

Blakesley C.E. Primary School

Racial Equality Policy

At Blakesley C.E. Primary School we are committed to:

- ❑ *A happy, caring environment*
- ❑ *Good quality education for all*
- ❑ *Valuing needs, abilities and achievements*

School Mission Statement

Introduction

This policy has been developed by staff and governors at Blakesley C.E. Primary School and involved consultation with parents/carers.

The School is committed to promoting equality of opportunity and good race relations across all areas of the school, and to combat racial discrimination and racial harassment. We live in a multicultural society and it is essential that children understand and appreciate what that means. At Blakesley School there are few children from different ethnic backgrounds, so it is particularly important that we take steps to ensure that any incidents of racism are addressed and that we promote racial equality.

Induction to the School

All staff, pupils and parents/carers will be made aware of this policy as part of their induction into the School. It will be made clear what the expectations are in terms of behaviour which is appropriate (e.g. reporting racial incidents) and inappropriate (e.g. using racial abuse).

The Curriculum: What pupils are taught

The curriculum will take account of the ethnicity, background and language needs of all pupils to ensure that it is made relevant and meaningful by drawing upon areas of interest and experience in all pupils. The curriculum will reflect our multicultural society.

All extra-curricular activities provided in the School will not directly or indirectly exclude pupils from different ethnic and cultural groups.

Teaching Resources

Every effort will be made to provide, acquire and develop inclusive resources which will inspire children to learn about other ways of doing things, as well as valuing their own ways. The School will encourage visitors from different ethnic backgrounds.

Teaching

The teaching methods and styles employed by staff take account of the needs of all pupils. Teaching methods encourage positive attitudes to ethnic difference, cultural diversity and racial equality.

Training and support will be given to staff where necessary in teaching children with English as an additional language.

Pupils' Achievement and Progress

The achievements and progress of all pupils will be monitored. Alongside this, groups will be identified and their progress will be compared with the progress of all the pupils. These groups will be boys/girls, ethnic minority groups and children with special needs. If there are concerns over progress, then strategies will be implemented to address these.

Staff Recruitment and Staff Development

The School is committed to recruiting the most suitable or capable applicants for specified jobs and no candidate will be disadvantaged on the grounds of their ethnicity or cultural background. (See also Equal Opportunities Policy.)

All staff will have equal access to staff development.

Membership of the Governing Body

At Blakesley C.E. Primary School, the governing body will aim to recruit governors that reflect the school population and will encourage applicants from different ethnic groups to reflect our multicultural society.

Racism and Racial Harassment

We recognise that racism and racial harassment are increasing problems in our society and research shows that racism is a more common occurrence in schools than is generally assumed. The definition of a racist incident, as recommended by the Stephen Lawrence Inquiry, is:

“any incident which is perceived to be racist by the victim or any other person”.

The Stephen Lawrence Inquiry also provides a definition of “institutional racism” as being:

“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”.

Incidents may include:

1. Threatened or actual physical assault
2. Verbal abuse
3. Expressions of prejudice calculated to offend others, or to influence the behaviour of others
4. Racist graffiti (on school furniture, walls or books)
5. Distributing
6. Wearing of badges or symbols belonging to known racist organisations
7. Name calling
8. Teasing in relation to language, religion or cultural background

It is important to recognise that:

- Racial harassment may be one aspect of an incident, which also has other dimensions.
- Teachers may need to deal with comments made by other parents or other adults as well as by children.
- Incidents may involve group as well as individual behaviour.
- Racist behaviour can occur without any person from the different ethnic group being present – for example, telling racist jokes.
- Acts or expressions may include negative body language – for example, the refusal to sit next to, or work with, a child of a different ethnicity.

The following principles underpin the school's approach to dealing with incidents of racial harassment:

- The perception of the person who has experienced harassment should be given particular attention.
- All incidents should be responded to immediately and appropriately
- School staff should understand that their reactions to such incidents will influence the attitude of pupils. For example, a failure to respond may be seen as condoning racist behaviour.
- All members of the school community have a right not to experience racism at school, whether or not this is directed at them.
- Consistency in dealing with incidents is essential if pupils and staff are to be clear about the school's commitment to dealing with racism.

Procedures

These measures should be clearly understood by all members of the school community, including the support staff and governors. Where necessary, training will be given to staff to ensure that they feel able to deal appropriately with incidents where they arise.

The response to an incident will vary according to the nature of the incident and the people involved, but all incidents should be reported to the Headteacher, who will keep a log of all incidents.

Responses may include sanctions, withdrawal of privileges, counselling and the involvement of parents.

Dealing with Incidents

First incident: Staff should ensure that the child understands why their behaviour or language is racist. The child should apologise to the person offended. The incident must be reported to the Headteacher. The incident will be recorded in the "Racist Incident" log book and may be reported to the LEA, depending upon the nature of the incident. The situation will be monitored.

Second incident: Verbal warning. Talk with offended person. Report to Headteacher. Letter home to parents/carer. The incident will be recorded in the "Racist Incident" log book and may be reported to the LEA, depending upon the nature of the incident. The situation will be monitored.

Third incident: Report to Headteacher. Parents asked to attend meeting at school. Strategies discussed. Counselling provided. The incident will be reported to the LEA.

In the case of further incidents or very serious incidents, advice may be sought from other professionals. Serious breaches may lead to fixed-term exclusions.

Staff should always seek advice from members of the Senior Management Team if they are unsure how to proceed. All incidents should be dealt with by staff or the Senior Management Team and reported to the Headteacher.

Monitoring

The Headteacher will keep a log of all incidents and a report will be made termly to the governors. Serious incidents will be reported to the LEA.

The school will annually review and evaluate the progress of different ethnic groups in Key Stage 2 SATs and the optional SATs and strategies will be implemented as necessary.

This policy will be reviewed every two years and its impact will be evaluated.

The promotion of racial equality is included in the school development policy.

Signed:

Dated:

