

**Whybridge Junior School**

**RACE EQUALITY POLICY**

This policy will be reviewed in full by the Board of Trustees on a yearly basis.

This policy was reviewed and updated in **September 2017**

Next review date: **September 2018**

**Subject Leader** : Mrs C Uys

**Duty to promote race equality**

The Race Relations (Amendment) Act 2000 addresses the need for schools to:

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

This policy has been developed to ensure that all members of the school community, including visitors and those contractors working on the school site, are aware of our intention to provide equal opportunities for all.

**Context of the School**

The families at Whybridge Junior School are from predominantly white backgrounds with a small number of Black African, Asian and Eastern European families. There are no members of ethnic minority groups on the staff or Governing Body. Less than 2% of children speak English as an additional language.

**School Ethos**

At Whybridge Junior School we value all children, parents and staff equally. A primary aim is:

- Nurture self-respect, respect for each other and for those of all abilities, races, religions and ways of life.

**Commitment to establishing a racially inclusive culture**

At Whybridge Junior School we do not tolerate any racist behaviour or unfair treatment. Britain today is multiracial and culturally diverse, we value and respect each other, whatever our different races, languages, cultures or religions.

Through the relationships we establish and the curriculum we deliver we will actively promote racial equality and good race relations. We will confront any cases of racial discrimination.

We are committed to ensuring that all members of the school community including our children understand what racist behaviour is, as well as the steps to be taken should racist behaviour be seen or heard.

### **Behaviour and discipline**

In our behaviour and discipline policy we state:

“There is no place for discrimination or harassment on the basis of gender, social or cultural background, ethnic origin, culture, language or religion in Whybridge Junior School, and our aim is to eliminate them.”

### **Partnership with parents**

We are committed to working with parents to ensure that every family is enabled to take advantage of what Whybridge Junior School has to offer and are able to make their own unique contribution to the life of the school.

There are many opportunities for parents to be involved with their child’s learning through attendance at assemblies and concerts as well as information meetings.

Parents new to the school are given induction information to enable them to understand the school’s policies and procedures. They agree a Home/School Agreement document. They are also advised, through a leaflet entitled Caring for Ourselves and Our School, of the school’s Behaviour and Discipline Policy. The leaflet makes clear the behaviour that is expected, so that everyone is treated with respect and courtesy. We can provide information in other languages if needed.

At Whybridge Junior we are committed to reviewing the policies and practices of the school in order to increase the participation of all members of the school community, particularly those families from ethnic minority groups.

### **Children's personal development and pastoral care**

Children's welfare and the development of self-esteem are central to the work of the school. All staff will work to ensure that every child, regardless of ability, gender or family background feels valued and secure.

### **Curriculum**

An aim of the school is:

- To create a happy, stimulating and challenging learning environment, providing equal opportunities for all.

In order to enrich learning for all, we will provide a range of opportunities for children and their families to develop an understanding of lifestyles and traditions from their own and each other's cultures.

### **Progress and Attainment**

To ensure that all children are supported in reaching their full potential, we will ensure that the progress and attainment of all our children is closely monitored, including that of children from ethnic minority groups. Action will be taken to support children who, for whatever reason, are under-achieving.

### **Teaching and Learning**

Staff is aware of the importance of providing an environment where all children can contribute and feel valued.

At Whybridge Junior School we recognise that the cultural backgrounds and learning styles of children vary. We will work hard to ensure that staff are aware of these differences and of ways that they can be used to extend the learning experiences for all.

We will provide a range of resources for use across the curriculum that reflect our culturally diverse society in order to provide positive images and challenge stereotypes and racial discrimination.

### **Admissions and Attendance**

The LEA criteria for admission to school is administered fairly to children from all racial groups. Our own criteria for entry to Whybridge Junior School reflects that of the LEA.

The attendance of all children is closely monitored. The school contacts all parents of children with high absence rates in order to try to improve the situation. (See Attendance Policy).

### **Leadership, Management and Governance**

#### **Responsibilities:**

#### **The Governing Body**

Governing Bodies have a strategic role in monitoring the implementation of policy and practice. The Governing Body will ensure:

- That the school complies with Race Relations Legislation.
- That the Racial Equality policy and its related procedures are implemented.
- That they are informed of incidents on a termly basis through an agenda item at Governing Body meetings.
- That they help the school to identify actions to prevent racism.
- That they report incidents to the LEA (Pupil Services) on an annual basis each July.

**The Head Teacher** will ensure:

- That the policy and its related procedures and strategies are implemented.
- That staff are made aware of their responsibilities and are given appropriate training and support.
- That appropriate action is taken in any cases of racial discrimination.
- That a book of racial incidents is kept so that any patterns or trends can be quickly identified and appropriate action taken.

- That racial incident reports are kept in a secure file in case they are needed for future reference.
- That incident forms should be passed on to any other school on transfer.
- That an annual analysis of incident forms will be undertaken in order to identify any trends.

**All staff** will ensure:

- That they know how to identify and challenge racial bias and stereotyping.
- That they promote racial equality and good race relations and are not discriminating on racial grounds.
- That they keep up to date with race relations legislation by attending training and information opportunities.
- That they contribute to creating a school environment which celebrates diversity and promotes inclusivity.

### **People with specific responsibilities**

The Head Teacher for co-ordinating the racial equality work of the school.

Mr K. Turner of the Governing Body is responsible for dealing with reported incidents of racism or racial harassment.

### **Breaches of the Policy**

Any instances of staff failure to comply with the policy will, in the first instance result in a verbal warning, which will be recorded. On any subsequent occasion more serious disciplinary action involving the LEA and Governing Body will be taken.

Challenges will be made to other adults using the school, including parents, who are heard or seen to breach the policy.

In the case of council employees or outside contractors any racist behaviour will be reported to the appropriate authority and taken into consideration before permitting access to the school on subsequent occasions.

### **Implementing the Policy**

The Racial Equality Policy will be implemented through the Equal Opportunities action plan detailed in the School Improvement Plan as well as through the attached Race Equality Action Plan. (See Appendix 2)

### **Training and professional development**

Staff will receive the appropriate training to enable them to implement the policy and promote our commitment to a racially inclusive culture.

### **Monitoring the Policy**

The Head Teacher and Equal Opportunities Co-ordinator will report to governors each term on the success of the implementation of the policy and the SDP Equal Opportunities action plan.

### **Distributing and promoting the policy**

Parents will be notified of the school's policy in a written statement. Reference will also be made to the policy in the school brochure and by the Head Teacher during welcome meetings with new parents.

The primary aim of the policy will permeate the life of the school in work and play.

Children will have the opportunity to reflect on the meaning of equality at their own level during assemblies and in RE and PSHE lessons, as well as in other lessons and situations in school as appropriate.

### **Reviewing the Policy**

The policy will be reviewed every three years according to our rolling programme or sooner to reflect changing circumstances.

## **What is Racist Behaviour?**

Racism in any form is damaging to society and more specifically, to those groups and individuals against which it is directed. Racial harassment is defined as any form of behaviour that has the effect of threatening, intimidating, ridiculing, humiliating or undermining the perspective of a person or group on racial or cultural grounds. Race and culture relate to colour, race, traditions and nationality.

The Macpherson Report on the Stephen Lawrence Inquiry defines a racist incident as: “Any incident which is perceived to be racist by the victim or any other person.” Racial harassment may include:

- Physical abuse
- Verbal abuse, including derogatory comments/jokes/name calling/insults.
- Graffiti or other written abuse or the display of offensive material
- Differential negative treatment
- Refusal to co-operate with people from other ethnic groups
- Display of racist insignia, literature, leaflets, recruitment or encouragement of others to join a racist group.
- Racist comments about people or the work in hand during the course of a lesson or at break time.
- Ridicule over cultural individuality/diversity
- Unwelcome gestures and aggressive body language
- Damage to property
- Incitement of others through any of the above categories.

## **Challenging and Dealing with Racist Incidents**

All incidents need to be acknowledged, challenged, investigated and reported. Incidents may involve pupils, employees or victims or perpetrators. The victim/s may need to be supported and their cultural identity, positively reinforced. The perpetrator/s need to be counselled. Parents and carers of both victims and perpetrators should usually be informed of the incident and the actions taken by

the school. Depending on the outcome of the investigation and seriousness of the incident, a verbal or written warning may be necessary. In extreme cases, where the safety of others is threatened, exclusion is an option.

Not all incidents will be brought to the attention of an adult. It is therefore important to foster a culture within the school where the whole community is sensitive to unfair treatment, so that everybody takes responsibility for reporting a racial incident, including pupils and support staff. The whole school community needs to know the mechanism for raising complaints of racial harassment. If a pupil, parent, visitor or employee is racially abused or reports an incident of racism, the incident should be recorded and the Head Teacher/Deputy Head Teacher should be informed.

### **Procedure for Dealing with Racists Incidents**

If an incident is reported to an adult, that adult should:

- Acknowledge that the incident has happened and express clear disapproval.
- Support the victim by apologising for the fact that they have to suffer this.
- Identify whether an interpreter is needed (another pupil may be able to assist).
- Ask both the victim and alleged perpetrator for their accounts of events, separately.
- Identify the racist element within the behaviour
- Inform the Head Teacher/Deputy Head Teacher.
- Consider appropriate action with the Head Teacher/Deputy Head Teacher
- Complete a racial issues/incident form including your findings of whether or not the incident is found to be racially motivated.
- Log the incident in the record book.

The Head Teacher/Deputy Head Teacher will

- Contact both sets of parents if appropriate.
- Reinforce the school's policy to handle racism and explain the action taken.
- Inform staff so that they can be vigilant in preventing further occurrences.
- Find ways of re-affirming the positive status of the culture of the victim.
- Decide on best ways to increase pastoral support for the victim.
- Talk with the perpetrator and increase pastoral support for them too.



## **Recording and Monitoring**

The Head Teacher will keep a record of all racist incidents. This record will enable the investigation, recording and monitoring of racist incidents.

Head Teachers should report on all racial incidents to the Governing Body on a termly basis so that the Governors can monitor concerns or trends effectively. It is the duty of the Governing Body to report to the LEA on an annual basis.

The LEA will conduct an annual audit and will publish overall patterns and trends via the Chief Inspector's report. School's returns will be used to devise an appropriate support strategy within the authority's Educational Development Plan. The LEA will report to elected members on the numbers on the number and patterns of incidents, so that any trends over time across the borough can be identified and tackled.

## Appendix 2

### WHYBRIDGE JUNIOR SCHOOL

#### Racial Equality Action Plan

**Aim: To prepare children more fully for living in a multicultural society**

TARGET 1	To develop a policy which explains what is meant by multicultural education
TARGET 2	To develop opportunities for multicultural education in foundation subjects
TARGET 3	To develop the school environment to reflect more openly the diversity of British society
TARGET 4	To develop ICT resources to reflect new multicultural schemes of work