Stone Soup Academy

Race Equality Policy & Statement

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1. Introduction

This policy outlines our commitment to promoting race equality and eliminating unlawful discrimination in accordance with the Equality Act 2010. We strive to create an inclusive environment where every student feels valued, respected, and supported regardless of their background.

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 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.

- Sex
- Race

- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

We will regularly review data on student achievement, suspensions, and participation to identify any disparities. Action plans will be developed to address any inequalities found.

We will work in partnership with parents, carers, and community groups to promote race equality and celebrate diversity within our academy.

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 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 Equal Access and Non-Discrimination

We will offer every student equal access to all benefits, services, and facilities, ensuring that no individual is discriminated against on the grounds of race, ethnicity, or national origin. This commitment aligns with the principles set out in the **Equality Act 2010**, which replaced the **Race Relations Act 1976** and provides a legal framework to protect individuals from discrimination and promote equality.

4.2 Recording Racist Incidents

All racist incidents will be recorded in accordance with the recommendations of the **MacPherson Report (1999)**, which defines a racist incident as: *"Any incident which is perceived to be racist by the victim or any other person."* This approach ensures transparency, accountability, and a consistent response to all forms of racial discrimination.

4.3 Reporting Racist Incidents

Racist incidents will be addressed through appropriate safeguarding and disciplinary procedures. Where necessary and in line with best practice, incidents will be reported to the parents or carers of the students involved, and

to the school's governing body. This reflects the MacPherson Report's emphasis on institutional accountability and the importance of involving stakeholders in addressing racism.

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.

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 incidents.

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 Headteacher and the Governing Body will ensure that this policy and its procedures are fully compliant with the **Equality Act 2010**. They are responsible for implementing the policy effectively and ensuring that all staff understand and uphold their duties to prevent discrimination, harassment, and victimisation on the basis of protected characteristics.

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 CPOMS and use the category as 'racist incident' when writing the incident up.

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.

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.

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 Assistant Principal

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.

9.2 The policy will be promoted by the Headteacher 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 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.

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.

Legal Duties and Compliance

Educational establishments, including academies, are required to comply with the Equality Act 2010, which replaced previous legislation such as the Race Relations Act 1976. Under the Public Sector Equality Duty (PSED), schools must:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between different groups.

These duties apply to race, among other protected characteristics. Schools must also publish equality objectives and information demonstrating compliance.

Specific Duties for Schools and Academies

According to the Department for Education's guidance and the Equality Act 2010 (Specific Duties) Regulations 2011, schools must:

- Prepare and publish a written policy on equality (including race).
- Assess and monitor the impact of policies on students, staff, and parents from different racial groups.
- Make information about race equality policies publicly available.
- Take account of the general duties under the Equality Act when making decisions and implementing policies.

Academy Responsibilities

- Tackling racist incidents is a key step in promoting race equality.
- The Governing Body holds legal responsibility for ensuring compliance with the Equality Act and overseeing the implementation of the Race Equality Policy.
- The Principal (or nominated senior staff) should:
    - Establish procedures for monitoring and recording racist incidents.
    - Report incidents annually to the Governing Body.
    - Ensure exclusions related to racist behaviour are properly recorded, as required since March 2004.

Ofsted and Accountability

- Ofsted inspectors assess how schools promote equality and tackle discrimination. Schools may be asked to provide evidence of how they handle racist incidents and promote community harmony.
- Self-evaluation forms can be used to demonstrate links between incident handling and race equality action plans.

Governance and Impartiality

- Governors should be informed of serious or persistent racist incidents as part of regular reporting.
- Reports should include trends and affected year groups, but must not compromise governors' impartiality in disciplinary or appeal proceedings.

Data Protection and Information Sharing

- Procedures for recording racist incidents must comply with the Freedom of Information Act 2000 and the Data Protection Act 1998 (now largely superseded by the Data Protection Act 2018 and UK GDPR)4.
- Personal data must be handled lawfully, fairly, and transparently, with appropriate safeguards.

Staff Training and Induction

- All staff should receive training to identify and challenge racist bias and stereotyping.
- New staff must be inducted into the academy's race equality procedures.

Student and Parent Engagement

- Victims of racist incidents must be informed of investigations and outcomes.
- Witnesses should also be made aware of outcomes where appropriate.

- Parents and carers should be informed of the academy's anti-racism policies and encouraged to report incidents their children disclose.