



## **RACIAL EQUALITY POLICY**

## **St Bartholomew's – Racial Equality Policy**

St Bartholomew's Primary School is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity.

The school strives to prepare all pupils for living in a multi-cultural and multi-ethnic society.

The school will strive to promote race equality in all dimensions of the school's life and community.

We will:

- Take positive action to eliminate racial discrimination and harassment
- Promote equality of opportunity for all members of the school community
- Promote good relations between people of different racial groups

Cultural and ethnic diversity will be valued in the curriculum, in the school workforce, the governing body, the parental body and the student body. We will ensure that the culture and ethos of the school places equal value on the diverse racial faith and ethnic groups, cultural and linguistic heritage represented in our society.

We acknowledge and value all ethnic and national groups represented in the school community;

We recognise that we live in a multi-cultural and multi faith community and we will strive to recruit a workforce to reflect this.

We endorse the recommendations of the Stephen Lawrence Inquiry Report. We accept the definition of racism and institutional racism included in the Stephen Lawrence Inquiry Report:

'Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'

### **Definition of Racism**

Conduct or words that either advantages or disadvantages people on the basis of their colour, culture or ethnic origin.

### **Definition of 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.

We will ensure that all members of the school community will have the opportunity to improve their own understanding of race equality and understand their personal responsibility to promote race equality.

Policy to be reviewed every 3 years

Reviewed by S Campbell 30/08/2020 & S Baum 05/10/2020

Next review date: Autumn 2023

## **School policies**

All school policies will have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

## **Curriculum**

St Bartholomew's Primary School provides a broad and balanced curriculum for all pupils. The school accepts the three principles in the statutory inclusion statement for the National Curriculum:

- Setting suitable learning challenges for all pupils
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We recognise that RE and PSHE present opportunities for encouraging respect for diversity. The school have recently invested in the Jigsaw PSHE programme. During the Autumn term, all the children will study a unit called 'celebrating difference.' The children will explicitly be taught about cultural differences and how they can cause conflict, racism, types of bullying and respecting other cultures.

Our subject leaders are responsible for ensuring that their subject programmes/schemes of work raise awareness of multi-cultural issues and challenge stereotypical views of different racial groups and nomadic communities. In the purchase of resources, our subject leaders will ensure that materials reflect and celebrate ethnic and cultural diversity.

## **Teaching & learning**

St. Bartholomew's Primary School strives to ensure that teaching and learning styles include and raise achievement of all pupils.

We will ensure that methods of assessment are culturally neutral and do not disadvantage pupils for whom English is an Additional Language.

We will ensure that setting and grouping arrangements raise achievement of all pupils and do not reinforce negative stereotypes or lower the self-esteem of pupils. Teachers will seek opportunities to introduce activities that demonstrate the value of other cultures and encourage children to discuss race equality.

St Bartholomew' Primary School is committed to working in partnership with local minority ethnic community groups and promoting racial harmony.

## **Community Consultation & Partnership**

We will be pro-active in encouraging representation on the school governing body to ensure it reflects the ethnic profile of our school population and the community.

We will welcome minority ethnic community and faith groups by inviting them to join in the celebration of cultural and religious festivals in our school.

Policy to be reviewed every 3 years

Reviewed by S Campbell 30/08/2020 & S Baum 05/10/2020

Next review date: Autumn 2023

We will be pro-active in recruiting community volunteers to ensure the school's volunteer profile reflects the ethnic profile of the school population and the community.

We will take positive action to ensure that communication is accessible to all. We will ensure that all community groups using the school building are aware of our Race Equality Policy.

St Bartholomew's Primary School will not tolerate any form of racial harassment or abuse.

### **Racial incidents**

Racist Incident - A racist incident is any incident which is perceived to be racist by the victim or any other person.

The school has a racial incidents policy procedure.

The Headteacher is responsible for implementing the procedure and ensuring that all members of the school community are aware of, and understand, the policy. St Bartholomew's Primary School will ensure that ethnic monitoring of the pupil population and the workforce is undertaken positively to ensure equality of opportunity and high achievement for all groups.

The Headteacher will ensure that all staff involved in recruitment, staff development and admissions receive appropriate training and understand the process and rationale for collecting data on Ethnicity.

### **Ethnic monitoring**

The Headteacher will ensure that data on the ethnic profile of the school is used to monitor the impact of policies on pupils, staff and parents from different racial groups.

The following elements at St Bartholomew's Primary School will be monitored racial group where appropriate:

- Admissions
- Attainment in all curriculum areas
- Attendance
- Racist Incidents and Action Taken
- Selection and recruitment of staff
- Staff development
- Exclusions
- Awards and rewards
- Disciplinary sanctions
- Participation in extra-curricular activities
- Attendance at parental consultations
- Governing body representation and retention

Headteacher may assign responsibilities to staff for the different areas.

Policy to be reviewed every 3 years

Reviewed by S Campbell 30/08/2020 & S Baum 05/10/2020

Next review date: Autumn 2023

The Headteacher will report annually to the governing body.

### **Responsibility**

It is the responsibility of all members of the school community to:

- Promote race equality and support the implementation of the Race Equality Policy including the Racial Incidents Reporting Procedure
- Behave in a manner which respects and values cultural and linguistic diversity
- Challenge and eliminate racial discrimination, racial harassment and racial abuse

### **Racial Incident Policy Procedure**

#### **The legal framework**

The Amendment to the Race Relations Act 2000 places a positive duty on public bodies (this includes governing bodies) to actively promote race equality. That is, to avoid race discrimination before it occurs.

The recommendations of the Macpherson Report concerning the death of Stephen Lawrence have identified a number of areas for action by LAs and school governors. In particular, that local authorities and school governors have a duty to create and implement strategies in their schools to prevent and address racism.

The DCFS sets out in their guidance: "School Inclusion: Pupil Support" (paragraph 4.32, page 25) that schools must:

- i. Make clear in their schools' behaviour policy that racial harassment will not be tolerated and how staff and pupils should deal with it.
- ii. Record details of all racial incidents and, parents and governors should be informed of such incidents and the action taken to deal with them.
- iii. Governing Bodies should inform LAs annually of the pattern and frequency of any incidents.

In summary, the school has a strategy for dealing with racial incidents and, to record and report such incidents to parents, governors and the LA. This Policy Procedure is intended to help schools by providing a model policy procedure for them to adopt or use to develop their own strategy for dealing with incidents and recording/reporting incidents.

#### **General**

The LA recognises the measures which education providers have taken towards combating racism and racial harassment. This document is intended to reflect the commitments of the LA to support the Council's Equal Opportunities Policy, which clearly outlines the Council's opposition to all forms of racism and the school's commitment through its own Racial Equality Policy.

The LA recognises that in order to tackle racism in educational establishments, it should:

- Seek to ensure that education providers create an environment which accords respect for individuals, and in which young people of different ethnic and cultural backgrounds are able to develop their potential to the full.

Policy to be reviewed every 3 years

Reviewed by S Campbell 30/08/2020 & S Baum 05/10/2020

Next review date: Autumn 2023

- Produce a clear statement of opposition to any form of racism or racist behaviour which expresses the right of every child and young person to the best possible education. It should also indicate unacceptable racist practices or behaviour, and the procedures, including sanctions, to deal with any transgressions.
- Set up a reporting and monitoring system for schools to use for all incidents which may arise.

Recommendation 12 of the Stephen Lawrence Inquiry

### **Definition of a racist incident**

In short, an incident should be recorded if any form of racism played a part in the incident. Incidents should be recorded when there has been a perception or allegation that there was an incident even if it is found that the (alleged) perpetrator has no case to answer to. This is an investigation process which needs to be completed.

If an incident involves employees of the LA, then the Local Management Procedures on Harassment, Grievance or Discipline may be applicable. The following steps are to be taken in dealing with racial incidents which involve pupils.

### **Support the Victim**

#### **Procedure for Dealing with Racial Incidents**

The following procedure is to be followed if a pupil is the victim of a racial incident:

- To investigate the incident and to take appropriate action to offer support to the victim.
- If necessary, meet with the pupil's parents/guardian to discuss the matter and explain the action taken. The service of an interpreter/translator may be needed at the meetings.
- To record the incident on a Racial Incident Monitoring Form.

### **Dealing with the Perpetrator**

#### **Dealing with Pupils as Perpetrators**

The following procedure is to be followed if a pupil is believed to be behaving in a racially discriminatory way:

- An appropriate member of staff should intervene and take immediate action, for example, separating the victim from the perpetrator.
- Any racist behaviour should be challenged immediately and openly. The perpetrator to be told that his/her behaviour is unacceptable and will not be tolerated
- The incident should be reported to the Headteacher and he/she should decide whether any further action needs to be taken, including informing the parents/guardian of the relevant pupils.
- The Racial Incident Monitoring Form to be completed as soon as possible.

### **Dealing with Members of Staff as Perpetrators**

All members of staff are required to abide by the School's Equal Opportunities Policy. Substantiated racial discrimination by any member of staff towards a pupil may be considered as misconduct and the perpetrator may be subject to disciplinary action. In the event of such an allegation being made against a member of staff, the

Policy to be reviewed every 3 years

Reviewed by S Campbell 30/08/2020 & S Baum 05/10/2020

Next review date: Autumn 2023

Headteacher or his/her nominee to investigate the allegation in accordance with the relevant Disciplinary Procedures.

### **Dealing with Members of the Public as Perpetrators**

Racially motivated conduct by members of public needs an immediate response. The following procedure is to be followed in cases of racially discriminatory conduct by a member of the public.

- The incident to be reported to the Headteacher as soon as possible.
- The police to be informed if the incident is of a magnitude that warrants such action (e.g., damage or threat of damage to person or property).
- The Racial Incident Monitoring Form to be completed; the pupil's parents/guardian and Chair of the Governing Body should be informed of the incident as appropriate.

### **Dealing with the Impact on the School and the Community**

- Racist graffiti or slogans should be reported and removed as soon as possible
- Racist literature, badges and insignia should be confiscated. A clear explanation setting out the reasons why the property has been confiscated should be given. The confiscated property may be handed to the police in criminal proceedings or returned to the pupil or his/her parents at an early opportunity. It is not open to a teacher to deliberately destroy a confiscated item unless it is necessary in the immediate interests of safety.
- If the incident has caused damage or is seen as a threat of damage to a person or property, it may be appropriate to call a special meeting either with staff only or with pupils as well to discuss what has happened.
- It may be appropriate to develop a training programme to help pupils as well as teachers to deal with racial incidents.

### **Incidents Involving Violence or Criminal Behaviour**

For incidents of a serious nature involving violence or criminal behaviour, it will be necessary to inform the police, irrespective of the 'status' of the perpetrator, i.e., pupil, staff, or members of the public. The District Schools Officer should be informed immediately to facilitate consultation and the possible procuring of advice including legal advice. This is necessary in order to ensure the Director or a senior colleague is able to give the fullest advice and where appropriate, inform leading members of the Council, relevant community groups and liaise with the police.

### **Legal Procedures Dealing with Children Under 16**

Juveniles must not be interviewed at their place of education or asked to provide or sign a written statement in the absence of an appropriate adult except in exceptional circumstances and only where the Headteacher or his/her nominee agrees. Every effort should be made to notify the parents/guardian that the Police want to interview the juvenile and to ensure their presence at the interview. Where waiting for the appropriate adult would cause unreasonable delay, and unless the interviewee is suspected of an offence against the school or the staff, the Headteacher or his/her nominee can act as the appropriate adult for the purposes of the interview.

Policy to be reviewed every 3 years

Reviewed by S Campbell 30/08/2020 & S Baum 05/10/2020

Next review date: Autumn 2023

An interview is the questioning of a person regarding his/her involvement or suspected involvement in a criminal offence or offences. While a juvenile is being interviewed, the appropriate adult can be:

- a parent or guardian (or, if she/he is in care, the care authority or voluntary organisation)
- a social worker
- failing either one of the above, another responsible adult aged 18 or over who is not a police officer or employed by the police. The role of the adult is to advise the juvenile and to observe whether or not the interview is being conducted properly.

A juvenile should not be arrested at his/her place of education unless this is unavoidable. In this case the Headteacher or his/her nominee must be informed.

### **Examples of Racist Incidents**

- Derogatory name calling, insults and racist jokes
- Verbal abuse and threats
- Racist graffiti
- Provocative behaviour such as wearing racist badges or insignia
- Racist comments in the course of discussions
- Ridicule of an individual's culture differences, eg food, music, dress, religion, language etc.
- Bringing racial materials such as leaflets, comics or magazines into the institution
- Attempts to recruit other pupils and students into racist organisations
- Physical assault which is racially motivated
- Damage caused to a person's property, which is racially motivated
- Incitement to others to behave in a racist way
- Refusal to co-operate with other people because of their ethnic origin.

### **Questions for Monitoring and Evaluating Policies**

The main questions for assessing the impact of school's policies, including its **race equality policy**- giving special attention to pupils' attainment levels -could include the following:

1. Does the school help all its pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
2. Which groups of pupils are not achieving as much as they can? Why not?
3. Is the school making sure that its policies, including its race equality policy, are not having an adverse impact on pupils, parents or staff from some racial groups?
4. How does the school explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English language difficulties?
5. Does each relevant policy include aims to deal with differences in pupils' attainments (or possible differences) between racial groups? Do the policy's aims lead to action to deal with any differences that have been identified (for example extra coaching for pupils, or steps to prevent racist bullying)?
6. What is the school doing to raise standards, and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
7. What is the school doing to:
  - prepare pupils for living in a multi-ethnic society;

Policy to be reviewed every 3 years

Reviewed by S Campbell 30/08/2020 & S Baum 05/10/2020

Next review date: Autumn 2023



- promote race equality and harmony; and
  - prevent or deal with racism?
8. Can any action taken be traced back to individual policy aims and related targets and strategies?
  9. Is the action appropriate and effective? Are there any unexpected results? If so, how are they being handled?
  10. Does each relevant policy include aims to promote race equality and harmony; prevent or challenge racial discrimination; and deal with differences (or possible differences) between racial groups?
  11. Do the policy's aims lead to effective action?
  12. What changes does the school need to make to relevant policies, their aims, and any related targets and strategies?



## Head Teachers Record of Inappropriate Behaviour (Bullying and Racist Incidents)

Date	Child's Name	Class	Others Involved	Description of Incidents + Action Taken	Staff Signature