

Policy Title:	Race Equality
Policy Reference:	TOA135
Description:	This policy lays out The Oxford Academy's commitment to eliminating unlawful discrimination and promoting equal opportunities and good race relations in all areas of Academy life
Status:	Statutory
Category:	Academy
Contact:	Name: Mr D Baron Title: Finance Director Tel No: 01865 774311
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Other relevant TOA polices	TOA010 Community Cohesion TOA011 Complaints TOA042 Anti bullying TOA061 Dignity at Work TOA068 English as an Additional Language TOA069 Equality and Discrimination TOA 127 Raising Concerns at Work (Whistleblowing) TOA131 Grievance TOA140 Gender Equality
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Date for Review:	November 2013

Change Record

Version	Date	Description
1.1	September 2010	Amended as part of review process. Context added
1.2		
1.3		
1.4		

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THE OXFORD ACADEMY

The Oxford Academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.

We aim to build a community clearly based on a Christian ethos, recognising the integrity and the unique value of each individual and that many people of all faiths and none share and support the beliefs and values of this Christian ethos. We aim to build self-esteem, model conflict resolution and protect the vulnerable. We are committed to fairness, justice and compassion. Mutual respect and trust are central within the Academy.

Our vision for The Oxford Academy is based on the following beliefs:

- Education matters in society: the provision of a well ordered, stimulating learning environment is a common right for all our children
- The Academy should articulate social and moral values and respect for others, irrespective of their class, gender, sexual orientation, race or religion
- The Academy will promote the highest achievement in youngsters, irrespective of their abilities or self-expectations. Competition and collaboration are both equally important to learning. The aspirations of all our students will be nurtured
- The Academy will celebrate students' achievements and challenge fixed notions of ability. We will value and reward young people's verbal, practical, academic, sporting, artistic and leadership skills
- An effective and flourishing Academy should be "public" rather than "private", explaining to parents what is being taught and how the curriculum is being interpreted. It should be open to praise and constructive feedback in a genuine spirit of partnership
- An effective Academy should work closely with neighbouring schools to improve opportunities for children and young people
- The work of the Academy will be underpinned at all times by its ultimate aim – to improve standards, achievement and the life chances of young people. The Oxford Academy is to be, first and foremost, a place of high quality learning and teaching for young people aged 11-19

This policy, and its associated procedures and protocols, is based on these key principles.

Race Equality

1. Introduction

The Oxford Academy is committed to promoting equality of opportunity and good race relations for the benefit of everyone and tackling discrimination, harassment and victimisation, whether direct or indirect, individual, institutional, by association or by perception. The Governing Board and staff recognise their responsibilities in preparing young people for life in our culturally diverse society. They also recognise the opportunity to demonstrate that commitment, both as a community resources provider and as a local employer.

2. Guiding Principles

2.1 The Oxford Academy is guided by three essential principles:

- i. every student should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education
- ii. every student should be helped to develop a sense of personal and cultural identity that is confident and open to change and that is receptive and respectful towards other identities
- iii. every student should develop the knowledge, understanding and skills that they need in order to participate in our multi-ethnic society and in the wider context of an inter-dependent world

3. Statutory Requirements

3.1 In addition to the Equality Act 2010 and the Race Relations Act 1976 the Academy fulfils its duty as a provider of education and an employer with regard to all additional Equal Opportunity legislation and guidance.

3.2 The Oxford Academy has published and implemented an equality scheme with regard to Race, which includes an action plan laying out what the Academy wishes to achieve in order to promote racial equality and tackle racial discrimination, harassment and victimisation and how it will go about doing so. Each action has a measurable output in order that the impact can be reviewed and progress against the action plan is reported to the Governing Board annually.

3.3 The Academy has also published a Community Cohesion policy explaining the framework for promoting cohesion throughout the Academy and local community.

- 3.4 In accordance with legislation, the Academy will not discriminate on grounds of race.
- 3.5 As an employer the Academy has due regard for the Equality Act 2010 and will not discriminate in the treatment of job applicants or staff from different racial backgrounds with regard to recruitment, working hours and time off; pay and benefits; promotion, transfer, training and development; management and dismissal, redundancy, retirement and after employees have left the Academy. The Academy acknowledges that racial discrimination can be direct, indirect, by association, arise from disability or from perception and can involve victimisation and/or harassment. No form of racial discrimination is accepted at the Academy.

4. Context

- 4.1 The current ethnic breakdown of the Academy student population is that 74% are white English, with the remaining 22% from a mixture of Black, Asian, Middle Eastern and East European origin.
- 4.2 The Academy does not have a breakdown of staff or governor ethnic origin, but they are predominantly white British.
- 4.3 The current student ethnic mix in the Academy is in line with the national average. Students with English as an Additional Language currently total 59, ie 7.3%
- 4.4 The Race Equality policy is one of a number of equality policies in the Academy and is in accordance with the provisions of the Equality Act 2010.

5. Aims

- 5.1 The Academy continuously strives to ensure that everyone is treated with respect and dignity and given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, age, sexuality or disability. This is implicit within "A Common Purpose for The Oxford Academy" document.
- 5.2 The Academy is committed to promoting good race relations between persons of different racial groups and avoiding racial discrimination, whether direct or indirect. The Academy actively promotes race equality, opposes racism in all its forms and fosters positive attitudes, respect, equality and partnership as it works with students, parents and the wider community.
- 5.3 Behaviour or action against the spirit or the letter of the aims on which this policy is based will be considered a serious disciplinary matter and may lead to dismissal.

6. Priorities

6.1 The Academy fulfils its aims by:

- creating a positive inclusive atmosphere based on respect for people's differences and showing commitment to challenging and preventing racism and discrimination
- creating an Academy ethos which promotes race equality, develops understanding and challenges myths, stereotypes misconceptions and prejudices
- treating all those within the whole Academy community (eg students, staff, governors and parents) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- encouraging everyone within the Academy community to gain a positive self-image and high self-esteem
- having high expectations of everyone involved with the whole Academy
- promoting mutual respect, valuing each other's similarities and differences and facing equality issues openly
- reflecting the diversity of our students, local community and the wider Oxford community in the Academy environment, eg rooms, curriculum and participatory activities to prepare our students to live in a multi ethnic society
- taking positive action to raise the achievement and attainment of under-achieving groups by appointing appropriate staff and governors
- treating any discriminatory behaviour, including harassment or bullying by individuals or groups, as extremely serious and regarded as grounds for disciplinary action; this may include exclusion or dismissal
- identifying and removing all practices, procedures and customs which are discriminatory, detrimental to individual needs and emotional wellbeing and replacing them with practices which are empowering and fair to all
- monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that the Academy does

7. Roles and Responsibilities

7.1 The Governing Board

The Governing Board of the Academy has agreed this policy and will take responsibility for assessing and monitoring its impact by obtaining regular reports, dealing with racist incidents and reviewing the Action Plan annually.

The Governing Board will monitor this policy through the Improving Standards and Achievement Committee (ISAC).

The Governing Board will receive progress reports from the Principal and other Academy staff on an annual basis as part of the Principal's report to governors.

The Governing Board will make every effort (including taking positive action) to ensure its membership is representative of the Academy's community.

The commitment to race equality must be evident in all areas of Academy life. However, that commitment is specifically made by the Governing Board in relation to:

- Attainment and progress
- Teaching and learning
- Content of the curriculum
- Personal development and pastoral care
- Behaviour, discipline and exclusion
- Admissions and attendance
- Staff recruitment and professional development
- Staff opportunities and treatment at work
- Partnerships with parents
- Community use of Academy resources

In this policy statement, "parents" means all those having a parental responsibility for a child.

The Governing Board and its committees will pay due regard to this commitment in determining the policies of the Academy and the performance of their duties

7.2 **The Principal**

The Principal will demonstrate through personal leadership the importance of this policy.

The Principal will ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy.

The Principal will assess and monitor the impact of this policy through an Action Plan and using resources to deliver the priorities of this.

Race relations issues and monitoring and evaluation of outcomes will be reviewed and reported to the Governing Board as part of the Principal's report to governors on at least an annual basis.

The Principal has responsibilities for ensuring the Race Equality policy and Action Plan targets will be included in induction arrangements for all new staff to the Academy.

7.3 **Teachers**

Teachers will familiarise themselves with this policy and know what their responsibilities and specific duties are in ensuring that the Action Plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural management issues.

Teachers, through their interaction with students, via curriculum delivery and other teaching strategies, will take an inclusive approach and engender good race relations and incorporate principles of equality and diversity in all aspects of their work.

Teachers will know how to identify and challenge racial and cultural bias and stereotyping.

Teachers should deal appropriately with any incidents that occur and report them using established protocols in SIMS when applicable for students and to their line manager in contexts not applicable to students for monitoring purposes.

7.4 **Support Staff**

All staff will familiarise themselves with this policy and know what their duties and responsibilities are in its implementation.

7.5 **Students**

Students will share in the development of the Race Equality policy and be made aware of how it applies to them. They will be encouraged to treat each other with respect and empowered to report incidences of a racial nature to an appropriate adult.

8. **Complaints Procedure**

- 8.1 If anyone in the Academy believes that this policy is not being adhered to then they should raise the matter with the Principal and/or the Chair of the Governing Board who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the Academy's complaints procedure will be used.

9. **Monitoring, Evaluation and Review**

- 9.1 The Governing Board will review this policy at least every three years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy. They will review the progress against the Action Plan annually.

10. **References**

The Academy's Equality and Discrimination Policy, TOA 069, for staff and students

The Equality Act 2010

Race Relations (Amendment) Act 2000

Code of Practice on the Duty to Promote Racial Equality, Commission for Racial Equality (2001)

Preparing a Race Equality Policy for Schools, Commission for Racial Equality (2002)

The Future of Multi-Ethnic Britain (The Parekh Report), 2000

The Stephen Lawrence Inquiry (The Macpherson Report), 1999

Annex 1: Racial Equality Action Plan: Sept 2010 – August 2011

Racial Equality Action Plan: Sept 2010 – August 2011						
	Equality Strategy	Action	By Whom	When	Resources/ Implications	Required Outcome
1.	Developing staff awareness of racial equality issues	<p>Ensuring all teachers and support staff are aware of their responsibilities, under the Race Relations Act 1976 (Amendments 2000) and the Equality Act 2010, to students and relevant advice and guidance from the legislation and the Academy's HR adviser is issued and revisited annually</p> <p>Ensure that all the policies and procedures concerning equal opportunities for employees are reviewed and amended appropriately (eg appointments, pay and conditions of service, performance management, capability and discipline procedures)</p> <p>Ensure induction and performance management includes guidance on racial equality</p> <p>Review the Staff Handbook to ensure that the Academy's equal opportunity objectives and procedures are fully explained</p>	<p>Vice Principal (Teachers) Office Manager</p> <p>Finance Director</p> <p>Vice Principal (Teachers) Office Manager</p> <p>Vice Principal (Teachers)</p>	<p>Ongoing</p> <p>March 2011</p> <p>Ongoing</p> <p>March 2011</p>		

Racial Equality Action Plan: Sept 2010 – August 2011						
	Equality Strategy	Action	By Whom	When	Resources/ Implications	Required Outcome
2.	Preventing and dealing effectively with bullying and harassment	<p>Implement a programme of education and awareness with regard to bullying and harassment, with particular reference to racial issues, in order to minimise it</p> <p>Monitor and report on bullying and harassment of students and staff of a racial nature and to use this information to determine future policy</p>	<p>Vice Principal (Learners) Heads of School</p> <p>Vice Principal (Learners) Heads of School</p>	<p>March 2011</p> <p>Ongoing</p>		
3.	Listening to students, staff, parents and others	<p>Use questionnaires and interviews to collect opinions with regard to provision for and/or experience of racial equality issues from students, staff, parents and others via the Student Council, Parent Forum and student review meetings</p> <p>Actively encourage parents of students from racial minority groups to participate in their child's education, eg attending parents' evening/options evenings</p>	<p>Vice Principal (Learners) Head of Inclusion Heads of School Governors</p> <p>Vice Principal (Learners) Head of Inclusion Heads of School Governors</p>	<p>Ongoing</p> <p>Ongoing</p>		

Racial Equality Action Plan: Sept 2010 – August 2011						
	Equality Strategy	Action	By Whom	When	Resources/ Implications	Required Outcome
4.	Equality of opportunity	<p>Ascertain from staff, via questionnaires, whether the Academy is perceived by them as being the equal opportunity employer it aspires to be</p> <p>Ensure that racial stereotypes are actively challenged in all aspects of the life of the Academy</p> <p>Narrow gap in attainment between ethnic groups</p> <p>Address any issues with regard to exclusion; whether any ethnic group is at higher risk</p> <p>Measure how racial equality is addressed within the curriculum</p> <p>Monitor racist incidents and report to the Governing Board</p>	<p>Vice Principal (Teachers) Finance Director</p> <p>Vice Principals Heads of School</p> <p>Vice Principal (Learners) Heads of School</p> <p>Vice Principal (Learners) Heads of School</p> <p>Vice Principal (Learners) Heads of School</p> <p>Vice Principal (Learners) Heads of School</p>	<p>April 2011</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>		
5.	Informing and involving parents and carers	<p>Focused parental workshop on parenting support for racial minority groups</p>	<p>Vice Principal (Learners)</p>	<p>June 2011</p>		

Racial Equality Action Plan: Sept 2010 – August 2011						
	Equality Strategy	Action	By Whom	When	Resources/ Implications	Required Outcome
6.	Welcoming new students and helping them to settle in effectively	Heads of Schools/Admissions Officer to liaise with Head of Inclusion to ensure appropriate provision in place for all students	Heads of School Admissions Officer Head of Inclusion	Ongoing		
7.	Addressing the full range of learning needs across students of all races	Monitor student achievement by race, acting upon any trends or patterns in the data as necessary in order to reduce imbalances Ensure that teaching staff set targets that acknowledge the differences in learning between ethnic groups	Vice Principal Learners) Heads of Curriculum Subject Leaders Vice Principal Learners) Heads of Curriculum Subject Leaders	Ongoing through observation cycle Ongoing through observation cycle		
8.	Improving the provision of services for all	Collect information on ethnic background with regards to both students and staff and to use this information to improve the provision of services relevant to all ethnic groups	Vice Principal (Learners)	Ongoing		
9.	Making the Academy accessible to all	Offer students of all ethnic groups encouragement to participate in all aspects of Academy life including curriculum and extra curricular activities, Academy performances or Academy trips	Vice Principal (Learners) Heads of School	Ongoing		

Racial Equality Action Plan: Sept 2010 – August 2011						
	Equality Strategy	Action	By Whom	When	Resources/ Implications	Required Outcome
		Ensure the Academy environment is as accessible and welcoming as possible to visitors of all racial groups. This includes open evenings, parent forums and community use of Academy facilities	Senior Leadership Team	Ongoing		
		Take appropriate action to remedy any policy or practice which inhibits or contravenes race equality	Senior Leadership Team	Ongoing		
10.	Monitoring and evaluating the effectiveness of the Racial Equality policy	Standing agenda item for termly KPI meetings	Senior Leadership Team	Ongoing		
		Report to the Governing Board against the policy every year and review the policy at least every three years	Principal	Ongoing		