

SHARROW SCHOOL

SCHOOL
POLICY FOR
RACE
EQUALITY

September 2020

RACE EQUALITY POLICY

This policy will help our school to identify racial discrimination, promote equality of opportunity and positive race relations in all areas of school activities.

The Macpherson Report defines institutional racism as:

"The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture and ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amounts to discrimination through unwitting, prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people".

The Macpherson Report emphasized that institutional racism persists because of the failure of the organisation openly and adequately to recognize and address its existence.

POLICY STATEMENT

Our school believes every individual, has a unique and valuable contribution to make to the school community. Our aim is to enable all students to reach their full potential within a supportive learning environment:

- The school opposes racism and discrimination and works to combat such attitudes.
- The school encourages all those involved with the school to have a positive self-image and to treat others with fairness and respect.
- The school will promote these beliefs through the way it is staffed, the lessons and subjects we teach, the learning support we provide, our relationships with parents / carers employers, community groups and through all other activities.

We aim to achieve this by:

- Creating a positive inclusive atmosphere, based on respect for people's differences and show commitment to challenging and preventing racism and discrimination.
- Treating all those within the whole school community (eg pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- 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.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Identifying and removing all practices, procedures and customs, which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all of the above to ensure continued development.

Key areas in promoting race equality:

School ethos

- This policy reflects the school ethos.
- The school has clear guidelines for dealing with racial harassment, setting out procedures for handling and reporting complaints and incidents (see pages 6, 7 and 8 of this policy).
- Action is taken to ensure that everyone associated with the school is kept informed about the policy.
- The policy and procedures are regularly reviewed and their effectiveness evaluated. All sections of the school community should be involved in this process.

Curriculum

- The curriculum will provide access to common learning experiences for all pupils. It should be broad, balanced and differentiated to serve all pupils' needs.
- Schemes of work will reflect this school policy. The monitoring of policies will be undertaken by a member of the Senior Management Team.
- Teaching against racism in an anti-racist manner within a supportive framework will be embedded in the learning of all subjects. This teaching will promote the value of pupils' own culture and aims to raise their self-esteem.
- The curriculum should enable pupils to appreciate where appropriate, the historical, political, religious, cultural and economic situations leading to various ethnic groups living in their community.

- The school aims to engender a positive sense of pride in individual pupils' cultures. Pupils with English as their additional language should be celebrated in their achievement in being bilingual. We encourage the use of home language where possible across all aspects of school life.

Assessment within the Curriculum

- The types of questions and language used in school must be suitable and not contain any overt or hidden cultural bias.
- Assessment outcomes are used to identify the specific needs of ethnic pupils, to inform policies, planning and allocation of resources.
- Assessment outcomes will be accessible to all parents / carers and pupils.
- Tasks, texts and books must not use any racist language but should promote positive images that challenge racist stereotypes.
- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- Targets in literacy and numeracy will be set for groups of pupils by ethnicity - helping to increase awareness of the achievements/under achievements of specific groups of pupils.

Pastoral Work

- Efforts to overcome prejudice, including unintentional prejudice, is a high priority within the school.
- Liaison with community groups will be sought to discuss and respond to community issues.
- There should be no discrimination in the treatment of pupils, for example on behaviour issues or school dress, when sanctions are being imposed. The sanction will always relate to the misdemeanor.
- Remarks that stereotype or insult any member of the school community about their ethnicity will be addressed through the Racial Harassment Procedures.
- Insulting graffiti will be quickly removed and culprits will be dealt with through the Racial Harassment Policy.

School Organisation and Routines

- Pupils' names will be used with respect and using correct pronunciation.
- There will be information available about the religions, festivals, language, culture, dress, food and naming systems of the main ethnic groups in the UK.
- Textbooks and displays show people of different ethnic origin working and living together.
- Books reflect the different communities represented within society. The buying policy reflects this.
- Pupil attendance is monitored by ethnicity and uses this data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance through authorized absence.
- Classroom management will address the integration of all pupils through the seating arrangements and co-operative working to reduce feelings of isolation.
- Dress codes will be respected. Specific needs in Physical Education will be considered alongside health and safety. Jewellery will not be allowed where it is a health and safety risk, especially during P.E.

Staff Recruitment and Career Development

- Recruitment and selection procedures are consistent with statutory Race Relations Code of Practice in Employment and other Equality Legislation, as well as the adoption of the LEA's recruitment and selection code of practice.
- 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 schools.
- The school will ethnically monitor applicants in compliance with the Race Relations Amendment Act and Equality Act 2010
- 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.
- Staff and governors go through regular and systematic training programmes on racial equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.

Parents, Governors and the Local Communities

- Parents/carers are welcome and respected in school.
- People from minority ethnic communities are encouraged to become school governors.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- Governors are responsible for ensuring the school complies with the amended Race Relations Act (1976) and Equality Act 2010 and making sure the policy and procedures are followed.
- The school seeks to support all governors in performing their role.
- Parent Council, supported and organised by the Governors, is a forum where issues, policies, activities and the ethos of the school can be shared with parents/carers. All parents/carers are members of Parent Council.
- All parents are regularly informed of their child's progress.
- Proactive steps are taken to invite minority ethnic parents in the life of the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- The school encourages community groups to use its facilities.

Racist Incidents

We believe that the features which distinguish racist incidents from ordinary anti-social behaviour is the element of racist motivation on the part of the perpetrator. Examples of such racist incidents may include:

- Physical assault against a person or group because of colour and / or ethnicity.
- Racist graffiti
- Wearing racist badges or insignia
- Bringing racist materials such as leaflets, comics or magazines to school
- Inciting others to inflict racial harassment
- Ridicule of an individual for cultural differences
- Racist comments in the classroom and around school

Potential Danger Spots for Racist Incidents

The Macpherson Report defines a racial incident as:

"Any incident which is perceived to be racist by the victim or any other person"

We recognise that certain places and times are potential danger spots for racial harassment, abuse, graffiti and name calling:

- Lunch and break times
- Playgrounds
- Toilets
- Journeys to and from school

Racial Harassment:

- Demonstrates contempt towards the victim and expresses lack of values between human beings
- Causes physical and psychological injury to victims and hinders learning and development
- Destroys healthy social relations and harmony within school
- Leads to intimidation and lack of confidence and is likely to adversely affect the pupil's quality of education and their attainment

- May lead to conflict between groups of children or even parents / carers.

Measures for Dealing With Racial Harassment

Immediate action:

- Fill in a Racial Harassment Incident Record Sheet (appendix 1)
- Report to the Headteacher
- Take a clear stand against the offence
- Remove offending materials
- Provide appropriate support for the victim
- Interview any witnesses
- Inform parents/carers or guardians
- Question and counsel the perpetrator
- Affirm the anti-racist policy of the school

Possible longer term work:

- Explore discussions with parents/carers or guardians of both victim and perpetrator
- Support and counselling for victims
- Systematic monitoring of incidents
- Staff training
- Governor training
- Counsel the perpetrator

Monitoring and Recording Incidents of Racial Harassment

There is a need to monitor incidents in school in order to:

- Get a full picture of the frequency and nature of any incidents of racial harassment
- Measure the effectiveness of the methods used by school in responding to incidents of racial harassment
- Give staff and the LEA a statistical base for analysis of incidents of racial harassment.

School will therefore keep a record of any incidents of racial harassment using the standard pro forma suggested by the LA.

Incidents of racial harassment will be provided for the governors termly and the LA annually on line.

**SHARROW SCHOOL
RACIST INCIDENT RECORD**

DATE OF INCIDENT	NAME/S OF VICTIM/S AND CLASS	ETHNICITY OF VICTIM/S	NAME/S OF PERPETRATOR/S AND CLASS	ETHNICITY OF PERPETRATOR/S	INCIDENT RECORDED BY
<p>DETAILS OF INCIDENT</p>					
<p>ACTION TAKEN</p>					

Support to the Victims of Racial Harassment

A victim e.g. pupils, staff, governors, parents and community of racist behaviour should have immediate attention from a member of staff in order to prevent the danger of shock and long term suffering.

An appropriate member of staff needs to explain the action taken and to express the attitude of the institution towards such behaviour, giving the opportunity to the victim to express their own concern and feelings.

The following ways could be used to ease the trauma of victims:

- Immediate reassurance and support should be given to the victim
- Identify the physical and emotional support needed on an individual basis
- In serious and recurring cases, parents / carers should be involved and longer term consultation and support should be provided using external agencies
- It may be appropriate to involve the victim's own community in providing appropriate support
- Victims should be kept informed of the outcome of the incidents reported.

Sanctions Against the Perpetrator

Appropriate sanctions against the perpetrator may include the following:

- Initial separation from the victim
- Informing parents / carers of the child's action in school and the school response and the outcome of the incident identifying other forms of action that can be taken ranging from a warning to exclusion
- Involving other agencies if appropriate, for example, if the perpetrator's parents / carers are council tenants, talking to the Housing Department in order to strengthen action against harassment ensuring the perpetrator understands the purpose of the sanction.

RACE RELATIONS (AMENDMENT) ACT 2000

LEGAL REQUIREMENTS FOR MONITORING OUR POLICY

