



## **Race Equality Policy.**

The school policy for Race Equality was originally developed and agreed by the Joint working committee of governors including staff, parents and school councils. The policy was reviewed, updated and ratified by the Governing Body during the Autumn Term 2011.

### **Introduction**

This policy applies to all members of the school community whether adult or child. We expect all children to find school a safe and welcoming place where they are able to achieve success irrespective of their nationality or ethnic background. It is not possible to achieve this if any of its members face prejudice or hostility because of their ethnic origins. Therefore, we need an anti-racist policy to ensure equality of opportunity of education for all children.

By having such a policy we give a clear message to everyone in the school community that racism will not be tolerated.

It is a legal requirement of the LEA to “eliminate unlawful racial discrimination and promote equality of opportunity and good relations...”  
Section 71 Race Equality Act 1976

### **Aims**

- To make race equality central to the way schools work, to how they carry out their work and to all areas of their work.
- Eliminate unlawful racial discrimination.
- Promote equality of opportunity.
- Promote good relations between people.
- To make our school a safe and welcoming place for all its members.
- To provide an environment in which racist assumptions, attitudes and behaviour are continually challenged.
- To provide a curriculum which emphasises the positive aspects of all cultures.
- To give children and adults confidence that racism can and must be eradicated.
- To develop staff awareness of implicit racism within school, community and society and issues of using correct terminology, customs, language etc.
- To enable staff to directly intervene with incidents of racism by giving them guidance to efficiently deal with incidents of racial harassment.

## **Guidelines for dealing with Racist Behaviour**

The following major steps may be taken when dealing with racist behaviour.

- Identifying the racist behaviour.
- Dealing with the perpetrator.
- Supporting the victim.
- Dealing with the impact of racist incidents in the whole school and the community.
- Monitoring.

## **Identifying Racist Behaviour**

Racist behaviour may be defined as:-

- any hostile or offensive act
- an expression by a person of one racial and ethnic origin against a person of another racial group or ethnic origin
- any incitement to commit such an act in such a manner that it interferes with the peace and comfort of the aggrieved person

It is not the presence or otherwise of black pupils in the classroom, which determines whether or not a comment is racist or offensive. In any discussion an offensive comment cannot go unchallenged.

## **Categories of racist behaviour**

In order to identify racist behaviour in educational institutions the following categorisation of types of incidents has been produced.

- Physical assault because of colour and/or ethnicity.
- Derogatory name calling, insults (including imitating accents) and racist jokes.
- Racist graffiti.
- Provocative behaviour such as wearing racist badges or insignia.
- Bringing racist materials such as leaflets, comics or magazines into school.
- Verbal abuse or threats.
- Incitement of others to behave in a racist way.
- Racist comments in the course of discussion in lessons.
- Ridicule of individual for cultural differences e.g. food, music, dress etc.
- Refusal to co-operate with other people because of their ethnic origins.

## **Dealing with the Perpetrator**

All racist incidents should be dealt with no matter how trivial they may seem to be. The following general procedures may be followed in dealing with the perpetrators.

### **Physical assault:**

- Report to class teacher if appropriate.
- Record in logbook.
- Full report to Head Teacher or Deputy Head Teacher.
- Inform verbally or send a letter to parent/guardian.
- Take necessary action to prevent recurrence.

**Derogatory name-calling insults, verbal abuse and racist jokes:**

- Incitement of others to behave in a racist way
- Members of staff must not ignore any form of racism
- Explain fully to the perpetrator that verbal racist abuse will not be tolerated.
- Explain why it is offensive as child may draw no distinction between an insult and a racist remark
- Persistent offenders must be referred to the Phase Manager, Deputy Head or Head teacher.
- Record in logbook.

**Racist graffiti:**

- All racist graffiti in school must be reported to the Head
- Removed immediately by the Site Manager
- Record in Logbook

**Bringing racist materials into school:**

- Racist literature should be removed
- Pupils should be referred to Senior Management/Head as appropriate
- Parents/ guardians should be informed verbally or by letter
- Record in Logbook

**Racist comments in the course of discussion in lesson:**

- Racist comments must not go unchallenged.
- Persistent offenders must be referred to the Phase Manager, Deputy Head or Head teacher, as appropriate
- Parents/guardians should be informed.
- Record in Logbook.

**Ridicule of individual for cultural differences e.g. food, music, dress etc.**

*(see Derogatory name-calling insults, verbal abuse and racist jokes)*

**Refusal to cooperate with other people because of their ethnic origin**

- Explain that students should work collaboratively.
- Every student should have the right to be included in school activities and the school should not exclude any child on racial, cultural or linguistic grounds.
- Persistent offenders must be referred to the Head Teacher or Deputy as appropriate.
- Record in Logbook.
- Parents/guardians must be informed.

**Supporting the victim**

- A victim or victims of racist behaviour will need 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 school towards such behaviour giving the opportunity to the children to express their own concern and feelings.
- In serious cases the Head Teacher should meet parents or relations of victims to explain the action taken and to discuss the matter with them.

## **Dealing with the impact of racist incidents in the whole school and the community**

- Racist graffiti or slogans whether on books or walls should be removed immediately on discovery and any damage repaired.
- Racist literature, badges and insignia should be confiscated on discovery and the reason for not allowing them explained.
- If the matter is of a serious nature all the children involved and staff should meet together to discuss it. Assemblies may also be used for the purpose.
- Any distortion of matters through rumours should be explained promptly by the teachers.
- If the incident is of a serious nature then feedback from parents and responsible members of the communities should be obtained in order to assess the impact of the incident.

## **Monitoring**

There is a need to monitor racist incidents at Ambleside in order to:

- Get a full picture of the frequency and nature of racist incidents.
- Measure the effectiveness of the methods used by our school in responding to Racial incidents.
- Give staff a statistical basis for analysis of racist incidents.

We need therefore to keep a record of all racist incidents. Records should be kept in such a way that they give details of the offence, the person(s) concerned, action taken and sanctions imposed.

The record book will be kept in the Deputy Head teachers office (Room 85). Racist incidents may be recorded under the following categories.

- Racist violence and threat.
- Racist abuse and insult.
- Racist graffiti.
- Racist literature.

In order to meet our specific duties under the Race Equality Act the school will monitor key aspects of its work related to the impact these have on race equality.

Key areas that the school will monitor by race will include.

- achievement levels;
- admissions including appeal;
- attendance;
- behaviour and disciplinary action including exclusions;
- complaints;
- staff recruitment, promotion, disciplinary action and training;
- racial harassment incidents;

## **Links to other Policies**

To meet the general duty of the Race Equality Act, the issues of race equality must pervade all areas of our work. Whilst this policy provides an overarching framework, we will embed race equality into all relevant areas of the work of the school in all future policies and policy reviews. The other key policies relating to race equality are:

- Admissions
- Attendance

- Attainment Progress and Assessment
- Behaviour, Discipline and Exclusion
- Curriculum
- Equality
- Teaching and Learning
- Multicultural policy

### **General Measures to be taken**

Staff and Governors Awareness.

There will be at least part of one staff development meeting per year given over to an Equal Opportunities issue to raise awareness of the staff about issues such as language, stereotypes, resources, book stock used etc.

The book stock is resourced avoiding stereotypes unless appropriate to the text such as history books, older poetry and fiction books and books dealing with related issues.

### **Rules and Responsibilities**

Responsibilities have been identified for different members of the school community and as such these will be at different levels depending on the position of the individual or group within the school. Our core responsibilities to race equality are:

#### **Governing Body**

- Ensuring that the school complies with Race Equality legislation, including the general and specific duties.
- Ensuring that the policy and its related procedures and strategies are implemented.

#### **Head teacher**

- Implementing the policy and its related procedures and strategies.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support so that they can fulfil their responsibilities.
- Taking appropriate action against staff or pupils who racially discriminate.

#### **All Staff**

- Dealing with recording racist incidents and knowing how to identify and challenge racial bias and stereotyping.
- Ensuring parents are informed and appropriate sanctions given.
- Promoting racial equality and good Race Equality and not discriminating on racial grounds.
- Keeping up to date with Race Equality legislation by attending training and information opportunities.

#### **People with specific responsibilities**

- There is a named governor who is responsible for coordinating race equality and monitoring and dealing with reported incidents of racial harassment.

#### **Visitors and contractors**

- A copy of this policy will be placed alongside the visitor's book so they are made aware of and comply with the school's race equality policy.

### **Commitments**

Our school has specific duties under the Race Equality Act to assess and monitor the impact of all of our policies on pupils, parents and staff from different racial groups. To meet the specific duties, at the time of policy production or review we will include sections relating to race equality within all relevant policies.

Within each of these policies we will include sections covering the following areas:

- How the policy impacts upon race equality;
- Race equality targets underpinning this policy;
- How the school will monitor its work by ethnicity within this area;
- How we will use and make available the information gathered through ethnic monitoring to improve race equality.

Our core commitments to race equality are:

- Being proactive in promoting racial equality and good Race Equality and tackling unlawful racial discrimination.
- Encouraging, supporting and enabling all pupils and staff to reach their full potential.
- Working in partnership with parents and the wider community to tackle racial discrimination and establish, promote and disseminate racial equality good practice.
- Ensuring that the policy is adhered to.

### **Breaches of the Policy**

The School Complaints Procedure will be used as the procedure for raising and dealing with complaints related to breaches of this policy. To support the school in managing and investigating such complaints, the school may draw upon support and guidance from officers of the Local Education Authority or the Nottingham and District Race Equality Council.

### **Consulting and Disseminating the Policy**

To ensure that the principles contained within our policy for race equality are widely understood and shared, and to encompass the views of the widest possible community we have used the following methods of disseminating and promoting our policy.

#### **Dissemination**

To ensure that our policy has been disseminated across the widest community we have provided copies of our policy to:

- The full Governing Body.
- Informed parent/ carers of the policy available at school.
- The City of Nottingham Education Department.

### **Racial Equality & Equal Opportunities Statement**

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, ethnicity, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ambleside Primary School is committed to creating a positive climate that will enable everyone to

work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

All staff have equal access and inclusive rights to their work regardless of their age, gender, sexual orientation, race, ethnicity, religion, belief, disability or ability. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

### **Accessibility of policy documents**

Parents and carers are welcome to ask for further information about any policy matter. Copies of all current School policies are available for parents and carers to read. A copy of each policy is displayed in the School lobby and all policies can also be consulted online via the School website at [www.amblesideprimaryschool.co.uk](http://www.amblesideprimaryschool.co.uk). The School will try to arrange for the translation or summary of a document when this is requested by a parent or carer whose first language is not English.

### **Policy Review**

This policy will be reviewed during the Summer Term 2014.

