

Safeguarding in Schools

WALKERGATE COMMUNITY SCHOOL RACE EQUALITY

Consultation that has taken place	Autumn 2010				
Date Formally Approved By Governors	29.11.10				
Date policy Became Effective	29.11.10				
Review Date	Sept 2018				
Person Responsible for Implementation and Monitoring	HT	SENCO / EALCO			
Other Relevant Policies	Inclusion SEN	Equalities	Child Protect	Behaviour	PHSCE

Rationale

Our school is committed to equality of opportunity for all pupils. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We consistently develop a culture of inclusion and diversity in which everyone is able to participate fully in school life and achieve their full potential.

Community Cohesion

The school is aware of its duty to comply with the equality and diversity legislation and to promote community cohesion under the Education and Inspection Act 2006. Its combined equality scheme includes this race equality policy and also embraces the five outcomes of 'Every Child Matters'.

Race Relations (Amendment Act) 2000

The school recognises and welcomes its duties under the Race Relations (Amendment Act) 2000.

It has a general duty to:

- promote racial equality
- promote good race relations
- eliminate unlawful racial discrimination

It has a specific duty to:

- prepare and maintain a Race Equality Policy

In fulfilling our duties we are guided by core values and principles as expressed in the school's mission statement and aims.

Aims

The school demonstrates its commitment to race equality by:

- making the school a place where everyone, irrespective of their race, colour, religion, ethnic heritage feels welcomed and valued
- ensuring that all pupils and staff are encouraged and given opportunities to achieve their potential
- ensuring that an inclusive ethos is established and maintained
- acknowledging the existence of racism and implementing measures to prevent it.

To enable the school to recognise and address racism it has adopted three definitions of racism from the Macpherson Report 1999 (The Inquiry into the Murder of Stephen Lawrence) whose findings have been accepted by the Government:

Racism

'Racism in general terms consists of conduct or work or practices which disadvantage or advantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its overt form'.

Institutional Racism

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

Unwitting Racism

'Unwitting racism can arise because of lack of understanding, ignorance or mistaken beliefs. It can arise from unfamiliarity with the behaviour of cultural traditions of people or families from minority communities'.

Identifying racist incidents

Racist incidents can be recognised in a number of different forms and degrees of seriousness, both blatant and hidden. Some incidents may be unintentional, stemming from a lack of awareness. However, if unchecked, these are still damaging for both victim and perpetrator. It is usually accepted that racism is whatever the victim perceives racism to be (anything from jokes, name-calling and ostracism to extortion and physical assault).

Forms of abuse include:

- a) **discriminatory practices or procedures** – exclusion from activities, discrimination
Unfair treatment on the grounds of race, for example in admission procedures;
- b) **the attitude** – which perpetuates negative images and undervalues ethnic and cultural diversity. People often accept that a situation is right, natural or unchangeable. For example, failure to pronounce a child's name correctly or not challenging stereotypes reinforces negative messages;
- c) **verbal abuse** – name calling, labelling, stereotyping, racist jokes, ridicule, derogatory racist comments, insults, threats;
- d) **non-verbal abuse** – defacement or damage of property, racist graffiti, wearing racist badges/insignia, use of racist propaganda, refusal to cooperate with others on the grounds of race, attempts to influence others, incitement to racial hatred;
- e) **physical harassment and violence** – racist gestures, signs or behaviours, jostling, harassment, intimidation, assault.

Guidelines

Our aims, values and the principles described above underpin and are embedded within all policies and practices:

Leadership and Management

- the governing body and school management will establish an ethos which reflects the school's commitment to equality for all members of the school community
- the governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and strategies are implemented
- the Headteacher will ensure that the content of this policy is known to all staff and governors and also, as appropriate, to all pupils and parents
- the Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination
- all staff are expected to deal with racist incidents as they occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work

- arrangements for monitoring the implementation of this policy and evaluating its impact are organised by the curriculum committee. Qualitative and quantitative data are collected and analysed and the policy reviewed annually.
- breaches of this policy will be dealt with in ways determined by the Headteacher and governing body and in ways consistent with those employed for breaches of other school policies.

Staffing: Recruitment and Professional Development

- staff are recruited under procedures which are fair, equal and consistent with LEA guidelines.
- staff members support their practice in relation to this policy through the mentoring and performance management policies.

Curriculum Content and Provision

- The curriculum, which includes Citizenship and Personal, Social and Health Education (PSHE) enables teachers to address religious, cultural, gender, linguistic and disability issues alongside their core teaching
- The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and challenge prejudice and stereotyping
- Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture

Teaching and Learning

- Teachers ensure that the classroom is an inclusive environment in which pupils feel that they and their contributions are valued
- Pupil allocation to teaching groups is based on prior attainment and is kept under continual review through assessment procedures
- The school employs a part-time teacher to support pupils learning English as an additional language (EAL)
- For further information please see the Teaching and Learning Policy

Assessment, Pupils' Achievement and Progress

- The progress of each pupil is considered against their previous achievements and their measured intelligence. This is monitored termly through the data files
- The school ensures that assessment methods are valid and free from gender, cultural and social bias
- The monitoring and analysis of pupils' performance by prior attainment, gender, ethnicity and background enables the identification of individuals and groups of pupils where there is a pattern of underachievement. The school ensures that appropriate action is taken to address this
- Self assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection, feedback on progress and increased awareness of what they must do to improve
- Staff have high expectations of all pupils and continually challenge them to extend their learning and achieve higher standards. The school values and recognises all forms of achievement

Personal Development and Pastoral Care

- Pastoral support has the well being of each child at its heart and takes full account of religious and ethnic differences
- It is monitored by class teachers through their half termly reports to the Headteacher. Where patterns of medical or group issues are found these are addressed through the appropriate policy
- Staff use techniques such as 'circle time' to address issues such as racial stereotyping and to promote racial and gender equality in all aspects of school life
- School assemblies and 'story time' are used to offer age appropriate methods of communicating positive attitudes
- Pupils who visit school on work experience are given a mentor whose responsibility it is to ensure this policy is adhered to.

School ethos

The following are some of the steps which are taken to promote an atmosphere of mutual respect where racial abuse is less likely to occur:

- assemblies and subject areas especially RE, Geography, English and the Arts, emphasise the diverse nature of society, the school and the world to underline the aims of equality and cohesion and tackle issues and incidents of racism;
- the curriculum displays in both performance and on the walls draw explicitly on what is important in different cultures;
- children give support to victims of racial abuse and counter any abuse to let a perpetrator know that it is unacceptable;
- engagement with parents, the wider community and with other schools.

Staff Relationships with Pupils and Students; Attitudes, Expectations and Treatment

- Teachers need to have information about and understanding of their pupils' backgrounds – this is provided on admission forms and through discussions with the parents and pupils;
- Teachers should know the significant strengths and perspectives of the families of the children they teach e.g. information about the language used at home and a pupil's expertise in the language, including literacy skills;
- Equal expectations should be made of all pupils, for example in contributing to discussions and questions;
- In-service sessions and curriculum/staff meetings will continue to address and discuss understanding of racism and how it affects pupils in the school – this to apply to all staff, not just teachers;
- No selection of groups should be affected by conscious or unconscious stereotyping discriminating against pupils in terms of their cultural or linguistic background;
- School books and library books have been screened for their appropriateness to today's diverse society. All new stock is carefully considered for the following:

Admissions and Attendance

- The admissions process is applied fairly and consistently to pupils from all ethnic groups
- Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc., is included on all admissions forms
- Provision is made for staff and pupils to take leave of absence for the purpose of religious observance
- Provision is made for changes to the school day (e.g. lunchtimes) for religious observance

Partnership with Parents and the Community

- All parents are encouraged to participate in the life of the school and to maintain an open dialogue on all matters relating to their children
- Parents are invited to three Parents' Evenings each year and receive an annual written report about their child. They are also invited to more informal events such as class assemblies
- The Headteacher frequently invites parents in letters to ring or visit the school if they have any queries or concerns. These visits are made as welcoming and as informal as possible
- Staff are on the playground before school to welcome parents and this gives further opportunities for informal partnership
- Regular homework is a part of the home/school partnership. The EAL teacher gives extra homework where appropriate
- The EAL teacher gives further advice and support individually to pupils and families, both at parents' evenings and as appropriate throughout the year
- The school's premises and facilities are equally available and accessible for use by all groups within the community

Responsibilities

1. The governing body and Headteacher are responsible for making sure the school complies with the equality legislation.
2. The governing body and Headteacher are responsible for making sure the continued equality policies and procedures are followed.
3. The Headteacher is responsible for local recording and reporting of racist incidents
4. The school has a policy for dealing with complaints including those of racial harassment.

RESPONDING TO RACIST INCIDENTS

The aim is to increase confidence and ensure a consistent approach when dealing with racist incidents involving any member of the school.

Action Plan

Basic Strategies

- support victim and refer to Headteacher
- explain to perpetrator why this is unacceptable and make a written report
- take necessary steps to prevent reoccurrence
- make it clear persistent abuse will lead to further sanctions
- encourage positive involvement
- carry out follow up activities
- seek LEA support and advice

MONITORING RACIST INCIDENTS

The **school** has a recording system to maintain details of the offence itself, the person(s) concerned, action taken and sanctions imposed.

Any incidents of a racial nature will be reported to the Local Authority via the ARCH online system (www.newcastle.gov.uk/cyparch)

The school views every incident as a serious matter. In the case of a serious incident the perpetrator may need to be excluded from school.

In the case of an incident being reported to a staff member, the following procedure should be carried out.

- Any racist incident in the presence of or brought to the attention of staff shall be logged on the central monitoring form for racial incidents as well as being reported to the Headteacher.
- The Headteacher will investigate the incident by talking with those involved i.e.
 - the victim
 - any witnesses
 - the perpetratorTheir accounts will be recorded.
- The **victim** should have an appropriate person to comfort them in the first instance. Upon clarification of the incident the Headteacher will explain to the victim the actions taken in dealing with the perpetrator and express the attitude of the school towards such behaviour. There may well be some follow up talking with the class(es) about what took place and the responsibilities of everyone to ensure no future harassment.
- Children who have endured harassment such as bullying or racism should know that they can talk to any teacher or auxiliary assistant in the school.

- Using the parent's notice board and written information, as available, the school will publicly post information about sources of help, for example helplines and local race equality units or racial harassment resources.
- The **perpetrator** will have it carefully explained to them the wrong done. This might require some discussion with their peer group or class to discuss the hurt that was affected by the perpetrator's action and how the school can be ensured it does not reoccur.

The perpetrator will probably have some time out of breaks with the other children. In the case of a serious incident, the child may be excluded from school.

Should offences involve the same pupils on more than one occasion then parents will be informed and asked to attend a formal meeting with the Headteacher and other relevant parties.

Information will go to governors termly stating the type and frequency of incidents. This information should enable the school and governors to monitor racist incidents in order to:

- get a full picture of the frequency and nature of abuse
- measure the effectiveness of the methods used in responding to racist incidents;
- determine necessary or future action;
- provide the school and LEA with a basis for statistical analysis of racist incidents.

The anti-racist policy needs to be seen in the context of the school. The school is seeking to attend to any racism that occurs and it is essential that all incidents are treated seriously and are recorded in order to provide an accurate picture of the scale and nature of the problem.

Note; the monitoring forms are printed from the IT system. It is the responsibility of the EAL co-ordinator to maintain this system.

Delivery through:

- Head of School Improvement - managing SIS strategic direction through SLT
- Senior Adviser: School Performance - managing support and challenge to schools and LA – all phases
- Senior Adviser: Additional Needs - managing support and challenge to schools and LA – all phases
- Senior Adviser: Learning Development – managing support and challenge to schools and LA – all phases
- Senior Adviser: BSF – leading on capital programmes - all phases
- Senior Adviser: Early Years - Phase specific support, challenge and development
- Senior Adviser: Primary – Phase specific support, challenge and development
- Senior Adviser: Secondary – Phase specific support, challenge and development
- Senior Adviser: 14–19 – Phase specific and wider partnership working