



Stone Soup Academy
Equality Policy & Statement

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1. Introduction

1.1 The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes that Academies need to be aware of.

1.2 The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

1.3 As far as academies are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that Academy cannot unlawfully discriminate against Students because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to Students who are pregnant or undergoing gender reassignment. However, academies that are already complying with the law should not find major differences in what they need to do.

1.4 The exceptions to the discrimination provisions for Academy that existed under previous legislation – such as the content of the curriculum, collective worship and admissions to single sex academies and academies of a religious character are all replicated in the new act.

1.5 However, there are some changes that will have an impact on academies as follows:

1.6 It is now unlawful to discriminate against a transgender Student

1.7 It is now unlawful to discriminate against a Student who is pregnant or has recently had a baby.

1.8 New Positive Action provisions will allow Academy to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, Students with

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particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim – for example providing special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys.

1.9 Extending the reasonable adjustment duty to require Academy to provide auxiliary aids and services to disabled Students. However this duty is not due to come into effect until a later date, following consultation on implementation and approach.

1.10 The three existing general and specific equality duties on Academy (race, disability and gender) to eliminate discrimination and advance equality of opportunity have been combined into a single, less bureaucratic and more outcome-focused duty extending to all of the protected characteristics.

2. Our Commitment to Racial Equality

2.1 Stone Soup Academy is committed to ensuring racial equality for all its students, teachers, governors, stakeholders and visitors. Stone Soup Academy aims to provide a supportive

environment where all individuals are treated with courtesy, dignity and respect, and where their contribution to the learning process is valued.

2.2 Stone Soup Academy will strive towards creating conditions that reflect the values of a multicultural community within not only its ethos, but also its day-to-day provision, where all individuals are treated solely on the basis of their merits, abilities and potential, regardless of ethnic or national origin.

2.3 The academy aims to promote the spiritual, moral, cultural, mental and physical development of all our learners and prepare them for the opportunities, responsibilities and experiences of later life.

2.4 We already consider this part of our role, and work in ways, which promote community cohesion. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that all academies play a full part in promoting community cohesion and ensuring there is racial equality.

2.5 In line with this Stone Soup Academy will;

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial and ethnic groups

2.6 Stone Soup Academy understands that the definition of institutional racism is ‘the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin.’ It can be seen in various processes such as attitudes and behaviour that amount to discrimination, through unwilling prejudice, ignorance, or thoughtless and racial stereotyping; all of which disadvantage minority groups.

2.7 Stone Soup Academy understands that a racist incident is ‘any incident which is perceived to be racist by the victim or any other person’. Incidents could take the form of

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physical assault, verbal abuse, graffiti, slogans, and damage to personal property, or lack of co-operation in a lesson on account of another student's ethnicity.

2.8 Any incident of racial harassment is unacceptable in Stone Soup Academy.

3. Stone Soup Academy principles:

3.1 Encouraging respect for the needs and feeling of others

3.2 Creating a safe and supportive environment in which all students within Stone Soup Academy are encouraged to develop to their maximum potential.

3.3 Every student should develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities.

3.4 Every student should develop the knowledge, understanding and skills they require in order to participate within Britain's multicultural society and the wider world community.

3.5 To be proactive in promoting racial equality, good race relations and tackling unlawful racial discrimination.

3.6 Working in partnership with parents and the wider community to tackle racial discrimination and establish, promote and disseminate racial equality good practice.

3.7 Stone Soup Academy will use a range of materials that are representative and inclusive of all cultural backgrounds.

3.8 Enabling students to maintain links with their own culture, while at the same time appreciating cultural diversity.

3.9 Racial discrimination and stereotyping are to be challenged, and students should be taught how to recognise bias.

4. In support of Stone Soup Academy principles

4.1 We will offer each student access to all benefits and facilities and, therefore, ensure there is no discrimination. (Race Relations Act 1976).

4.2 Record all racist incidents. (MacPherson Report 1999).

4.3 Report all racist incidents to the parents of the students involved and the governors. (MacPherson Report 1999).

4.4 Provide a curriculum, which promotes cultural diversity and prevents racism.

4.5 Ensure that all literature reinforces that Stone Soup Academy will not tolerate any form of racist behaviour.

4.6 Celebrate the diversity of our population, recognising and considering local and national issues and events.

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4.7 Implement effective procedures throughout Stone Soup Academy for dealing with harassment of students, staff and visitors.

4.8 Ensure that procedures for disciplining students and for managing behaviour are fair and applied to students from all racial backgrounds.

4.9 Recognise that cultural background can influence and effect behaviour, taking this into account when dealing with unacceptable behaviour.

4.10 Monitor records, checking them for signs of discrimination and racist incidences.

4.11 Ensure that all visitors and contractors will be made aware of and comply with the school's race equality policy.

5. Implementation

5.1 The Principal and the Governing Body will ensure that the policy and its procedures are compliant with the Equality Act 2010, are implemented and that staff are aware of their responsibilities.

5.2 Staff will receive appropriate training and support in putting the policy into practice, enabling them to deal with racist incidents in accordance with academy procedures, and ensure disciplinary action is taken against staff or Students who have discriminated racially.

5.3 Stone Soup Academy is committed to providing staff development and training in relation to race equality. This will consist of core staff development for all staff and additional training for key personnel. Governing Body members will also be required to attend training.

5.4 Opportunities for partnership training arrangements with external agencies will be pursued. Training will enable staff to identify and accept responsibility for dealing with racist incidents and know how to identify and challenge racial bias and stereotyping.

6. Recording incidents of racism

6.1 Stone Soup Academy will record incidents of racism and will use this information to inform and develop its anti racist policy. To ensure this takes place Stone Soup Academy will do the following.

6.2 Ensure all racist incidents are investigated.

6.3 Record incidents of racism on a Racist Report Form (A copy of the form to be used is attached as **Appendix 2**)

6.4 Ensure the Governing Body monitors the pattern and frequency of racist incidents through an annual report, which will include dates. Each member of staff will review their practice in this field on an annual basis as part of a whole academy review.

6.5 Report to the Governing Body on the number of incidents, prevailing trends and how the issues have been dealt with.

6.6 Ensure that all Students, parents and staff are aware of Stone Soup Academy procedures for dealing with racist incidents.

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6.7 Deal with all racist incidents immediately, even if some aspects of the response are dealt with at a later stage. Failure to respond may be construed as racist behaviour.

6.8 Monitor the progress of ethnic minority students when reviewing general achievement and provide appropriate support as defined in the Equality Act.

6.9 Report racist incidents on an annual basis to the Local Authority.

7. Procedures and actions subsequent to a report of a racist incident

7.1 Stone Soup Academy will adhere to and include the following principles and actions, subsequent to a report of a racist incident:

7.2 The perpetrator will be interviewed and the incident discussed in detail with an aim to establish a clear understanding of events. This in turn should educate and repair damage and to build towards a better understanding.

7.3 The victim will be counselled with the aim of showing understanding and giving reassurance. The incident will be discussed in some detail in order to clarify events, to educate, to repair damage and to build towards a better understanding.

7.4 There will be recognition that dealing with racist incidents is a learning experience for the victim and perpetrator.

7.5 Victims of racism and racial harassment will be supported by Stone Soup Academy and where appropriate, we will seek the support of outside agencies.

7.6 Intervention strategies should as far as possible, empower students who have suffered harassment.

7.7 All racist incidents will be seen as serious bullying.

7.8 Every effort will be taken so the student and parents/guardians involved in a racist incident feel that it has been properly dealt with and that effective procedures are in place to enable any complaints to be heard fairly and appropriately.

8. The Curriculum and Anti-racist Education

8.1 Stone Soup Academy recognises that all subjects within the curriculum make a contribution to multi-cultural and anti-racist education and will strive to embed this philosophy in all areas of its curriculum delivery and school life.

8.2 We will cover all citizenship issues, rights, responsibilities, duties and freedoms and all information about laws, justice and democracy in our PSHE curriculum, led by our Stone Soup Learns curriculum lead.

9. Monitoring, Evaluation and Review

9.1 The Governing Body will review this policy at least every two years and assess its implementation and effectiveness.

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9.2 The policy will be promoted by the Principal and implemented throughout Stone Soup Academy.

Appendix 1

Reporting and recording racist incidents in Stone Soup Academy

1. Introduction

In this guidance, we refer to 'racist incidents' rather than to 'racist bullying' because this conveys the importance of dealing with one off events, before a pattern emerges. We believe it is important to be consistent in the terms that are used to describe racist incidents.

2. What is a racist incident?

It will be important that the Academy think through for themselves the implications/ definition of the term 'racist incident'. **Recommendation 12 of the Macpherson Report on the Stephen Lawrence Inquiry published in February 1999** defined a racist incident as "any incident which is perceived to be racist by the victim or any other person."

Types of racist incidents that can occur are:

- Physical assault against a person or group because of colour, ethnicity or nationality •

Use of derogatory names, insults and racist jokes

- Racist graffiti
- Provocative behaviour such as wearing racist badges or insignia
- Bringing racist material into the school
- Verbal abuse and threats
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion
- Attempts to recruit others to racist organisations and groups
- Ridicule of an individual for cultural difference e.g. food, music, religion, dress
- Refusal to cooperate with other people because of their appearance, ethnic origin or nationality
- Written derogatory remarks
- Any of the above forms of racial harassment, or any other discrimination by employers in connection with work placements or work experience

One key step towards creating a safe learning environment is ensuring that all forms of

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racism are tackled firmly as and when they occur, because no child can feel safe in an environment where racism is not challenged. If racist incidents are not dealt with in Stone

Soup Academy, then this will send a powerful message to children that racism is acceptable not only in the Academy, but in society as a whole.

The Academy may wish to consider putting the Macpherson definition of a racist incident in words that are appropriate to the age and understanding of their Students. To this end, the Academy may find it helpful to involve students in writing the definition as a means of ensuring that Students understand and feel responsible for their school's commitment to equality.

3. Statutory requirements

Specific duties that all educational establishments must comply with are:

- Prepare a written policy on race equality
- Assess the impact of policies on different racial groups of Students, staff and parents; in particular, assess and monitor the impact on Students
- Make information available about their policies to promote race equality
- Take account of the Equality Act general duties for public bodies

4. Academy' arrangements

Tackling racist incidents effectively is a key step that the Academy can take in promoting race equality. The legal responsibility for Stone Soup Academy to meet the requirements of the Equality Act rests with the Governing Body, who should maintain an overview of the implementation of their Race Equality Policy.

The Stone Soup Academy Principal (or nominated senior members of staff) is/are encouraged to:

- Discuss and agree procedures and format for monitoring and recording racist incidents
- Report such incidents at least annually to Stone Soup Academy Governing Body and to their liaison officer in the Department for Education (DfE)

Since March 2004, the Academy has been required to record reasons for permanent exclusions: this includes racist incidents. Academy should ensure that, where a child is permanently excluded for a racist incident, this is recorded on the local exclusions form and recorded on the racist incident form.

5. Ofsted inspections

School Self-Evaluation prior to an Ofsted inspection plays a crucial role in the inspection procedures and the Academy may wish to use the existing form to demonstrate links between their handling of racist incidents and their action plan on race equality. When Ofsted's inspectors visit a school, they can ask for evidence to show what that school has been doing to tackle racism and promote harmony in the community.

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6. Governors

The Principal should ensure that Governors are aware of racist incidents, particularly where serious or persistent offences occur. This should be part of a report on Stone Soup Academy's race equality policy action plan. It should cover trends and year groups involved.

Currently, the Principal is responsible for ensuring that the policy is implemented and for monitoring reports of racist behaviour, seeking to establish reasons for trends and action planning accordingly. It is important however, that this information does not prejudice the Governors' ability to act impartially and appropriately in any subsequent disciplinary action or appeal. This applies whether students or staff are involved. The Department recommends that a report to the Governors is made in the autumn cycle of meetings so that the information can be included in the annual school profile.

Academies are reminded that their procedures for collecting and keeping records of racist incidents should comply with the Freedom of Information Act (2000) and the Data Protection Act (1998).

7. Teachers and other staff

Staff will need to attend appropriate training sessions in order to identify and challenge racist bias and stereotyping and to help maintain racial equality between children of different backgrounds and communities. New staff should be inducted into the processes.

8. Students

It is important that the victim of any racist incident is informed of any investigation and the outcome. Students who may have witnessed an incident need also to be aware of the outcome.

9. Parents and Carers

The Academy should ensure that parents and carers are aware of Stone Soup Academy's policy and procedures on racism and bullying. We will encourage parents and carers to inform Stone Soup Academy about racist incidents, which their children talk to them about. They should also feel confident that Stone Soup Academy would take appropriate action to resolve the situation. Such actions should form part of the whole school policy and approaches to combat racism within the community.

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Appendix 2 – Racist Incident Form

RACIST INCIDENT REPORT FORM – PAGE 1

School Name: _____

School Number: _____

Date of Incident: _____

Perpetrator

Pupil/Pupils
Outside Person(s) inc. Parents
Teaching Staff
Support Staff
Unknown
Male/Female
Year Group

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Ethnic Origin:

White

British
Irish
Traveller of Irish heritage
Gypsy/Roma
Any other white background

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Black or Black British

African
Caribbean
Any other Black background

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Mixed

White and Black Caribbean
White and Black African
White and Asian
Any other mixed background

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Asian or Asian British

Indian
Pakistani
Bangladeshi
Any other Asian background

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Chinese

Any other Ethnic background

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Victim

Pupil/Pupils
Outside Person(s) inc. Parents
Teaching Staff
Support Staff
Victimless Incident
Male/Female
Year Group

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Ethnic Origin:

White

British
Irish
Traveller of Irish heritage
Gypsy/Roma
Any other white background

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Black or Black British

African
Caribbean
Any other Black background

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Mixed

White and Black Caribbean
White and Black African
White and Asian
Any other mixed background

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Asian or Asian British

Indian
Pakistani
Bangladeshi
Any other Asian background

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Chinese

Any other Ethnic background

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Please ensure you have ticked all the relevant boxes

RACIST INCIDENT REPORT FORM – PAGE 2

Nature of Incident

Verbal abuse
Violence
Provocative behaviour
Graffiti
Possession/distribution of racist material
Other

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| |
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| |

Brief Description of Incident

| |
|--|
| |
|--|

Action Taken

| |
|--|
| |
|--|

Signed _____ Date _____
Headteacher

Please send completed forms to: