

Madresfield C.E. Primary School

Race Relations Policy

**This policy should be read in conjunction with our Child Protection/Safeguarding Policy
August 2016-August 2018**

Aims of the Policy

The policy seeks to promote equal opportunities and good race relations in all areas of school life.

The policy seeks to eliminate unlawful racial discrimination within the whole school community

The policy seeks to prepare young people for life in communities which may be socially, culturally and religiously diverse.

The policy seeks to encourage young people to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others, whether part of their immediate community or part of the wider community.

With these aims in mind, we will strive to ensure that:

- As policies are reviewed, they will reflect the need to promote racial equality
- Any person recruited to the service of the school whether as a member of staff or a volunteer is made fully aware of these aims and required to support them.
- Children who are admitted to our school and their families are made aware of these aims and undertake to support them.
- We are committed to examining our policies to avoid “inequality by default” and making changes where necessary.

We recognise that the community of Madresfield C.E. Primary School may not be considered to be as socially, culturally and ethnically diverse as some other communities and we understand that this places particular responsibilities on the school in preparing our pupils for life in whatever community they find themselves.

Roles & Responsibilities

As a community, we are committed to:

- Actively tackling racial discrimination, and promoting equal opportunities and good race relations
- Encouraging, supporting and helping all pupils and staff to reach their potential
- Working with parents and guardians, and with the wider community, to tackle racial discrimination, and to follow and promote good practice
- Making sure that the race equality policy and its procedures are followed.

The governing body is responsible for:

- Making sure that the school complies with the amended Race Relations Act 1976 and the The Race Relations Act 1976 (Amendment) Regulations 2003
- Making sure that the race equality policy and its procedures are followed.

As employers, governors need to be clear that preference on grounds of faith is distinct from discrimination on grounds of race. They have a right to give preference to Church of England applicants for all posts and to specify Church of England for senior posts including Headteacher, deputy Headteacher and responsibility for R.E. They should encourage applications from members of all ethnic minorities.

The Headteacher is responsible for:

- Making sure that the race equality policy is readily available and that the governors, staff, pupils and their parents and guardians know about it.
- Making sure that the race equality policy and its procedures are followed
- Providing information for staff and governors about the policy and providing training on the policy if necessary
- Making sure that all staff know their responsibilities and receive appropriate training and support in carrying them out
- Taking appropriate action in cases of racial harassment and racial discrimination.

All staff are responsible for:

- Dealing with racist incidents and being able to recognise and tackle racial bias and stereotyping
- Promoting equal opportunities and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic origins
- Keeping up to date with the law on discrimination and taking up training and learning opportunities.

The designated member of staff is:

The Headteacher who will record all incidents and keep records within the Safeguarding file (locked in her office). Other staff will pass on information to her.

Promoting Good Practice

The following statements provide links with other school policies:

Attainment Progress & Assessment

Achievement will be monitored across ethnic origin to avoid “grouping”, “setting” or “banding” mechanisms producing imbalances with respect to ethnic origin

Admission & Attendance

The admission criteria is clearly set out in the school prospectus. There will be no distinction made on grounds of race within any of the stated categories.

Attendance is monitored across the whole school; class by class and individual patterns are examined and can be matched to ethnicity if concerns are raised.

Curriculum Policies

All curricular and extra curricular activities are available to all pupils regardless of their ethnic origin

Curriculum resources will reflect wider society as well as the local community, particularly in areas such as RE, PSHE, Citizenship, History & Geography.

Curriculum Planning for pupils for whom English is an additional language will take into account factors such as previous educational experience, length of time in this country and skills in other languages.

The curriculum will enable identification of various forms of stereotyping, racial prejudice and bias and it will recognise that racism devalues society and it can affect everyone in the school community.

The curriculum and the school environment will provide positive images and role models in resources and displays which reflect the experiences and backgrounds of children in our multicultural society.

Staff will critically examine existing resources to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated.

Learning & Teaching

Teachers have high expectations of all pupils and make known to them their confidence in their ability to achieve. All pupils are rewarded for effort and achievement through house points and merit awards and the distribution of these is regularly monitored and records kept.

Pupils are encouraged to explore issues of racism, harassment, and bullying with their teachers and are actively involved in the development of strategies for inclusion, particularly in the playground, but also in other situations which require interaction between pupils.

Teachers will promote collaborative approaches between pupils and will value the diverse contributions from different individuals.

Definitions of Racist Incidents

What do we mean by a racist incident?

The McPherson Report defines a racist incident as:

- Any incident in which it appears to the person reporting the incident and/or any other person that the incident involves an element of racial motivation.
- Any incident which includes an allegation of racial motivation by any person.

Racial means of any race, nationality, colour or ethnicity.

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

What specific kinds of behaviour are not acceptable?

Racial harassment has two elements:

- Violence which may be verbal or physical and which includes attacks on persons as 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 ground and/or there is evidence of racism.
- Interference with the peace or comfort or safety of any person on the grounds of race, nationality, colour or ethnicity. This includes incidents of racial graffiti and the use of offensive gestures.

These may include but are not limited to the following:

- Offensive gestures (e.g. stereotyping features/behaviour)
- Refusal to cooperate with other people because of their race, ethnicity, colour or nationality
- Abuse of personal property
- Written derogatory remarks, including graffiti
- Verbal abuse – insults, racist jokes, derogatory name-calling, racist comments in the course of discussion, ridicule
- Actual/threat of physical assault, jostling, punching, hitting
- Incitement of others to behave in a racist way
- Bringing racist materials into school/wearing racist badges or insignia
- Attempts to recruit for racist organisations or groups
- Use of weapons (this may include, for example, laser pens or other articles capable of causing injury)

This list is not intended to be exhaustive and may include any incident which involves an element of racial motivation and is deemed inappropriate by Madresfield C.E. Primary School.

Procedures for dealing with Racist Incidents

Who can report a racist incident?

- Victim
- Any first hand witness to the event
- A parent
- Any person in whom the victim has confided

Who should the incident be reported to?

Racist incidents may be brought to the attention of any member of the school staff initially.

Incidents reported to members of staff must be passed on to the designated member of staff at the earliest opportunity (normally on the same day).

Allegations against members of staff should be referred directly to the Headteacher.

The Deputy Headteacher will receive information in his/her absence.

Staff should encourage pupils to report racist incidents

All reported incidents will be investigated within 3 working days of being reported and wherever possible on the same day.

All racist incidents and complaint against staff or pupils will be recorded by the designated member of staff and, where appropriate, will be reported to the Local Authority.

Investigating an alleged racist incident

Anyone dealing with an alleged incident will need to establish:

- Do any of the participants perceive this as being racist
- Do any of the witnesses perceive this as being racist
- Is there any reason for considering this to be a racist incident
- Was the incident intentional or unintentional

In the case of proven incidents, we will assess

- Whether teachers should explain the circumstances to pupils so as to reduce the danger of distortion and backlash through rumour
- At what stage parents/carers are to be informed
- Whether it is appropriate to contact the Pupil & Parent Support Manager to discuss a potentially serious incident

We recognise that sometimes non racist incidents have the potential to develop into racist incidents. In all cases, the incident must be dealt with appropriately so as to prevent this development.

Allegations against staff will be thoroughly investigated and staff made aware that disciplinary action may ensue according to LA procedures. In less serious incidents where the member of staff is found to be unintentionally racist, appropriate support and guidance will be given. Advice will be sought from the Pupil & Parent Support Manager in proven cases. The details of any action to be taken against a member of staff cannot be shared with parents/carers.

Supporting Victims

Victims of racial harassment may well need immediate help from a member of staff. It may also be appropriate for the school to approach outside agencies for help and advice and/or to refer the victim for further support or counselling to, for example, Victim Support or the Worcestershire Race Equality Council, or, in the case of victims who are members of staff, to the staff counselling scheme through Education Human Resources or their trade union representative. It may also be appropriate to make a referral to the police.

- A member of staff will explain the action taken and express the attitude of the school towards such behaviour, giving the opportunity for the pupils to express their own concerns and feelings. The action may differ if the racial harassment appears to have taken place outside school.
- In serious cases, the Headteacher, deputy Headteacher, designated member of staff or other teacher will meet the parents/carers of victims to explain the action taken and discuss the matter with them.

Dealing with Perpetrators

Once an allegation has been investigated, decisions will be made on the following:

- Whether parents/carers should be informed of the action taken. It may be that in the case of minor incidents a “light touch” response is appropriate. If, for example a young child uses an unacceptable word but does not have a full grasp of its meaning, it may be inappropriate to inform parents/carers. No details of actions taken against members of staff may be given to parents/carers.
- Whether it is appropriate to record the incident formally.
- Whether the incident is of a particularly serious nature which could have repercussions outside the school and should therefore be reported to the L.A.
- Whether appropriate counselling is necessary.
- What information, if any should be placed on a pupil’s file? Consideration will be given to the seriousness of the offence and the age and awareness of the child.
- Where the perpetrator is a parent and the alleged incident has taken place within school the allegation will be discussed with the parent and if substantiated, it will be confirmed that such behaviour will not be tolerated.
- Where the alleged perpetrator is a parent and the incident has taken place outside of school, this will present a sensitive issue. The school will need to consider whether the matter can be discussed with the parent or whether it may be appropriate to refer the matter to the police or the Pupil and Parent Support Manager.