An Daras
Multi Academy Trust

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An Daras Multi Academy Trust
Racial Equality Policy

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

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Recommended	
Statutory	
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An Daras Multi Academy Trust

1 Introduction

1.1 We value the individuality of all pupils and staff within the academy trust. We are committed to giving all our children every opportunity to achieve the highest of standards in line with our stated Vision and Aims. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy helps to ensure that this academy trust promotes the individuality of all our children and staff, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education the trust offers promotes positive attitudes to all people.

1.2 This policy reflects the general and specific duties on schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. This policy must be read in conjunction with other related ADMAT policies E.g. Equal Opportunities, Inclusion and Special Educational Needs.

1.3 The General Duty requires us to have due regard to the need to:

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

1.4 The specific duties require us 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 the impact on achievement for these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, regarding their impact on the attainment levels of such pupils.

2 Aims and Objectives

2.1 In the academy we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in trust pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of trust pupils and their learning;
- removing or minimizing barriers to learning, so that all trust pupils can achieve;
- ensuring that our teaching across trust schools considers the learning needs of all pupils through schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our Information for parents/carers, academy websites, newsletters to parents and displays of work;
- ensuring parents/carers are aware of trust racial equality policy and procedures;
- making clear to trust pupils what constitutes aggressive and racist behaviour;

- identifying clear procedures for dealing quickly with incidents of racism;
- making trust pupils and staff confident to challenge racist and aggressive behaviour.

3 Teaching and Learning Style

3.1 We aim to provide all trust 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 a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and values and celebrate the diversity of other cultures;
- seek to involve all parents/carers in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings across the trust;
- take account of the performance of all pupils when planning for future learning and setting of challenging targets;
- make best use of all available resources to support the learning of all groups of pupils across the trust.

4 Tackling Racial Harassment

4.1 Any incident of racial harassment is unacceptable in the academy trust. Incidents could take the form of physical assault, verbal abuse, and damage to a pupil's property or lack of co-operation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the CEO, Executive Head Teacher or Head of School and inform him/her of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the log book (Maintained by the Child Protection Manager);
- inform both sets of parents, if appropriate.

4.2 The school has implemented the recommendations of *The Stephen Lawrence Inquiry: MacPherson Report (1999)*. The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum 14. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity. All racist incidents are recorded and reported to the Local Governing Body by the Head of School.

5 Policy into Practice

5.1 This policy was drawn up with the support of ADMAT teachers, support staff, members of the Local Governing Body and pupils.

6 Policy Impact

6.1 We have a rolling programme for reviewing our academy trust policies. We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from different racial groups. We pay specific reference to the impact that our policies have on the attainment of pupils from different racial groups.

6.2 We make regular assessments of pupils' learning and use this information to track pupils' progress. As part of this process, we regularly monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Local Governing Body receives regular updates on pupil performance information.

6.3 Academy trust performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

6.4 As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- exclusions;
- incidents of racism, racial harassment and bullying;
- parental involvement;
- community involvement.

6.5 We consult with staff, parents and pupils on the impact of our policies.

6.6 Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our Improvement Plans, to make the necessary changes.

7 Staff Development

7.1 All members of ADMAT staff are entitled to appropriate training, in order that they can play their full part in ensuring that our trust promotes racial equality. Training is linked to priorities within the Academy Trust Improvement Plan. Induction for new staff includes an element on racial equality.