

**Sharley Park Community Primary
School**

**Race Equality
Policy**

	<p>Sharley Park Community Primary School</p>	
Date Reviewed	Signed	Minute Number

Introduction

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000. General and specific duties are required as follows:

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 duty requires 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.

School Context

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or 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 such as Behaviour, Equal Opportunities and Special Educational Needs.

Policy, Leadership and Management

This policy has been agreed by teachers, support staff and members of the governing body at relevant staff and Governor meetings.

The head teacher and the governing body are responsible for ensuring that the policy is communicated, implemented and monitored.

The schools vision statement includes a commitment to the promotion of equality of opportunity, tackling racial discrimination and promoting good race relations.

All staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping.

Copies of the policy will be available from the school office or on the website.

Staff and governors will be given the opportunity to discuss the implications of the policy and any training needed at staff and Governor meetings.

The school will follow the LA Guidelines in dealing with incidents of racial harassment.

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 cooperation in a lesson, due to the ethnicity of a pupil, visitor or member of staff.

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

1. stop the incident and comfort the pupil who is the victim;
2. reprimand the aggressor and inform the victim what action has been taken;
3. if the incident is witnessed by other pupils, tell them why it is wrong;
4. report the incident to the head teacher or deputy head teacher and inform him/her of the action taken

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5. inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
6. inform both sets of parents, if appropriate (only if it is deemed necessary by the headteacher).

All racist incidents will now be recorded and reported to the governing body by the head teacher.

Curriculum, Teaching and Assessment

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

Admission, Attendance, Discipline and Exclusions

The school is committed to ensuring that all processes are fairly applied.

If ethnic discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

Pupils' Personal Development, Attainment and Progress

Attainment is monitored across all subject areas for individual pupils.

Under achievement is address with differentiated work, and where appropriate, with additional input by support staff for within the school and from outside agencies.

Support is allocated and monitored by the SENDCo in consultation with class teachers.

Achievement of all students is celebrated in a number of ways, including stickers, raffle tickets Best Work stamps, Lunchtime certificates, celebration assemblies, etc.

Extra curricular activities are open to all students who self select by aptitude, ability and personal preference.

Attitudes and Environment

In our school, we aim to tack 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 minimising 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;
- 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 aggressive and racist behaviour.

Parents, Governors and Community Partnership

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.

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.

Parents are invited to help with school trips and various fund raising activities and their help is greatly valued.

Staffing - Recruitment, Training and Professional Development

The school is required to supply the LA with employment data relating to racial groups employed within the school.

The school is committed to attracting and developing a workforce on a basis of merit.

The recruitment process will be monitored to ensure that there is no ethnic bias.

Professional development opportunities are offered to all staff.

The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

Monitoring and Evaluation

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 will monitor the performance of different racial groups, to ensure that all groups of pupils

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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 LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

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 order to make the necessary improvements.

**NOTES FOR COMPLETING EDUCATION MULTI-AGENCY
REPORTING FORM FOR RACIST INCIDENTS**

1. Any racist incident as defined by the McPherson Report which occurs on or around an educational setting should be recorded on the Education Multi-Agency Reporting Form below.
2. One copy should be retained for your own recording purposes. A second copy should be photocopied and returned to **Student Services, Education Department, County Hall, Matlock, Derbyshire, DE4 3AG.**

On completing this form, please refer to the following points:

1. Keep the description of what happened brief, noting relevant points.
2. Describe where it happened, giving the exact location if possible.
3. Ask whether the victim had any previous contact or knowledge of the offender.
4. If another agency has been told of the incident, include when and to whom [if known] the report was made.
5. Agree and note the next steps with the victim including any continued contact. How the outcome will be agreed/communicated. Whether the incident requires referral to another agency. e.g. formal police referral.
6. Advise the victim that a record of all incidents is forwarded to the local community safety partnership but that no personal details will be disclosed.
7. Census categories for determining ethnic origin are:

White British	Indian
White Irish	Bangladeshi
Other White background	Other Asian background
White & Black Caribbean	Caribbean
White & Black African	African
White & Black Asian	Other black background
Any other mixed background	Any other ethnic group
Travellers	

EDUCATION REPORTING FORM FOR RACIST INCIDENTS

Section A: To be completed by a person at the scene of the incident (or person to whom the incident was reported)

School/Education Centre

Date of Incident

Time of Incident

Victim's Name

Offender's Name

Year Group

Age

Year Group

Age

*Ethnic Origin
(Including Traveller or refugee)

*Ethnic Origin
(Including Traveller or refugee)

Other Persons Involved/Witnessed Incident

Outside person(s) including parents/carers

Teaching staff

Support staff

Unknown

Nature of Incident (tick any that apply)

Racist comments & language Ridicule/ostracism Provocative Behaviour

Verbal abuse & threats Racist graffiti Physical assault

Possession/distribution of racist Material Written abuse Damage to property

Other

Details of incident (including location)
(continue on separate sheet if necessary and attach to both copies of this form)

Section B: To be completed by the designated member of staff

Summary of Action Taken
(complete Section C over)

Have the parent(s)/carer(s) of the victim been informed? Yes No

Have the parent(s)/carer(s) of the offender been informed? Yes No

Outcome recorded in whose files? Victim Offender Both

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Record completed by

Signature of designated member of SMT Date

LEA Ref:

Receiving Officer: _____

Date Received: _____ Date Logged: _____

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Section C

The course of action taken should be indicated in the empty boxes

		Discussion with pupil/learners		Incident sheet to form teacher		Referral to HOD (or HOY if outside lesson)		Detention/isolation		Formal discussion – pupil/learner and relevant staff		Referral to HOY		Letter to Parents/Carers		Parent/carer interview to be arranged		Pupil/learner to head with recommendation		Pupil/learner to be sent home – (fixed term exclusion from school)		Pupil to be sent home – (permanent exclusion from school)
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1. Verbal Abuse

Incidental, no offence intended or taken	<input type="checkbox"/>																				
Persistent, intended to be offensive	<input type="checkbox"/>																				
Inciting others	<input type="checkbox"/>																				
Vicious/threatening	<input type="checkbox"/>																				
Other	<input type="checkbox"/>																				

2. Refusal to co-operate with others on grounds of race

Sit next to/talk to/work with/help	<input type="checkbox"/>																				
Persistent	<input type="checkbox"/>																				
Other	<input type="checkbox"/>																				

3. Violence

Jostling	<input type="checkbox"/>																				
Intimidating	<input type="checkbox"/>																				
Punching/kicking	<input type="checkbox"/>																				
Serious fighting	<input type="checkbox"/>																				
Use of weapons	<input type="checkbox"/>																				
Other	<input type="checkbox"/>																				

4. Abuse of personal property

<input type="checkbox"/>																					
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5. Graffiti

<input type="checkbox"/>																					
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6. Racist propaganda

<input type="checkbox"/>																					
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Additional notes on Actions

GUIDANCE FOR SCHOOLS ON RACIST INCIDENTS

SUMMARY

INTRODUCTION

Derbyshire Local Education Authority has, in recent years, issued guidance to schools and educational establishments on combating racist behaviour. It has been revised in the context of various new legislative requirements and expectations and recommendations including the Race Relations (Amendment) Act (2000), the European Employment Directive and the Stephen Lawrence Inquiry report.

The Stephen Lawrence Inquiry report included a number of references to education and some specific recommendations on education. It concluded that “the evidence we had earlier heard about the racist attitudes of very young children was often confirmed during our public hearings”.

The Inquiry report recommended:

- Codes of practice to create a comprehensive system of reporting and recording racist crimes and incidents to be adopted by the police, local authorities and others.
- Steps to be taken to encourage the reporting of such incidents.

In respect of education:

Recommendation 68: That LEAs and school Governors have the duty to create and implement strategies in their schools to prevent and address racism. Such strategies to include:

- that schools record all racist incidents;
- * that all recorded incidents are reported to the pupil’s parents’, guardians, school governors and LEAs.
- ** that the numbers of racist incidents are published annually, on a school by school basis; and
- that the numbers and self-defined ethnic identity of excluded pupils are published annually on a school by school basis

*It is recognised that schools may determine that it is not necessary to report what it considers to be very minor incidents to parents.

**The Home Office subsequently confirmed that there is no longer a duty on schools or LEAs to publish the numbers of racist incidents.

Recommendation 69: OFSTED inspections include examination of the implementation of such strategies.

The Race Relations (Amendment) Act (2000) makes it unlawful to discriminate on racial grounds in relation to education and training.

Section 7.1 of the Race Relations (Amendment) Act (2000) states that:

“It shall be the duty of every local authority to make appropriate arrangements with a view to securing that their various functions are carried out with due regard to the need;

- a) To eliminate unlawful racial discrimination;

and

- b) To promote equality of opportunity and good relations between persons of different racial groups”.

Derbyshire County Council has adopted the definition of a racist incident as recommended by the Stephen Lawrence Inquiry report:

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

That the term “racist incident” must be understood to include crimes and non-crimes in policing terms. Both must be reported, recorded and investigated with equal commitment”.

This definition is designed to ensure that not only is a full account taken of what a person attacked may say, but also account is taken of the perception of those who may have witnessed the incident or reported it on behalf of another person.

It is also helpful to consider that racist behaviour has two elements as defined by the Commission for Racial Equality:

- “Violence which may be verbal or physical, and which includes attacks on persons well as on property, suffered by individuals or groups because of their race, nationality, colour or ethnicity, when a victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism”.
- “Interference with the peace or comfort or safety of any person on the grounds of their race, nationality, colour or ethnicity. This includes incidents of racist graffiti and the use of offensive gestures”.

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This was formulated before the Crime and Disorder Act was amended as a consequence of the Anti-Terrorism, Crime and Security Act (December 2001) and it is therefore, necessary to include religion as well as race, nationality, colour or ethnicity.

GUIDANCE

Derbyshire County Council is committed to combating racism and acts of racial harassment and seeks to encourage a positive ethos that promotes racial justice and harmony.

This guidance is intended to complement Derbyshire LEAs document: 'Race, Equality & Diversity' and should be read in conjunction with it.

Schools and educational establishments will need to have procedures in place for being alert to, and dealing with racially motivated incidents. These updated guidelines are intended to offer schools/educational establishments, governors and staff advice on developing an effective recording and reporting system as part of their policy on combating racism. Further guidance of writing a policy is contained in Race, Equality & Diversity. In summary, schools and educational establishments should consider adopting the essential philosophical principle of prioritising a realistic approach to equality, diversity and difference within their schools and educational establishments.

Recognising Incidents and Suggested Actions

Schools and educational establishments should make reporting easy so that staff pupils/learners know the systems and feel encouraged to use them. Clear procedures should be in place to ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently. Basic principles should ensure that:

- All staff report racist incidents whenever they occur.
- Pupils/learners are encouraged to report all racist incidents and feel confident in doing so.
- A named teacher/education staff has overall responsibility for dealing with such incidents and this persons role is widely publicised.
- All racist incidents and complaints against staff and pupils/learners are formally recorded.
- All reported incidents and complaints are investigated within a specified time period.

When investigating a reported racist incident, the person to whom the incident is reported should consider the following questions:

1. Do any of the participants perceive this as being racist?
2. Do any of the witnesses perceive this as being racist?
3. Is there any reason for considering this to be a racist incident?
4. Was the incident intentional or unintentional?

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In the case of serious incidents, schools and educational establishments will need to assess:

- Whether the incident is of such importance that the whole school community/establishment needs to be informed.
- Whether teachers/education staff should explain the circumstances to pupils/learners so as to reduce the danger of distortion and backlash through rumour.
- Whether all parents/carers should be informed.

Where the allegation is against a member of staff, headteachers and heads of establishments will need to consider the above and the appropriateness of the timing and content of information to be given.

It is recognised that on occasions non-racial incidents can develop into having a racist element. Such incidents should be recorded.

Supporting pupils/learners who are attacked

Pupils/learners who are attacked may well need immediate help from a member of staff. It may also be appropriate for the school and educational establishment to approach outside agencies for help and advice and/or to refer the individual attacked for further support or counselling to, for example, Victim Support, the Race Equality Council. Additionally, in the case of members of staff who have been attacked, to the staff counselling scheme through Personnel or their Trade Union representative. It may also be appropriate to make a referral to the police.

- The designated member of staff or Headteacher/Service Manager needs to explain the action taken and to express the attitude of the school and educational establishment towards such behaviour, giving the opportunity to the pupils to express their own concerns and feelings. The action taken may differ if the attack appears to have taken place off establishment or school site.
- In serious cases, the Headteacher, deputy head or service manager should meet the parents/carers of the pupil/learner attacked to explain the action taken, discuss the matter with them and the appropriateness of any action to be taken.

When the allegation is against a member of staff the Headteacher/service manager, Governors will need to follow anti-harassment and bullying or disciplinary procedures as appropriate. Details of any action to be taken against a member of staff cannot be shared with parents/carers. For further advice refer to Derbyshire County Council guidelines.

Dealing with Offenders

The school and educational establishment should have clear procedures for dealing with offenders and such procedures should be set out in any home – school agreement or published establishment guidelines. It is, however, a matter for the individual school and educational establishment to determine its response to the offenders.

Schools and educational establishments will need to consider:

- Whether the parents/carers of the offender should be informed of action taken within the school's or establishment's behaviour/disciplinary code.
- Whether the offender should be sent to the appropriate senior member of staff to record the incident formally and to respond to the gravity of the incident.
- Whether the incident warrants reporting to police.

If the incident is of particularly serious nature which could have repercussions outside the school or educational establishment and within the local community it should be reported to the police.

Schools and educational establishments may decide in the case of minor incidents that a 'light touch' response is appropriate. If, for example, a very young child uses an unacceptable word, but clearly does not have a full grasp of its meaning, the school and educational establishment may determine that it would be inappropriate for parents to be informed. However, the incident should be recorded and at an appropriate time and place within the classroom setting, a whole class/school discussion might be planned. See the Authority 'Race, Equality and Diversity' document for further advice and support.

Schools and educational establishments will need to carefully consider what information, if any, needs to be placed on the child's file. Consideration should include the seriousness of the behaviour and the age and awareness of the child.

Where the offender is a parent or carer and the incident has taken place away from school or establishment premises, it is recognised that this is likely to present the school and educational establishment with a potentially sensitive issue. They will need to consider whether the matter can be discussed with the parent/carers or whether it is more appropriate to refer the matter to the Police. Schools and educational establishments can contact the Authority's Personnel Section to discuss such issues if that is considered helpful.

Reporting and Monitoring

The following checklist of incidents may be helpful to schools and educational establishments in completing the reporting form. (Section A)

- Use of weapons (this may include, for example, laser pens or other articles capable of causing injury)

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- Actual or threatened physical assault, jostling, punching, hitting
- Verbal abuse – insults, racist jokes, derogatory name-calling, racist comments in the course of discussion, ridicule
- Bringing racist materials into schools/wearing racist badges or insignia
- Refusal to co-operate with other people because of their race, religion, ethnicity, colour, nationality
- Offensive gestures
- Written derogatory remarks, including graffiti
- Abuse of personal property
- Attempts to recruit for racist organisations or groups
- Incitement of others to behave in a racist way.

This list is not exhaustive and schools and educational establishments will need to use their own judgement in determining whether an incident was racially motivated and how to record it.

A recording form for school and educational establishment use is attached as Appendix A. This form is to be used when the investigation into a reported racist incident has determined that such an incident did take place. (A copy of the form must be returned to Student Services, County Hall, Matlock and should be signed by the Headteacher, Service Manager or other appropriate member of the Senior Management Team).