



Long Sutton County Primary School

Race Equality Policy

Introduction

The Race Relations (amendment) Act 2000 requires all schools to prepare and maintain a written race equality policy. All staff and pupils have the right not to experience racism at school whether or not this is directed at them. All pupils should be able to learn and play peacefully with full equality of access and opportunities. The school has an important role to play in developing an understanding of racial harmony among its learners so that in turn pupils are well equipped to play a part in the United Kingdom's multicultural society. Whilst fully recognising the value and worth of our own cultural background, including its language belief and customs we promote a sensitive regard for the needs and welfare of others and encourage respect for and appreciation of the language, beliefs and customs of all groups.

This policy should be seen in the context of the schools policies relating to Equal Opportunities, Pupil Behaviour and Bullying.

The school accepts the definition of a racist incident:

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

Taken from the Stephen Lawrence Enquiry – The McPherson Report 1999.

The report defined racism as:

Conduct or words or practices which disadvantage people because of their colour, culture or ethnic origin.

Therefore a racist comment is defined by the child/children involved. If a child feels a comment has been made towards them and it has made them uncomfortable and they feel it is against their race, then this comment is to be taken seriously. It may not be that the child who the comment was made to directly, who sees it as a racial comment, but could be a child/adult who has overheard the comment.

Our Aims

We aim to provide the best possible education for all our children. Each person in our school 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. This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations. We will continuously strive to ensure that everyone in our school is treated with respect and dignity. 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 a school 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 whole school
- 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
- Working with LCC in reducing the number of racially motivated incidents.

Roles and responsibilities

This race equality policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting race equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff. Introduction to this race equality policy and action plan will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

1 Governors

The governing body of the school has agreed this policy and will:

- assess and monitor the impact of this policy by reviewing the action plan annually; and
- receive progress reports from the head teacher and other school staff on a termly basis, as part of the head teacher's report to governors.

One member of the governing body will have responsibility for monitoring this policy, acting as the designated governor for race equality.

2 Head teacher

The head teacher will demonstrate through their personal leadership the importance of this policy. The Headteacher is responsible, with the Governing Body, for ensuring that the Race Equality Policy and its related procedures and strategies are implemented. The Headteacher ensure that all staff are aware of their responsibilities under the Policy and that they are given appropriate training and support to enable them to fulfil these responsibilities. The Headteacher will initiate disciplinary action against staff and will appropriately discipline pupils who have been found to discriminate racially. The Headteacher, acting as Equal Opportunities Coordinator, ensures that the school regularly reviews all policies and practices in relation to Race Equality.

3 Race Equality Co-Ordinator

The Race Equality Co-ordinator will be a teacher in the school who is involved in action planning where appropriate and policy development and monitoring and evaluation. The role will also include keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

4 Subject Co-ordinator/Leader

Other subject co-ordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted

5 Staff

All school staff have a responsibility to comply with this policy. They should not discriminate on racial grounds, and should keep themselves up to date with Race Relations legislation, including attending appropriate training and information events as and when available.

Teaching staff and classroom-based assistants ensure that all pupils have the opportunity to have full access to the curriculum and are included in all activities. Through their teaching and relations with pupils, parents, staff and the wider community, they promote race equality and understanding of diversity.

6 Visitors and Contactors Working on Site

Every effort is made to ensure that all visitors or contactors working on site are made aware of the school's policy on race equality.

Complaints procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the head teacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

Implementing this Race Equality Policy

Subject leaders should refer to this policy in their personal action plans and priorities for Subject leaders should refer to this policy in their personal action plans and priorities for action in the future linked to the school Development Plan, where and when appropriate.

Key areas in promoting race equality

1 The ethos of the school

- This race equality policy reflects the ethos of the school and the school's policies.
- Everyone associated with the school is kept informed about this racial equality policy

2 Pupils' achievements and progress

- Pupils' attainment and progress in individual subjects is monitored by ethnic group and by gender, language and disability where appropriate.
- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups, where appropriate.
- When setting targets for individual pupils, teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the under achievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys, white working class boys and, in particular, Gypsy and Traveller Pupils.
- The school values the achievements and progress of pupils from all ethnic groups. All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice. Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

3 Curriculum, teaching and learning (including language and cultural needs)

- This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources, where appropriate.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.
- Resources available to meet the specific needs of pupils from minority ethnic groups including dual language resources are used appropriately.

4 Pupil behaviour, discipline and exclusion

- The school's procedures for managing, rewarding and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups
- The process of excluding a pupil is fair and equitable to all pupils.
- Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from all ethnic groups.

5 Racism and racial harassment

- 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 school enables the school to report the relevant details to the governing body and to Lincolnshire County Council each term.

6 Staff recruitment and career development

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other equality legislation.
- Everyone involved in recruitment and selection adheres to this Code.
- Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the school.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- The school monitors the employment and professional development of staff by ethnic group, where appropriate.
- All staff are entitled to appropriate training in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the School Development Plan. Members of the Governing Body will also identify their own training needs in respect of racial equality.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

7 Parents, governors and community partnership

- Parents are welcome and respected in school.
- People from minority ethnic communities are encouraged to become school governors.
- Governors are encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors
- All parents are regularly informed of their child's progress

Monitoring the race equality policy

The school will continually monitor factors about its own organisation and practice. In particular:-

- (a) The role of the equal opportunities/inclusion leader, ensuring implementation and review.
- (b) The status given to different individuals or groups and their cultures and beliefs within the school, (staff, parents and pupils), valuing diversity.
- (c) Subject leaders to oversee the inclusion of equal opportunities across their subject area and policy schemes providing equal curriculum access.
- (d) Senior Leadership Team to oversee class management, planning, teaching, differentiation and balance between the learning process, the content of lessons and the curriculum and resources used; the methods of assessment.
- (e) Expecting the same range of behaviour, achievement, moral and social understanding from all pupils.
- (f) Developing ways to value assertiveness and quietness in appropriate circumstances.
- (g) Encourage pupils to develop positive self images.
- (h) Encourage pupils to question and develop open minds.
- (i) Promote pastoral care within the school and the link with outside agencies.
- (j) The relationship between home and school and the role the school plays in the community.
- (k) The recognition of the need to have a staff profile reflects gender/race distribution of teaching and non-teaching staff.
- (l) The recognition of the need to have a governing body which reflects gender and race.
- (m) The development of a rigorous monitoring policy to take account of ethnicity, gender and SEN.

Assessment

Attainment and progress data for all children is analysed

- Rigorous assessment of all pupils tracked termly using in school tracking systems.
- Records kept of work progress of children supported by support staff and shared with class teachers and subject leaders.
- Reports to parents are accessible.
- AFL is used to formulate records of progress and develop pupil targets.
- Marking of work is consistent across groups of pupils. It is constructive and diagnostic.
- All pupils contribute to self assessment.

Incidents of a racist nature

Staff must be aware that their reactions to such an incident will influence the attitudes of pupils. For example, failure to respond may be seen as condoning racist behaviour. All incidents of racial harassment should be treated as serious disciplinary matters. All incidents should be responded to immediately even if some aspects of the response are dealt with at a later stage. Dealing with these issues is a learning experience and that there is no one way of dealing with incidents, however the following procedures must be followed:

The school follows the LA recommended guidelines and disciplinary measures.

- All incidents of racism and racial harassment by pupils, staff or others in the school will be investigated by the Head teacher/SLT
 - Once reported the incident will be investigated and will then be recorded in Racial Incident Log Book (kept in the Headteacher's office)
 - Incidents will be investigated and if the allegations of racism are corroborated appropriate sanctions will be put in place.
 - Report to parents (depending on seriousness of the incident and in consultation with the Headteacher)
 - Consequences will followed as determined by the school's behaviour policy leading to fixed term or permanent exclusion where considered necessary.
 - Further incidents will be reported to Governors and if deemed necessary, a copy of the school's record forwarded to the Schools Liaison Officer at County Offices

The perception of the person who has experienced racism should be given priority.

Supporting the victim

The following should be employed as ways of reducing the trauma for victims:

- Immediate reassurance and support should be made available.
- A member of staff needs to explain the action taken and to express the attitudes of the institution towards such behaviour.
- The victim must be given the opportunity to express his/her own concern and feelings.
- Parents should be involved where appropriate.
- All parties should be kept informed of the outcome of the incident reported.
- The school should have a nominated person available to act as a friend or adviser, to support the victim and his/her family.

Challenging the perpetrator

- Act immediately; don't let others think you are condoning what has happened.
- Criticise the action, not the pupil.
- Combine discipline with counselling and advice.
- Referring racial incidents to senior staff makes clear to everyone that they are being treated seriously.
- Remove graffiti and offensive items immediately.
- Talk to the abusive pupil's parents. Explain the school's position on equal opportunities.
- Discuss the issues with the other pupils involved

Review

The Headteacher, Subject Leader and Governing Body will review this policy annually in consultation with staff.

Written – June 2015

Review – June 2016

Claire Carr

Assistant Headteacher

Appendix

There are various forms of behaviour, which will require an appropriate and immediate response. These may include the following:

- Racist name calling, insults, jokes, taunts.
- Racist graffiti on walls, books, desks, school bags.
- The wearing and displaying of racist badges and insignia.
- Bringing into the school, books, comics, or leaflets which contain racially denigrating material.
- Making comments, for example in discussion during a lesson, which denigrate on the grounds of race.
- Refusal to co-operate or work with a member of an ethnic group on the ground of ethnicity.
- Attempting to recruit others into organisations with racist aims and objectives;
- physical assault or the threat of it because of a person's colour or ethnicity.
- A gradual undermining of confidence which may build up, leading to low self esteem and a feeling of inferiority.

CHECKLIST CATEGORIES

A. Derogatory name-calling and racist jokes.

B. Racist graffiti.

C. Wearing racist badges or insignia.

D. Bringing racist material such as leaflets, comics and magazines.

E. Racist comments in the course of discussions in lessons.

SUGGESTED ACTIONS

- Members of staff must not ignore any form of racist abuse in the school.
- Explain to the perpetrator that this offence will not be tolerated.
- Offenders must be referred to the Headteacher.
- Record incident.
- Inform parent/guardian.
- Provide support for victim.

- 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 re-appearance of graffiti.
- Record incident.

- Educational institutions must not permit the wearing of racist badges or insignia.
- Offenders should be referred to the Headteacher.
- Inform parent or guardian.
- Record incident.

- All forms of racist literature and materials must be removed.
- Offenders should be referred to the Headteacher.
- Parents/guardians should be informed.
- Record incident.

- Racist statements must not be allowed to go unchallenged.
- Misinformation and ignorance expressed in the course of discussions in lessons can be appropriately processed as part of the planned curriculum and should be treated differently from deliberate insults.
- Deliberate and persistent insults should be