



WOODLANDS
SCHOOL

ASPIRATION, RESILIENCE, OPPORTUNITY, EXCELLENCE

Race Equality Policy

Amended: June 2023

Approved by Trustees: June 2023

Review date: June 2024

Reviewing Panel: Standards, Staffing and Curriculum

Woodlands School is part of Takely Education Trust, a company limited by guarantee, registered in England and Wales. Company number 9451372.
Registered Office: The Appleton School, Croft Road, Benfleet, Essex, SS7 5RN

The aims of Woodlands School are:

- to allow every pupil the opportunity to achieve academic excellence
- to ensure high aspirations for all in a stimulating and secure environment
- to foster a 'can do' and resilient approach to every challenge in all stakeholders
- to develop an empathy and understanding for our local community

To achieve our aims we must:

- Provide opportunity and access to major areas of learning and experience, including aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological;
- Encourage pupils in their learning through active learning, differentiated teaching, effective assessment, feedback and target setting;
- Enable pupils to develop the skills needed to learn and achieve, including oracy, literacy, numeracy, information technology, problem solving, collaboration, negotiation, self-assessment, critical reasoning and independent learning;
- Extend pupils fully by encouraging perseverance and aiming for maximum success and excellence in all things, especially public examinations, and by continually monitoring their progress;
- Support pupils in developing a sense of right and wrong, through example, fair and clear rules and discipline, behaviour for learning and an understanding of moral and social issues;
- Prepare pupils for a positive role in the world beyond school through education in equal opportunities, political understanding, economic awareness, health, careers, community affairs, the environment and personal development;
- Provide a professional workforce of teaching and support staff who in turn are supported in their work by sound management, consistent INSET and staff development and adequate resources.
- To ensure that pupils have a clear understanding of how a multi-cultural society operates successfully

Aims of Race Equality Policy

In order to **educate against racism and develop multicultural awareness** at Woodlands we aim to ensure that all pupils:

- develop a positive self-image;
- develop understanding of and empathy with others;
- develop appreciation of and respect for others;
- evaluate experiences with an open mind;
- think and act independently as well as part of a group;
- work in an atmosphere free from oppressive behaviour, such as bullying, prejudice, discrimination and racism;
- are equipped to recognise and challenge appropriately bias, prejudice, stereotyping and discrimination;

- recognise different types of racism, understand that all forms of racism are wrong and learn how to challenge racism appropriately or get help to deal with it;
- understand the importance of combating racism and working towards racial equality in a predominantly white environment (for schools with predominantly or entirely white populations);
- have access to a curriculum which is relevant to them and which leads to a greater appreciation of their own cultural traditions;
- participate in a curriculum that takes full account of the richness and diversity of the world's cultures so they can develop understanding of and respect for people of different racial, ethnic and cultural backgrounds;
- understand the contribution different cultures have made to each of the areas covered by the subjects of the national curriculum;
- are prepared for life as citizens in a multicultural society and the opportunities and challenges presented by increasing globalisation;
- receive their statutory entitlement and are granted their rights in respect of the development of education against racism and multicultural awareness.

Implementation of the Race Equality Policy

The policy is implemented through measures such as:

- equal access to all activities.
- keeping all members of staff and governors aware of national guidelines.
- ensuring that assemblies and tutor group activities are in place which: recognise the major festivals and events of different cultural, religious and ethnic groups; engage students with presentations and discussions by members of different cultural, religious and ethnic groups; provide opportunities to address specific anti-racist and multicultural issues; allow the flexibility to respond to particular local and national topical issues.
- 'themes of the week' (studied in tutor periods), which have included a focus on: Identity, black history, anti-bullying, immigration, tolerance (relating to race and religion).
- guaranteeing that when outside agencies work with Woodlands:
 - a) visitors and providers are introduced in their preferred cultural manner / appropriate cultural protocols, and necessary background or contextual information is given to students prior to the visit.
 - b) the individuals and organisations are genuinely representative.
- **Specific subjects** cover issues relating to racism and multiculturalism:
 - ❖ **Geography:** Throughout the Geography curriculum pupils have the opportunity to widen their understanding of the world around them. Pupils explore the impact of both colonialism and neo-colonialism and the causes and consequences of globalisation, which allow pupils to think critically about global structures of inequality. As well as this value of inclusivity is also taught through concepts such as migration and population structures. Asia and Africa form two continent studies in KS3 which provides an opportunity for pupils to actively engage with a range of cultures. In KS4 pupils focus on India as a case study where a variety of concepts are explored such as population and social change in megacities and the changing geopolitics of emerging nations.


- ❖ **Art & Photography:** In Art and photography pupils have access to a curriculum which develops their knowledge and understanding of art, craft and design and photography, in historical and contemporary contexts, societies and cultures. From Year 7 through to Year 11 pupils 'investigate the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures, situations or issues'. Past themes that pupils have explored include segregation, racism, LGBTQ, gender identity, women's rights and mental health.
- ❖ **English:** We study a range of inclusive texts at both KS3 and KS4 through a full range of text types including novels, poems and both fiction and nonfiction extracts. We aim through our curriculum to challenge prejudices both historical and in society today. Our tutor reading scheme is designed to studying a wider range of inclusive texts and allow pupils the opportunities to discuss social issue.
- ❖ **History:** Pupils study the Trans -Atlantic slave trade as part of the Empire unit in year 8. The topic of colonialism is taught in an unbiased manner looking at various interpretations both modern and contemporary. Pupils are given the opportunity to investigate the impact of British imperialism on a range of different colonies worldwide. Pupils then study Race Relations in the USA with links to other developments in race relations world- wide at the end of year 8. During Black History month all pupil who study history will learn about a different, significant person once a week to celebrate individual contributions to different aspects of society.
- ❖ **Languages:** At both Key Stages, students' understanding of multiculturalism is broadened through their study of other countries and their cultures.
- ❖ **Film:** The representation of race and negative stereotypes will be explored through film.
- ❖ **AROE:** Throughout KS3/4 pupils study the importance of British Values focusing on identity and inclusivity as well as respect and tolerance. Pupils study the importance of global Citizenship and the dangers with extremism. At KS4 pupils build on this work and focus on Hate Crime as well as delving deeper into issues surrounding identity and the importance of inclusivity.
- ❖ **Food:** in textiles, students study multicultural cooking and colour printing design of fabrics; in food, students study special diets relating to minority groups at Key Stage Four.
- ❖ **Drama & Artistic Performance Team:** we explore different cultural music and dance and we celebrate all forms of dance and music to develop a full range of knowledge based around the world. The drama team have touched on race inequality and how to ensure that we can educate people into how a society should behave.
- ❖ **Teaching and learning resources used in school should not** (unless they are being deliberately shared with pupils in order to make them more aware of issues such as stereotyping, tokenism, bias and prejudice):
 - show evidence of stereotyping, tokenism and bias in their language or illustrations;

- convey prejudice by the use of words like primitive, backward and native;
- judge other cultures, races and ethnic groups against British or European norms.

Statutory requirements and rights

The school policy on educating against racism and developing multicultural awareness will need to identify some of the relevant statutory requirements and rights that will be addressed through its implementation:

- From May 2018 Ofsted Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities, but draw together many of the areas covered by the personal development judgement.
- Educating against racism and developing multicultural awareness are important components of PSHRE and Citizenship, and the statutory orders for subjects such as English, Geography, History, Modern Foreign Languages, Art and Design and Music contain an explicit multicultural dimension.
- *The Race Relations Act 1976* makes it unlawful for schools to discriminate on grounds of colour, race, nationality or ethnic or national origin.
- *The Race Relations (Amendment) Act 2000* goes further by placing a duty on governing bodies of schools to act positively to promote equality of opportunity and good relations between people of different racial groups.
- *The United Nations Convention on the Rights of the Child*, ratified by the British Government in 1991 and strengthened by the Human Rights Act 2000, commits all those involved in education to the following:
 - The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilisations different from his or her own (Article 29 1 (c)).
 - The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin (Article 29 1 (d)).
 - To make the principles and provisions of the Convention widely known, by appropriate and active means, to children (Article 42).

Signed: 
Head Teacher

Dated: 26th June 2023

Signed: 
Chair of Trustee

Dated: 26th June 2023

