experiences for pupils/students.
- The ways in which other Academy policies embrace race equality and inclusion issues.

The relevant Governors' Committee will monitor this policy and review the policy on a regular basis.