



# Race Equality Policy

**Reviewed: July 2024**

**Next Review Date: July 2025**

## 1. Policy

Wilmington Academy is committed to an inclusive ethos based on respect for, and celebration of difference and diversity. As an International Baccalaureate (IB) World School, we promote international, global citizenship, inter-cultural understanding and respect.

We have a rich mix of ethnic groups, cultures, and languages (data accurate as of July 2023):

Ethnicity	Students	Proportion	Ethnicity	Students	Proportion
Afghan	1	0.07%	Pakistani	2	0.14%
African Asian	1	0.07%	Refused	4	0.29%
Albanian	1	0.07%	Sri Lankan other	3	0.22%
Any other black background	1	0.07%	Sri Lankan Sinhalese	7	0.51%
Arab other	1	0.07%	Sri Lankan Tamil	8	0.58%
Bangladeshi	12	0.87%	Thai	1	0.07%
Black - African	94	6.79%	Turkish	1	0.07%
Black and any other ethnic group	4	0.29%	Turkish Cypriot	1	0.07%
Black Caribbean	4	0.29%	Unknown Code	1	0.07%
Chinese	7	0.51%	White - British	68	4.91%
Egyptian	2	0.14%	White - Cornish	1	0.07%
Filipino	5	0.36%	White - English	951	68.71%
Greek Cypriot	1	0.07%	White - Irish	1	0.07%
Indian	28	2.02%	White - Scottish	1	0.07%
Information not yet obtained	4	0.29%	White and any other Asian background	14	1.01%
Iranian	3	0.22%	White and any other ethnic group	14	1.01%
Iraqi	2	0.14%	White and Black African	18	1.30%
Kosovan	2	0.14%	White and Black Caribbean	16	1.16%
Kurdish	1	0.07%	White and Indian	3	0.22%
Latin/South/Central American	2	0.14%	White and Pakistani	2	0.14%
Nepali	1	0.07%	White and Eastern European	36	2.60%
Other Asian	4	0.29%	White other	27	1.95%
Other mixed background	9	0.65%	White and Western European	5	0.36%
Other White British	4	0.29%			

## 2. Terminology

Wilmington Academy will not tolerate any form of racial harassment or abuse. A racist incident will be defined as:

*“Any incident that is perceived to be racist by the victim or any other person.”* (The MacPherson Report into the Stephen Lawrence Inquiry (1999) - recommendation 12)

A racist incident may be carried out against individuals based on their race, ethnicity, nationality, culture, language or religion.

## 3. Aims and values

This policy enables the academy to fulfil its statutory obligations under the Race Relations (Amendment) Act 2000 and the Equality Act 2010. It sets out our commitment to tackling racial discrimination and promoting equal opportunities in all dimensions of the academy's day-to-day running and community. As an academy, we continuously strive to ensure that everyone is treated fairly, with dignity and respect.

Each person in our academy will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Taking active measures to investigate, report and act on incidents of racial abuse
- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating and maintaining an academy ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the academy.
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

#### **4. Roles and Responsibilities**

Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole academy staff, including support staff.

The Governing Body	As well as fulfilling their legal obligations to assess and monitor, the governing body will approve and ratify this policy. The governing body will also receive regular reports as part of the Principal's report to governors.
The Principal	<p>The Principal is responsible for ensuring that the racial equality is actively promoted through the academy's curriculum and is meeting the needs of all students. The Principal will ensure:</p> <ul style="list-style-type: none"><li>■ that all staff are aware of the policy and understand their role and responsibilities in relation to this policy.</li><li>■ develop and monitor the impact of the policy and report any outcomes to the governing body.</li></ul>

	<ul style="list-style-type: none"> <li>■ ensure that, where additional funding is available for raising the achievement of ethnic minority students, the additional resources are used appropriately</li> </ul>
Academy staff	<p>Staff are responsible for:</p> <ul style="list-style-type: none"> <li>■ Familiarising themselves with this policy and knowing what their responsibilities are to ensure the policy is implemented.</li> <li>■ Promoting racial equality, emphasising how to challenge stereotypical viewpoints and sensitive discussions.</li> <li>■ Modelling positive attitudes towards racial equality.</li> <li>■ Providing quality first teaching, which emphasises high quality, inclusive teaching of all pupils in the class.</li> <li>■ Following the schools safeguarding and behaviour policies when required.</li> </ul> <p>Staff who have concerns about any aspect of this policy or their responsibilities in relation to it are encouraged to discuss this with the Principal.</p>
Pupils	<p>Pupils will share in the development of the race equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racist nature to an adult.</p>

## 5. Curriculum

Wilmington Academy provides a broad and balanced curriculum for all students. We adopt the Universal Design for Learning, which allows teachers to cater for and respond to the diverse learning needs of students. Our teaching and learning ethos allows for students to overcome potential barriers to learning and is driven by their emerging needs (gauged from regular assessment). As an IB World School, students are encouraged to look at learning through the lens of the IB Learner Profile which encompasses traits such as open-mindedness, caring, balanced, and principled to name but a few. Opportunities to look at issues from a global perspective are interwoven across subject areas, with students experiencing interdisciplinary learning throughout their time at the academy.

Our wider curriculum builds in opportunities for students to learn about different cultures: being culturally aware from a young age will build acceptance of others, instil anti-racist attitudes as well as being useful throughout their lives, whether when going on holiday or later on encouraging them to look for work anywhere in the world. Students are given the opportunity to discover different cultures via our Cultural Awareness tutor sessions, which take place on a fortnightly basis. Students also take part in Wilmington Academy's Culture Fest, a celebration of the different cultures within our own community, as students take ownership of celebrating and learning about each other's cultures.

## 6. Recording and monitoring

There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community. The monitoring system used by the academy

enables the school to report the relevant details to the governing body and to the appropriate authorities as requested.

The academy monitors the impact of this policy on students, parents, and staff from different ethnic groups. In particular, the impact of policies on the attainment levels of pupils. To monitor our student attainment, we collect information about pupil performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information, we also monitor other areas, such as:

- exclusion;
- racism, racial harassment and bullying;
- curriculum, teaching and learning (including language and cultural needs);
- punishment and reward;
- membership of the governing body;
- parental involvement;
- working with the community; and
- support, advice and guidance.

Any incidents of racism are also recorded on our behaviour log, which includes any incidents of bullying and discrimination. These logs are made available to our governing body and authorities on a regular basis. Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims. In particular it will help us to:

- highlight any differences between pupils from different ethnic groups;
- ask why these differences exist and test the explanations given;
- review the effectiveness of current targets and objectives;
- decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups (which might include positive action);
- re-think and set targets in relevant strategic plans;
- make links with performance management objectives which will include information about quality as well as quantity; and
- take action to make improvements.

## **7. Complaints procedure**

If anyone in the academy (staff, students, parents, and the governing body) feels that this policy is not being adhered to then they should raise the matter with the Principal who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the academy's complaints procedure will be used.

Victims of racist incidents will be supported accordingly by members of our pastoral teams and the Wellbeing Manager.