



RACE EQUALITY POLICY

This policy has been approved by the Board of Trustees with reference to the academy's Equality Policy. The aims of the Equality Policy are to ensure that Plume Academy meets the needs of all, taking account of gender, gender identity, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this academy we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.

Last Reviewed: September 2022
Next Review: September 2024

At Plume Academy, we believe that any form of racism, racial discrimination or racist behaviour is unacceptable. In turn, we remain committed to building an anti-racist ethos where we promote equal opportunities for all our students irrespective of their colour, ethnicity, class disability, sex, or sexual orientation. Furthermore, we will always challenge any form of perceived racism, combat racial harassment, and celebrate diversity of culture.

This policy reflects the general and specific duties for schools as detailed in the Equality Act 2010 and as guided by the DfE. This policy must also be referenced in conjunction with the following academy documents:

- Equal Opportunities Policy
- Behaviour and Anti-Bullying Policies
- Child Protection and Safeguarding Policies
- Special Educational Needs and Disabilities Policy

Aims and objectives

Through our core and underpinning mantra of '**Discipline with Dignity**', we are committed to providing all our students with every opportunity to achieve the highest standards. Within this mantra, we do not, and will never, tolerate any form of perceived bullying or harassment.

This policy also promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, or background. Furthermore, as an academy, we aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes in all of our associated stakeholders.

Our commitment means that we will at all times endeavor to:

- Create an ethos of shared values in which students and staff feel equally secure, valued, and entitled to seek support.
- Give equal status to all students as individuals and as members of ethnic and cultural groups.
- Ensure that our expectations of students' roles and abilities will not differ for reasons of cultural background.
- Ensure the diversity of our culture is reflected in our curriculum models and plans.
- Monitor and assess the impact of our Race Equality Policy on students' staff and parents.
- Identify and plan the removal of all barriers to learning, through a working and robust whole academy inclusion strategy.
- Provide an environment that reflects the diversity of the people in our community and prepares our students for life in a multi-cultural society.

Policy, Leadership and Management

The Executive Principal and the Board of Trustees are responsible for ensuring that this policy is effectively communicated, implemented, monitored and reviewed.

The academy has maintains a strong commitment to the promotion of equality of opportunity, tackling racial discrimination and promoting good race relations.

All staff are responsible for dealing with racist incidents and being able to recognise and tackle racial bias and stereotyping. Any incidents of such a nature will also always be recorded.

This policy is also published on the academy's website and printed copies can be obtained upon request.

All members of staff are entitled to appropriate training in order that they can play their full part in ensuring that our academy promotes racial equality. Members of the Board of Trustees will also identify their own training needs in relation to racial equality.

The definition of racism used in the report of the Stephen Lawrence Enquiry 1999 is used for reference:

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

Any incident of racism is unacceptable in our academy. Incidents could take the form of physical assault, verbal abuse, damage to a student's property or lack of cooperation in a lesson, due to the ethnicity of a student. Any adult witnessing an incident or being informed about an incident must follow the Academy's Behaviour Policy as well as fulfil their duty to refer through our established, robust and daily monitored MyConcern platform.

Racist incidents are tracked and reported on internally.

The academy will:

- Ensure that issues are addressed in a planned, coordinated manner with any ensuing strategies carefully applied aimed at effectively supporting the identified victim(s).
- Ensure that all students, parents, carers and staff know that they can report any act of racial harassment and that it will be acted upon without delay and in as effective a manner as possible.
- Ensure that everyone understands that racial harassment is never acceptable and will never be tolerated, and that staff are aware of their responsibilities in challenging discriminatory practice and offensive behaviour.
- Ensure that everyone knows what to do if they experience, see or hear any form of racial harassment.

Curriculum, Teaching and Assessment

The diversity of our society is addressed through our schemes of work that reflect the programmes of study whilst also following the latest DfE guidance. Teachers are flexible in their planning and offer appropriate challenges to all students, regardless of ethnicity.

We aim to provide all our students 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 students 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 any form of perceived racist behaviour.
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents and carers in supporting their child's education.
- Provide educational visits and extra-curricular activities that reflect all of our student groupings, cohorts and demographics.
- Take account of the performance of all students when planning for future learning and setting targets.
- Make best use of all available resources to support the learning of all groups of students.

Admission, Attendance, Discipline and Exclusions

The academy remains fully committed to ensuring that all processes are fairly applied. If ethnic discrepancies in attendance or exclusions become apparent, this will be investigated without delay and if deemed necessary, acted upon accordingly.

Attitudes and Environment

In our academy, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life through our **'Discipline with Dignity'** whole academy mantra. We continue to do this by:

- Creating an ethos in which students and staff feel valued and secure.
- Building self-esteem and confidence in our students so that they can then use these qualities to influence their own relationships with others.
- Having consistent expectations of our students and their learning.
- Removing or minimising barriers to learning, so that all our students can achieve to their potential.
- Ensuring that our teaching takes into account the learning needs of all students through our schemes of work and lesson planning.
- Actively tackling racial discrimination and promoting racial equality through our whole academy curriculum, assemblies and Personal Development work, including via the support of carefully identified external sources displays of work across both campuses.
- Making clear to our students what constitutes aggressive and racist behaviour.
- Continuing to scrutinise and review our associated policies and procedures for dealing with incidents of racist behaviour.
- Educating and supporting our stakeholders to challenge any form of racist behaviour.

Parents, Trustees and Community Partnership

We have an embedded and robust rolling programme of policy review. Therefore, when our policies come up for review, Trustees ensure that due regard is given to the promotion of racial equality within each individual one.

All parents and carers have the opportunity to discuss the progress of their children at Parents' Consultations Evenings. They are also regularly encouraged to make an appointment at any other time during the academic year if they have concerns with regards to any form of perceived bias based on ethnic origin or background.

Staffing - Recruitment, Training and Professional Development

The academy also remains fully committed to attracting and developing a workforce on a basis of merit. Therefore, our recruitment process will continue to be monitored to ensure there is no ethnic bias. Professional development opportunities are offered to all staff as well. The academy will also continue to ensure that staff and Trustees are provided with sufficient training to carry out their statutory duties. **(See our Equal Opportunities Policy).**

Monitoring and Evaluation

We make regular assessments of students' learning and use this information to track students' progress as they move through the academy. As part of this process, we will continue to monitor the performance of different racial groups, to ensure that all groups of students are making the best possible progress. We use this information to, if required, adjust curriculum models and plans.

Resources also remain available to support groups of students where the information suggests that progress is not as good as it should be. The Board of Trustees also receives regular updates on our students' outcomes and the overall impact of their curriculum.

Academy performance information is compared to national data and LA data, to ensure that students are making appropriate progress when compared to all schools, as well as to schools with a similar demographic.

Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements or close any identified gaps.

