

Woodthorpe J.I. School

Race Equality Policy

The Governing Body of Woodthorpe Junior and Infant School recognises the Legal Duty it has in according to 'The Race Relations (Amendment) Act 2000' (RRAA), which addresses the need for all public authorities and institutions to;

- Promote racial equality
- Promote good race relations
- Eliminate unlawful racial discrimination

Legal Duty

The Governing Body therefore has adopted the Legal Duty as the foundation of its policy.

1. General Duty

It is the governing body's responsibility to;

- Eliminate unlawful discrimination
- Promote racial equality
- Promote good relations between people of different racial groups

2. Specific Duties

The following specific duties will be carried out to help the school meet the general duty:

- Prepare and maintain a written equality policy which includes race equality.
- Assess the impact of all policies on pupils, parents and staff from different racial groups. In particular to assess whether policies have, or could have, an adverse impact on the attainment level of pupils.
- Take reasonable practicable steps to publish results of the governing body's monitoring each year, highlighting trends and issues that we plan to address.
- Monitor attainment by ethnicity.

3. Recording and reporting racist incidents

To meet the General Duty and comply with the Commission for Race Equality (CRE) statutory Code of Practice, Woodthorpe J.I. School will record, monitor and report all racist incidents, as outlined in the DFEE circular 10/99 'school inclusion: pupil support' section 4.32.

'All schools' behaviour policies must make clear that racial harassment will not be tolerated and say how staff and pupils should deal with it. The school should record all racist incidents, and parents/carers of those directly involved and governors should be informed of such incidents and the action taken to deal with them. Governing bodies should inform LAs annually of the pattern and frequency of any incidents'

One incident form will be completed for each incident when it occurs. A copy will also be retained in school and this will create a consistent recording and

monitoring system which will aid Woodthorpe J.I. School and the governing body to comply with our duties under the Act.

Governors are responsible for reporting to the LA on the number and nature of racist incidents and taking appropriate action in cases of racial harassment or racial discrimination.

There is a trained governor with a responsibility for equality. This governor works with the member of staff who monitors the nature and frequency of racist incidents and ensures that full reports are presented regularly to the governing body.

Woodthorpe J.I. School has an Equality Scheme.

There is a cycle for reviewing all policies and curriculum areas in the light of the RRAA.

Governors should be aware of all these documents.

Implementation of responsibilities

All members of Woodthorpe J.I. School will make the following commitments:

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

Responsibilities

1. Governing Body

- Ensure that the school complies with Race Relations legislation;
- Ensure that the policy and its related procedures and strategies are implemented.

2. 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
- Taking appropriate action in any cases of racial discrimination

3. All staff

- Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping
- Promoting racial equality, good race relations and not discriminating on racial grounds

- Keeping up to date with race relations legislation by attending training and information opportunities

4. People with specific responsibilities

- Having a member of staff and a school governor responsible for co-ordinating race equality work
- Having a member of staff and a school governor who are responsible for dealing with reported incidents of racism or racial harassment

5. Visitors and contractors

- Being aware of, and complying with, the school's race equality policy.

Policy Planning and Development

- Race equality impact questions will be built into policy development and planning processes.
- The impact of this policy will be assessed through consultation and evaluation to identify race equality targets and actions.
- Race equality targets will be incorporated into strategic plans.

Ethnic monitoring

- Pupil tracking data is used to monitor the attainment and progress of pupils by racial group and to set targets.
- Monitoring data by racial group, on attainment, progress and exclusions is used to inform planning and decision making.

Reviewing and assessing policies

- All policies and strategies will be reviewed regularly for their effectiveness and impact in eliminating racial discrimination, promoting racial equality and good race relations.
- Racial equality questions will be built into schools self-review and evaluation frameworks.
- The results of reviews and assessments will inform planning and decision making.

Making available the results of monitoring and assessments.

These will be made available annually to the governing body via the Head teacher's report. Individuals will not be identified.

Teaching staff have termly feedback from data tracking.

Definitions

Racial Harassment

Racial Harassment is any act which may be verbal or physical and which includes attacks on the person as well as property, suffered by individuals or groups because of their colour, race, nationality, ethnicity or religious beliefs,

where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

Institutional Racism

This is defined in the Stephen Lawrence Inquiry (Macpherson) Report as:

'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 racial stereotyping which disadvantage minority ethnic people.'

Forms of racial harassment can include:

- Physical Assault, including jostling, physical intimidation, punching/kicking and other physical contact which may include use of a weapon.
- Verbal Abuse, insults including racist comments/statements/jokes
- Provocative Behaviour, including inciting others to behave in a threatening/racist way, abuse of personal property, vicious threatening behaviour, racist propaganda, bringing racist literature into school, racist graffiti, wearing racist insignia.
- Alienation/ refusal to co-operate or work with a pupil of a different ethnic origin, including refusal to sit next to, talk, work with, and help others, parental objections.

Racial harassment can involve:

- Pupil to pupil
- Pupil to school staff
- Incidents outside school premises involving pupils
- Staff member to pupil
- Staff member to parent
- Parent to staff member
- Parent to parent on school premises
- Pupil/parent to governor and vice versa
- Incidents involving outside contractors on school premises.

Ref: Together We Can Stop Bullying (Birmingham City Council)

Guidance to be taken once an incident of racial harassment has occurred:

Adult in charge will:

- Never ignore a suspected or alleged racist incident.
- Not make assumptions
- Interview informant and make initial factual record of the incident
- Inform the class teacher of both victim and perpetrator
- Report to a member of the SLT to record incident in the Racial Incidents book/folder

- Inform parents/carers
- Consider whether the police need to be contacted and whether there is a need to use Child Protection procedures
- Provide support for the victim
- Investigate allegations, unless the police are starting a criminal investigation or child Protection procedures are initiated
- Deal effectively with the perpetrator in line with the school's Behaviour Policy and provide support where necessary
- Complete Bullying and Racial Harassment Recording Form (See Appendix 1)
- Follow up shortly after action and review at a later date to check that there has been no further racist incident.

The victim should:

In the case of racial harassment or other racist behaviour eg name calling:

- In the first instance make it known that they do not like the behaviour and wish it to stop. Children are taught and encouraged to use the phrase "Stop it, I don't like it".
- In the event of the request not being met, walk away and seek help from the adult in charge (See schedule of responsibility)
- In the event that the above named adult is unable to take sufficient action to prevent continued racist behaviour, the victim should seek help from an alternative adult.

Other children should:

- Show sympathy to the victim
- Seek help from an adult in charge
- Seek help from an alternative adult until appropriate help is given.

Schedule of Responsibility:

- In class time - the teacher/ teaching assistant
- At lunchtime – the lunchtime supervisor
- At playtime – the teacher/ teaching assistant on duty in the playground.

Preventative Measures:

1. Review of Race Equality Policy.
2. Review of school Behaviour and Anti-bullying policy.
3. Review of school policy on Equal Opportunities.
4. Following a reported racist incident, consider any implications for school policies and practice.
5. All staff and pupils to adopt a shared responsibility towards ensuring that pupils' standards of behaviour are acceptable – being vigilant at all times whilst moving in or around school in detecting and managing any incidents of racial harassment or other racist behaviour.
6. PSHE/Circle time activities to include delivery of skills and strategies to recognise, prevent and overcome racial harassment.
7. Use of posters and educational resources where available to promote positive images of people and places.

8. Whole school collective worship focussing on 'Racial Harassment as Unacceptable', delivered through story/role play, takes place.
9. All staff to actively promote resources and extend opportunities for learning to include awareness and understanding of cultural diversity throughout the curriculum.
10. All forms of racial material/literature/insignia/graffiti to be removed from school if found.

Review

This policy will be reviewed every three years by the Curriculum Committee and reported to the Governing Body.

Signed:

Dated: 25 September 2014

Review: September 2017