

## **Toll Bar Primary School**

### **Policy on Racial Equality**

(see also Bullying; Equal Opportunities; Inclusion; Special Educational Needs)

#### **1 Introduction**

- 1.1 Our school values 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 or harassment of any kind. Pupils will be provided with the opportunity to experience, understand and celebrate diversity.
- 1.2 This policy reflects the school's general and specific duties, as detailed in:
- Equalities Act 2010
  - Race Relations (Amendment) Act 2000;
  - Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
  - Preparing a Race Equality Policy for Schools (CRE 2002).

The following publications were helpful:

- CRE's handbook 'Learning for All: Standards for Racial Equality in Schools' (2000);
- The Runnymede Trust 'The Future of Multi-Ethnic Britain: The Parekh Report' (2000);
- The Macpherson Report (1999) on the Stephen Lawrence inquiry.

#### **2 Aims and objectives**

- 2.1 In our school, we will:
- strive to eliminate all forms of racism and racial discrimination;
  - promote equality of opportunity;
  - promote good relations between people of different racial and ethnic groups
  - school to be a place where everyone feels valued regardless of race
- 2.2 We are required to:
- prepare a written policy on racial equality;
  - monitor and assess the impact of all our policies, including this one, on pupils, staff and parents of different racial groups, paying particular attention to the impact of these policies on pupils' attainment levels.

#### **3 Principles**

- 3.1 These three principles underpin all our procedures and practice:
- Every pupil should have the opportunity to achieve the highest possible standards.
  - Every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change that allow them to be receptive and respectful with regard to other people's identities.
  - Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society, but also in the wider context of an interdependent world.

#### **4 Responsibilities**

- 4.1 In our school, we all take responsibility for promoting race equality, but the following have specific responsibilities:
- 4.2 The governing body will seek to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented. A specific governor will be appointed to lead in this respect.

- 4.3 The headteacher, too, along with the governing body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities, that staff receive appropriate training and support in putting the policy into practice, and that disciplinary action is taken against staff or pupils who discriminate racially.
- 4.4 All staff will deal with racist incidents in accordance with school procedures, and will know how to challenge racial bias and stereotyping. They will not discriminate on racial grounds.
- 4.5 Teaching staff will offer full curriculum access to pupils from all racial groups, and will promote diversity and racial equality.
- 4.6 Visitors and contractors will comply with the school's race equality policy.
- 4.7 Any incident of a racial nature will be reported on CPOMS and SIMS for the Local Authority.

## **5 Tackling racial harassment**

- 5.1 The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin'. It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance or thoughtless and racist stereotyping, all of which disadvantage minority groups.
- 5.2 A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil's ethnicity.
- 5.3 Minority ethnic groups include gypsy travellers, refugees, asylum-seekers and, in certain contexts, white Europeans.
- 5.4 All racist incidents are investigated by the headteacher. Incidents of racism are recorded on CPOMS and SIMS for the Local Authority, and the headteacher reports to the governing body and the LA on the number of incidents, the prevailing trends, and how the issues have been dealt with.
- 5.5 All pupils, parents and staff are aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with racist incidents.
- 5.6 Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.
- 5.7 Staff have been trained in how to deal with racist incidents
- 5.8 Please see attached sheets for dealing with reporting racial incidents

## **6 Attainment, progress and assessment**

- 6.1 The school has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement. Ethnic monitoring is essential, to ensure that minority ethnic groups are not being disadvantaged. Evaluation of data will result in action being taken to address underperformance by any group.
- 6.2 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 monitor attainment and progress by ethnicity.
- 6.3 School performance information is evaluated in comparison with national data and LA data, to identify any patterns of underachievement. The governing body receives regular updates on information concerning pupils' performance.
- 6.4 In addition to attainment and progress, we also monitor the following records, checking them for signs of discrimination: attendance, admissions, exclusions, racist incidents, the SEN register, and applications of the behaviour policy.

## **7 Teaching and learning**

7.1 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 society of diverse cultures;
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs;
- challenge racial discrimination and stereotyping, and teach pupils how to recognise bias;
- provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity;
- employ a range of styles, including collaborative learning, so that pupils can learn to value working together;
- provide educational visits and extra-curricular activities that reflect all groupings among our pupils;
- take account of the performance of all pupils when planning for future learning, and setting challenging targets.

## **8 Managing pupil behaviour**

8.1 The school makes sure that procedures for disciplining pupils and for managing behaviour are fair and just to pupils from all racial groups.

8.2 All staff operate the school's behaviour policy of rewards and sanctions consistently.

8.3 Staff are aware that cultural background can affect behaviour, and take this into account when dealing with unacceptable behaviour.

8.4 Exclusions and the use of rewards and sanctions are monitored by ethnicity, to identify any patterns.

## **9 Partnerships**

9.1 All parents are encouraged to take a full part in the life of the school. The school works with parents and the community to develop positive attitudes towards diversity and to address specific incidents.

9.2 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.

## **10 Staff recruitment and professional development**

10.1 All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that the school promotes racial equality. Their training is linked to priorities within the school's strategic plan. Induction for new staff includes the area of racial equality.

10.2 Governors and members of staff involved in the selection and appointment of other staff will ensure that the principles and practices of racial equality are adhered to. The school will supply the LA with data relating to the racial groups of people appointed to employment in this school.

## **11 Monitoring and review**

11.1 We have a rolling programme of policy review, and this policy will be reviewed every two years, or earlier if necessary. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded into both policy and practice. Governors will ensure that due regard is given to the promotion of racial equality within each policy.

11.2 Procedures for Dealing and Reporting Racial Incidents – please see below

## Procedures for Dealing with and Reporting Racial Incidents

Category	Suggested Actions
(a) Derogatory name-calling, insults, racist jokes and language	<ul style="list-style-type: none"> <li>• Explain fully to the perpetrator that verbal racist abuse will not be tolerated</li> <li>• Individuals who are persistently abusive must be referred to the Headteacher</li> <li>• Parents should be informed</li> <li>• Offer support to the victim and counselling for the perpetrator</li> <li>• Staff to record on CPOMS</li> </ul>
(b) Racist comments in the course of discussion in lessons	<ul style="list-style-type: none"> <li>• Racist statements must not be allowed to go unchallenged</li> <li>• Pupils who persist in making inappropriate comments must be referred to the Headteacher</li> <li>• Parents / guardians should be informed</li> <li>• Staff to record on CPOMS</li> </ul>
(c) Ridicule of an individual for cultural differences, for example, food, music, dress etc	<ul style="list-style-type: none"> <li>• Members of staff must not ignore any form of ridicule</li> <li>• Explain fully to the perpetrator that racist behaviour will not be tolerated</li> <li>• Individuals who are persistently abusive must be referred to the Headteacher</li> <li>• Offer support to the victim and counselling to the perpetrator</li> <li>• Staff to record on CPOMS</li> </ul>
(d) Refused to cooperate with other pupils because of their race, colour, ethnicity or language	<ul style="list-style-type: none"> <li>• 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</li> <li>• Pupils persistently refusing to cooperate must be referred to the Headteacher</li> <li>• Parent / guardians should be informed</li> <li>• Offer support to the victim and counselling for the perpetrator</li> <li>• Staff to record on CPOMS</li> </ul>
(e) Verbal abuse and threats	<ul style="list-style-type: none"> <li>• Members of staff must not ignore any form of verbal racist abuse in the school</li> <li>• Explain fully to the perpetrator that verbal racist abuse will not be tolerated</li> <li>• Individuals who are persistently abusive must be referred to the Headteacher</li> <li>• Parents / guardians should be informed</li> <li>• Offer support to the victim and counselling to the perpetrator</li> <li>• Staff to record on CPOMS</li> </ul>
(f) Physical assault	<ul style="list-style-type: none"> <li>• Report to the class teacher, or Headteacher as appropriate</li> <li>• Full report to the Headteacher</li> <li>• Full report to parents / guardians</li> <li>• Take necessary action to prevent recurrence</li> <li>• Offer support to the victim and counselling to the perpetrator</li> <li>• Staff to record on CPOMS</li> </ul>
(g) Racist graffiti	<ul style="list-style-type: none"> <li>• All racist graffiti in the school must be reported to the Headteacher and should be removed immediately</li> </ul>

	<ul style="list-style-type: none"> <li>Regular checks should be made and steps taken to discourage reappearance of graffiti</li> <li>Staff to record on CPOMS</li> </ul>
(h) Incitement of others to behave in a racist way	<ul style="list-style-type: none"> <li>Pupils should be referred to the Headteacher</li> <li>Offer support to the victim and counselling for the perpetrator</li> <li>Staff to record on CPOMS</li> </ul>
(i) Bringing racist materials such as leaflets, comics or magazines into school	<ul style="list-style-type: none"> <li>All forms of racist literature and materials must be removed</li> <li>Pupils should be referred to the Headteacher</li> <li>Parents / guardians should be informed</li> <li>Staff to record on CPOMS</li> </ul>
(j) Provocative behaviour, such as the wearing of racist badges or insignia	<ul style="list-style-type: none"> <li>Educational institutes should not permit the wearing of racist badges or insignia</li> <li>Pupils wearing such badges or insignia should be referred to the Headteacher</li> <li>Parents / guardians should be informed</li> <li>Staff to record on CPOMS</li> </ul>
(k) Attempts to recruit to racist organisations and groups	<ul style="list-style-type: none"> <li>Report immediately to the Headteacher</li> <li>'Recruiter' should be interviewed</li> <li>Parents / guardians should be informed</li> <li>Staff to record on CPOMS</li> </ul>

### 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 should, 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. A guidance leaflet is available from the LA setting out procedure to be followed in all such cases.

Where a member of staff is the victim of racist behaviour by pupils, it is important that full support is 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 we 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 classroom.

### Supporting the victims

It is important that we create a climate in which victims of racial incidents feel able to report them. All staff and pupils will be encouraged to report incidents that they witness and all such reports should be followed up. We will 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 will 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.

We 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 need to recognise that the victims of racial incidents may require pastoral support over a long period in order to regain personal confidence. In addition, we need to demonstrate our 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 Staff Welfare section in addition to support from colleagues.

### **Monitoring and reporting**

It is essential that records are kept of racial incidents to enable the school and the LA or other advisory source to identify any patterns of behaviour whereby individuals or groups can be shown to be regular victims or perpetrators of racial harassment.

The school is required to supply the LA with employment data related to racial groups employed by the school. The school uses CPOMS, SIMS and Perspective Lite for reporting racists and bullying incidents.

### **School records**

All incidents that are perceived to be racially motivated should be recorded on an incident sheet.

The examination of these records on a regular basis will also provide the school with a picture of the frequency and nature of racial incidents and give some indication as to how effectively the school is combating such behaviour. This internal record keeping system will be monitored as part of the LA's statutory functions.

### **Reporting racial incidents**

A report is to be made to the Governing Body on a termly basis; this demonstrates to the community the school's commitment to the maintenance of a non-racist learning environment.

Date of Review: January 2015

Date of Next Review: January 2017

Signed:

Date: