



St Edward's Church of England
Primary School

Promoting Racial Equality Policy

October 2017



St. Edward's Church of England Primary School

PROMOTING RACIAL EQUALITY POLICY

1.0 Statement of principles for the Promoting Racial Equality policy

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

- promote racial equality;
 - promote good race relations;
 - eliminate unlawful racial discrimination.
- Under the Act, schools need to prepare and maintain a written race equality policy. The Stephen Lawrence Inquiry recognised that racism can take many different guises. Whilst some racist incidents may be deliberate, others may be unintentional. Both are equally unacceptable.
 - Unwitting racism, whether as an individual or institution, "can arise because of lack of understanding, ignorance or mistaken beliefs". It can arise from well intentioned but patronising words or actions. It can arise from unfamiliarity with the behaviour or cultural traditions of people or families from minority ethnic communities.
 - Institutional racism is defined 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 racist stereotyping which disadvantage minority ethnic people. Therefore it follows that we, at St. Edward's Church of England Primary School, have a Christian school ethos and a pastoral care vision that states:

"We mattered enough to God that His son died for us, so we are of value, worthy of respect and so should treat each other in this manner, respecting, caring and encouraging one another."

- We have a responsibility to ensure that all who make up the community within the school are familiar with the cultural traditions of the school community, so that such unwitting incidents can be eradicated. To do this, the school needs to have a policy that educates the whole school community and have in place checking procedures to ensure that policies, practices and procedures are not unwittingly discriminatory.

2.0 Aims and values

- Our policy is a statement of our intent to promote understanding and combat racial discrimination. It details the measures we will go to, to ensure equality, so that our practical strategies for combating racism are clearly linked to our policy.
- Our Promoting Racial Equality policy is built on the school's core values and Christian ethos. The school's aim is to tackle racial discrimination, promote race equality and good race relations across all areas of school community. Promoting racial equality, so that pupils learn to understand that Britain is a multicultural society and that we are interdependent, should be included in:
 - progress, attainment, and assessment;
 - behaviour, discipline and exclusions;
 - pupil's personal development and pastoral care;
 - teaching and learning;
 - admissions and attendance;
 - curriculum;
 - staff recruitment and professional development;
 - partnerships with parents and communities.
- This policy should be used to build race equality statements into other relevant policies and areas of school activity.
- The training of all staff in promoting racial equality, multicultural education and handling racial incidents is essential so that staff do not themselves unwittingly discriminate or commit acts of racism due to lack of knowledge and understanding.

3.0 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, ethnicity, traditions and nationality.
- A racist incident is defined as: "*Any incident which is perceived to be racist by the victim or any other person.*" (The Macpherson Report of the Stephen Lawrence Inquiry)
- 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.
- There is a strong link between combating and handling racial discrimination and harassment with our school policies on Anti-Bullying. This policy should be read in conjunction with our policies on Behaviour and Discipline and Anti-Bullying.

4.0. Responsibilities

In our school we all take responsibility for promoting race equality, but the following members have specific responsibilities:

- **Governing body:**
 - ensuring that the policy and its related procedures and strategies are implemented.
- **Headteacher and Curriculum Management Team (CMT):**
 - implement the policy and its related procedures and strategies;
 - ensure that all staff are aware of their responsibilities and are given appropriate training and support;
 - take appropriate action in any cases of racial discrimination;
 - use annually the checklist in Appendix D to check challenging of racist incidents;
 - ensure that racist behaviour statements are available and displayed for all the community.
- **All staff:**
 - dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping;
 - promoting racial equality and good race relations and not discriminating on racial grounds;
 - keeping up to date with race relations legislation by attending training and information opportunities;
 - teachers refer to relevant points in the policy with class at start of year when setting class rules.
- **Pupils:**
 - to be aware of the school's policy, in appropriate language, and to do their best to support the statement;
 - to know who and how to report incidents, e.g. member of the CMT, teacher, worry box;
 - owning their own behaviour and actions;

- by helping to foster the culture within school, whereby the whole community is sensitive to unfair treatment, and everybody takes responsibility for reporting any racist behaviour or unfair treatment, by reporting overheard incidents in the same way as they would with other forms of bullying.
- **Parents:**
 - when related issues are introduced as part of the school e.g. through assemblies, circle time, to discuss them in a positive, supportive way;
 - to inform the school if they witness or suspect any form of racial harassment so that it can be investigated.
- **People with specific responsibilities:**
 - having a member of staff, or school governor responsible for coordinating racial equality work;
 - having a member of CMT who is responsible for dealing with reported incidents of racism or racial harassment.
- **Visitors and contractors:**
 - being aware of, and complying with, the school's race equality policy.

5.0 Challenging and dealing with racial incidents

- All incidents need to be acknowledged, challenged, investigated and reported. Incidents may involve pupils, employees or visitors to the school, as either victims or perpetrators.

The victim(s) need to be supported and their cultural identity, positively reinforced. The perpetrator/s need to be counselled. If those involved are minors, then the 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, as with our combating bullying policy, that the culture is fostered 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 all staff.
- Part of the purpose of this policy is to ensure that the whole school community knows the mechanism for raising complaints of racial harassment.

6.0 Procedure for dealing with racial incidents

These very closely parallel our procedures for handling bullying.

N.B. Appendix B contains copies of the appropriate forms to complete.

6.1 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 are having to suffer this;
- log the incident in the record book (situated in the medical room);
- ask both the victim and alleged perpetrator for their accounts of events, separately;
- identify the racist element within the behaviour;
- ensure that the Head Teacher or Deputy Head are aware of the incident so that it can be recorded and monitored.

6.2 Following the report the Head Teacher or Deputy Head will:

- discuss the incident/allegation with the children/adults concerned;
- 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 the best ways to increase pastoral support for the victim.

7.0 Consequences of committing a racial incident

Involvement in racist activity has consequences. The school community should know that action will be taken to change the behaviour of the perpetrator/s. The victims must feel reassured that the incident is being taken seriously. The choice of consequences decided upon will depend on the age of the perpetrator, the seriousness of the incident and the frequency of attacks. Wherever possible the punishment will be appropriate to the incident, e.g. graffiti may result in them doing community service by scrubbing the walls to remove the offending writing.

Perpetrators should know that consequences include:

- for perpetrators who are pupils:
 - being told off and asked to apologise;
 - withdrawal of privileges;
 - additional studies to help them understand their own and other people's rights and responsibilities;
 - detention / community service within the school;
 - withdrawal from lessons;
 - exclusion.
 -

- For perpetrators who are employees:
 - an employee, who knowingly discriminates against other employees or pupils on the grounds of race, is acting unlawfully;
 - the CRE Code of Practice states that employees have a duty to comply with measures introduced to ensure equality of opportunity.
 - the perpetrator should be disciplined using the school's formal disciplinary and grievance procedures and be reminded of their right to representation of their professional association.

8.0 Recording and monitoring

- The Head teacher/Deputy Head will keep a record of all racist incidents. This record will enable the investigation, recording and monitoring of racist incidents;
- The Head Teacher will report on racial incidents to the Governing Body on a termly basis so that governors can monitor concerns or trends effectively;
- the Governing Body reports to the LEA on an annual basis.

9.0 Complaints

- In the case of a pupil, employee or parent not being satisfied with the steps taken by the school, they should be informed of their right to take their grievance to the school's Governing Body, under the school's general complaints procedure;
- if the complaint remains unresolved, the Chief Education Officer should be informed;
- if the dispute is still unresolved, the Havering Race Equalities Council should be informed;
- an individual member of staff should be informed of their right to consult their professional association.

10.0 Review of policy

The policy will be reviewed in line with school procedures at least every three years.

Appendix A

Avoiding unwitting discrimination or offence

Language and Terminology

Language changes over time. Words that used to be acceptable are now seen as disrespectful. Inappropriate use of terminology or a lack of understanding can result in a breakdown in relationships and cause individuals hurt.

Why does it matter?

- We all like to be described and addressed accurately and appropriately;
- through words we express our thoughts and feelings;
- the meaning of words can change over time. Some words that were acceptable in the past are no longer;
- the inappropriate use of words – even if used inadvertently – could cause offence;
- it may be acceptable, on a personal level, to use certain terms but it is necessary to have a professional perspective.

Acceptable terminology	Unacceptable terminology
African American / African Caribbean	Afro-Caribbean / Afro-American: Although still commonly used, it should be avoided in preference to the full word "African"
Asian: A collective term applied in Britain, but some people in the Indian sub-continent may prefer the use of national, regional or religious term, e.g. Indian, Pakistani, Punjab, Hindu etc.	Oriental: Should be avoided, it is imprecise and may be classed as racist and offensive
Black: The CRE guidelines states that the term "black" refers to African, African Caribbean, African American, Asian, Chinese and other minority racial people.	Half-caste / half-breed: Are to be avoided. They are generally thought to be offensive, although they may be found in common usage.
British: Describes citizenship and does not directly relate to racial origin. It is not a synonym for "whites", "English" or "Christians".	Coloured: Is not acceptable. It is generally disliked and felt to be offensive and patronising.
Mixed-race and or Mixed-origin: Generally accepted although the term mixed parentage is preferred.	West Indian: Is an historical term, used to describe those from the Caribbean Islands. These days it is inappropriate unless referring to the West Indian cricket team.
Racial Minority Groups:	Immigrants: Is not acceptable, it is likely to be inaccurate since the majority of racial minority people living in the UK were born here.

Glossary

Anti-racism	An approach whereby racism is directly challenged and methods of combating racism are adopted.
Black	Black is sometimes used as a general political term for people who are not of white descent. Some Asian groups do not like to be described as black. Black, when used in ethnic monitoring categories, refers to people of African and Caribbean descent and others who wish to describe themselves as black.
Culture	Customs, practices and traditions practised by a specific group. Cultures are usually shared by people of the same ethnic group, heritage or religion.
Ethnic group	A group of people who identify themselves through common heritage, culture, lifestyle, language, religion, nationality, geographical region and history.
Institutional racism	Defined in the Lawrence 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 racist stereotyping which disadvantage minority ethnic people".
Minority Ethnic	A term used to describe a group of people with common heritage or culture that is different to the majority.
Multicultural	An approach which embraces representation of different cultural dimensions in a positive way.
Race	Refers to a group of people who share a common origin or heritage. Does not carry a biological meaning, as we are all of the same biology and scientific origin. Is used as a derivative term, e.g. as in "Race Relations Act" "Racism" "Racist".
Racial Discrimination	The direct or indirect disadvantage and denials of opportunity where a person is treated less favourably to those of other heritage or culture.
Racism	The Lawrence Report defines racism as, "conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form".
Racist incident	LGA guidance recommends that the Lawrence Inquiry definition of a racist incident as, "any incident, which is perceived to be racist by the victim, or any other person" should be adopted and used for reporting and recording complaints of racial discrimination and harassment.
Stereotype	... is an opinion, often negative, based on a generalisation about a whole group or category of people.
Unwitting Racism	Defined in the Lawrence Inquiry as "can arise because of lack of understanding, ignorance or mistaken beliefs. It can arise from well-intentioned but patronising words or actions. It can arise from unfamiliarity with the behaviour or cultural traditions of people or families from minority ethnic communities. It can arise from racist stereotyping of black people as potential criminals or troublemakers.

Appendix B



St Edward's Church of England Primary School

PROFORMA FOR RECORDING AND MONITORING RACIAL INCIDENTS

Please use this form to record every issue or incident that involves discrimination in school.

Date: Time:

Place (please indicate if on school grounds): YES/NO

Name of victim(s):

Name of perpetrator(s):

Please tick the appropriate boxes for those alleged to be involved (victim(s) and perpetrator(s):

	Victim	Perpetrator
White UK ethnic group		
White European		
Other White		
Black Caribbean		
Black African		
Other Black		
Indian		
Pakistani		
Bangladeshi		
Chinese		
Any other group		
Unclassified		
NATURE OF INCIDENT		
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 break time		

Appendix C

Strategies for support

1.0 Support for Victims

- Give immediate comfort, support and assure the victim that you / the school's named person will listen to them;
- apologise for the behaviour being suffered, expressing clear disapproval of such incidents;
- give the victim time to talk about what happened - they might rightly be feeling very angry, or upset or scared. Ask them why they think the incident might have happened. Ask them how they are feeling;
- ask them if they've had any other experiences of racism targeted against them;
- discuss together how a similar incident might be prevented in future;
- complete the racial incident form, including the victim's statement;
- tell the victim how to access further support within the school; refer them to the school's named contact person and any pupil-peer / mentoring schemes you may have in place;
- provide details of other appropriate organisations that can give them support, e.g. Race Equality Council;
- in most cases, send a letter to all concerned (parents and / or carers of all parties involved, support services) explaining what happened, what the school's policy is the action taken and the reason behind that action;
- damage to personal property is involved, the perpetrator should be sensitive to the victim / their family's wishes of what they'd like to see happening.

N.B. A child or adult may sometimes be considered to have brought a racist attack on themselves, by provoking or irritating another. Racial abuse is always wrong. You should show zero tolerance of it. Deal with the behavioural response and the racist element as separate issues. However, in deciding an appropriate punishment, you may wish to take into account any provocation incurred.

2.0 Support for Perpetrators

Listen to their account of the incident.

- Complete the racial incident report, attaching the perpetrator's statement;
- where an allegation is substantiated, encourage recognition that the racist behaviour was wrong and encourage them to apologise to the victim;
- where the perpetrator is a pupil, ascertain the pupil's standpoint on accepting the diversity of British society by asking how parents will react to hearing they've been involved in a racist incident. Involve parents accordingly;
- if an employee is involved, inform them of their right to advice from their professional association. If the allegation is substantiated, issue verbal or written warning.

Appendix D

Advice to help implement and check effectiveness

Checklist for Challenging Racist Incidents

- Does your behaviour and discipline policy specify procedures to follow when dealing with incidents of racist behaviour?
- Are pupils and adults aware of procedures for reporting racist incidents?
- Are pupils clear of the support and consequences they can expect?
- Do pupils have strategies for dealing with racist incidents?
- Are pupils given opportunities to discuss racism and unfairness?
- Are reports of racism treated seriously, consistently and fairly?
- Is there a CMT nominated person for investigating, recording and monitoring racist incidents?
- Do you report racist incidents to governors on a termly basis?
- Does the Governing Body know of its duty to report racist incidents to the LEA on an annual basis? (N.B. The school reports racist incidents. Governors should ensure that this is done.)
- Have policies been reviewed from an "eliminating racism" standpoint? Are all members of the school's community, including parents, aware of procedures for reporting incidents of racism?

Appendix E

Resources for Racial Equality

Booklists

- Learning for All; Standards for Racial Equality in Schools CRE 2000
- Equal and Different, guidance for schools. Kirklees Metropolitan Council Education Service, 7th floor, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW
- Toolkit for tackling Racism. Stella Dadzie, pub. Trentham Books
- Evaluating Educational Inclusion, Guidance for Inspectors and Schools. OFSTED 2000
- A Multicultural Guide to Children's Books 0-16. Stones, BfK and the reading and Language Centre, University of Reading, Bulmershe Court, Earley, Reading, RG6 1HY

DfES / QCA

- Developing a Global Dimension in the school Curriculum, DfE circular, Sept 2000
- PSHE and Citizenship, Initial Guidance for schools, QCA, 2000

Organisations

- Childline, Royal Mail Building, Studd Street, London N1 0QW, <http://www.britkid.org>
- Havering Victim Support, tel: 01708 0 4510000
- The Development Education Centre, 998 Bristol Road, Birmingham, B29 6LE produce a range of materials developed by teachers for use by teachers
- Commission for Racial Equality <http://www.cre.gov.uk>

PROMOTING RACIAL EQUALITY POLICY

Approved by Teaching and Learning Committee:

_____	_____
Chair of Teaching and Learning Committee	Date
_____	_____
Head Teacher	Date

Approved by Full Governing Body:

_____	_____
Chair of Governors	Date
_____	_____
Head Teacher	Date