



To enrich life through Learning

Race Equality Policy Statement ***December 2004 - Draft***

Audience and Purpose

This document outlines the school policy with regard to Education for Ethnic Diversity. It should be read by all staff members and Governors, and other interested parties. All staff carry the responsibility to implement this policy as part of their normal teaching duties.

Rationale

The values statement of our school talks of respecting the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, 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 we offer fosters positive attitudes to all people.

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 school policies - Anti-bullying, Equal Opportunities, Inclusion and Special Educational Needs.

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.

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, in particular, the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

Aims and Objectives

Our aims are:

- To understand the world in which we live and the interdependence of peoples.
- To understand the multi-cultural nature of society.
- To celebrate the multi-cultural nature of our community and show respect for all minorities.
- To live and work harmoniously and with equality of opportunity in a multi-cultural society

In our school 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 our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimizing barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Prospectus, Governors' Annual Report to Parents, newsletters to parents and displays of work;
- regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge racist and aggressive behaviour.

Teaching and Learning

We aim to provide all our 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 life in 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 celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;

- make best use of all available resources to support the learning of all groups of pupils.

The school maintains the ideal of 'Education For All', appreciating that in our pluralistic society members of all ethnic groups, whether minority or majority, should be recognised and valued.

Children are prepared for life in a multicultural society. They are helped towards an awareness that people in Britain today come from a variety of cultural backgrounds and ethnic origins and as such may have their own distinct language, religion, and culture; including such aspects as music, food, literature and customs.

We aim to help children to develop the necessary knowledge, understanding, skills and attitudes with which to play a full and active part in our multicultural society.

As a cross-curricular dimension, the issue of 'Education For All' permeates all aspects of life in school and is encompassed within the teaching of many subjects in the curriculum, notably Music, English, Drama, Art, Geography, RE and PSHCE, as well as Personal, Social and Emotional Development in the Foundation Stage. It is an integral part of the whole curriculum and is not seen as a separate subject.

Through a variety of learning experiences the children will be able to explore the contributions of different cultural, racial and religious groups in our society and at the same time broaden their knowledge and understanding of such groups. In this way it is hoped that the children's awareness and respect for cultural and ethnic diversity in the classroom, the school or the community will be developed.

Both religious and secular festivals provide excellent opportunities in which to consider ethnic diversity and could be included in class and school assemblies. A unit in Geography will also provide an opportunity to consider other cultures and ethnic backgrounds. The use of literature in the form of story and poetry may provide a useful vehicle for encouraging children to recognise and understand people from other races, cultures and religions.

Through the partnership that exists between home, school and the community, we hope to enrich the curriculum by encouraging people from other cultures, religions and ethnic backgrounds to visit school and share their experiences and ideas with the children.

Teachers are encouraged to consider the information they place before the children. Resources are carefully selected for use with the children to ensure that they do not display a cultural or racial bias or show stereotyping or prejudice. Such resources, where possible, should reflect life in multicultural Britain. Cultural similarities as well as differences should be highlighted.

As a school we actively promote attitudes and values that enable the children to recognise the worth of every individual. The children are encouraged to respect themselves and others, be it in pupil-pupil relationships, pupil-staff relationships and relationships with others in the school and wider community. Tolerance and

understanding of others is promoted amongst children and staff who are encouraged to appreciate individual differences.

Through our general routines in school and in the classroom we strive to ensure that our practices and procedures are not discriminatory in any way.

As a school we acknowledge and respond to the differing needs of all individuals whatever their cultural or ethnic background and experiences. Therefore all individuals receive equality of opportunity in our school. Where necessary the curriculum can be adapted so as to respond to the particular needs of a group of children, for example where English is a second language.

Staff should try to eliminate any bias towards or against any particular group or individual. They are asked to respond positively in their approach to incidents relating to race or religion be it in the classroom or the playground or with parents.

Tackling Racial Harassment

All children and adults are encouraged to respect each other's:

- Cultural heritage
- Beliefs and practices

and to understand that there are similarities and differences between all people.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

There are occasions when a child or adult might exhibit racist behaviour towards another person. These need to be swiftly identified and dealt with.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, 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 headteacher or deputy headteacher 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 incident book (kept in the main office);
- inform both sets of parents, if appropriate.

All racist incidents are now recorded and reported to the governing body by the headteacher.

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum, the children study the importance of Diwali to Hindus.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

Incidents Involving Staff

An allegation of racist behaviour on the part of any member of the teaching or non-teaching staff is a serious disciplinary matter and will be the responsibility of the Governing Body. In addition there are specific procedures for dealing with racial harassment as part of staff grievance procedures.

Where the victim of alleged racist behaviour is a pupil, the Headteacher will, after careful investigation, seek to resolve the matter informally. If the matter cannot be resolved satisfactorily at this stage then the parents/guardian should submit the complaint in writing to the Headteacher who will investigate the case further and take the appropriate action. This could involve the use of formal disciplinary procedures.

Where a member of staff is the victim of racist behaviour by pupils, full support will be given to the member of staff concerned.

Incidents Outside School

There may well be occasions when racial incidents outside school, or involving outside perpetrators, are brought to the attention of the Headteacher. These incidents should be reported to the appropriate authorities who may well wish to take action under Section 5A of the Public Order Act 1986. Opportunities should also be taken to condemn such incidents publicly.

Racial Tension

It is important that teachers are sensitive to all signs of possible victimisation of individual pupils or groups of pupils and that this should also be reported, even where

there is no identifiable incident. Similarly, all behaviour which can be seen as possibly reflecting racial tension within the school as a whole should be reported, for example small groups of pupils form isolated groups within the playground or the classroom.

Supporting the Victims

It is important that the school creates a climate in which victims of racial incidents feel able to report them. All staff and pupils should be encouraged to report incidents that they witness and all such reports should be followed up. Schools will wish to consider the particular vulnerability of pupils with special educational needs who may also be prey to racism within the school but find communication on their position and feelings difficult.

Staff dealing with such incidents should be sensitive to the issue of retaliation on the part of the victim, which may be a reaction to a long series of relatively minor incidents that have not been reported or dealt with appropriately.

The school will consider involving parents when offering support to victims and it may be appropriate, in some cases, to involve the Education Welfare Service and other agencies. We recognise that the victims of racial incidents may require pastoral support over a long period in order to regain personal confidence. In addition, the school needs to demonstrate its willingness and ability to address the issue of racial harassment. Where the victim of a racial incident is a member of staff, support is available through the LEA in addition to support from colleagues.

Wider Implications

In dealing with a racial incident, it is important to recognise the wider implications for the school and the local community. School procedures should be followed to ensure that all appropriate members of staff are aware of any incident. Formal procedures for involving senior management and governing bodies need to be considered.

Similarly, consideration needs to be given to the involvement of outside agencies such as the Police, Racial Equality Councils, local community groups, Racial Attacks Response Forums and also regarding the involvement of parents/guardians.

The Headteacher may seek advice from appropriate Officers of ERYC or Advisors before responding to approaches by the media over alleged racial incidents.

Action should be taken to limit the impact of racial incidents. This could involve the immediate removal of racist graffiti and the confiscation of racist literature badges, etc. The serious nature of such incidents should be clearly impressed on the school as a whole.

The Headteacher may seek the advice of the LEA in dealing with major incidents and involve the school's link adviser and/or relevant LEA adviser in developing strategies to reduce racial tension through the curriculum or the organisation of the school. Additional support may be obtained through links with other local schools. This offers the opportunity for sharing good practice and increasing consistency between

institutions in their dealing with racial incidents and offers the possibility of joint in-service training.

It may be appropriate for a report to be made to the Governing Body following any such incident.

Ethnic Origin

In identifying the ethnic origin of victims and perpetrators, the following generally accepted terms should be used:

- Pakistani
- Bangladeshi
- Indian
- Chinese
- Black-Caribbean
- Black-African
- Black-Other (please describe)
- White
- Any other ethnic group (eg. Irish)

Monitoring and Review

Racial equality will also be an item in the termly Headteacher's Report to Governors.

We have a rolling programme of policy review. When policies are reviewed in future, governors will ensure that due regard is given to the promotion of racial equality within each policy. 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.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. 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 governing body receives regular updates on pupil performance information.

School performance information is compared to national data and LEA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

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.

We consult with staff, parents and pupils about their opinions on the impact of our

policies. Parents receive an annual questionnaire about the school and this now includes some questions about the success of our policies in promoting their involvement in their children's learning.

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 strategic plan, in order to make the necessary improvements.

The school is required to supply the LEA with employment data related to racial groups employed by the school.

This policy is subject to annual review and is updated every three years in accordance with the School's Improvement Plan.

Appendix:
Procedures for Dealing with and Reporting Racial Incidents

Catetory	Suggested Actions
(a) Derogatory name-calling, insults, racist jokes and language	<ul style="list-style-type: none"> • Explain fully to the perpetrator that verbal racist abuse will not be tolerated • Individuals who are persistently abusive must be referred to the Headteacher • Parents should be informed • Offer support to the victim and counselling for the perpetrator
(b) Racist comments in the course of discussion in lessons	<ul style="list-style-type: none"> • Racist statements must not be allowed to go unchallenged • Pupils who persist in making inappropriate comments must be referred to the Headteacher • Parents/guardians should be informed
(c) Ridicule of an individual for cultural differences, eg. Food, music, dress, etc.	<ul style="list-style-type: none"> • Members of staff must not ignore any form of ridicule • Explain fully to the perpetrator that racist behaviour will not be tolerated • Individuals who are persistently abusive must be referred to the Headteacher • Parents should be informed • Offer support to the victim and counselling to the perpetrator
(d) Refusal to cooperate with other pupils because of race, colour, ethnicity or language	<ul style="list-style-type: none"> • Explain that pupils should work collaboratively. Every pupil should have the right to be included in school activities and the school should not exclude any pupil on racial, cultural or linguistic grounds • Pupils persistently refusing to cooperate must be referred to the Headteacher

	<ul style="list-style-type: none"> • Parents/guardians should be informed • Offer support to the victim and counselling for the perpetrator
(e) Verbal abuse and threats	<ul style="list-style-type: none"> • Staff must not ignore any form of verbal racist abuse in the school • Explain fully to the perpetrator that verbal racist abuse will not be tolerated • Individuals who are persistently abusive must be referred to the Headteacher • Parents/guardians should be informed • Offer support to the victim and counselling to the perpetrator
(f) Physical assault	<ul style="list-style-type: none"> • Report to the class teacher, or Headteacher as appropriate • Full report to the Headteacher • Full report to parents/guardians • Take necessary action to prevent recurrence • Offer support to the victim and counselling to the perpetrator
(g) Racist graffiti	<ul style="list-style-type: none"> • All racist graffiti in the school must be reported to the Headteacher and should be removed immediately • Regular checks should be made and steps taken to discourage reappearance of graffiti
(h) Incitement of others to behave in a racist way	<ul style="list-style-type: none"> • Pupils should be referred to the Headteacher

	<ul style="list-style-type: none"> • Offer support to the victim and counselling for the perpetrator
(i) Bringing racist materials such as leaflets, comics or magazines into school	<ul style="list-style-type: none"> • All forms of racist literature and materials must be removed • Pupils should be referred to the Headteacher • Parents/guardians should be informed
(j) Provocative behaviour such as the wearing of racist badges or insignia	<ul style="list-style-type: none"> • Educational institutions should not permit the as the wearing of racist badges or insignia • Pupils wearing such badges or insignia should be referred to the Headteacher and items confiscated • Parents/guardians should be informed
(k) Attempts to recruit to racist organisations and groups	<ul style="list-style-type: none"> • Report immediately to the Headteacher • 'Recruiter' should be interviewed • The parents/guardians should be informed