

North Primary School and Nursery Policy for Racial Equality and Cultural Diversity

This policy was first published in 2003. It has been reviewed annually, and revised when necessary, by the Governing Body. The school has an Equalities Policy that was introduced in response to the Single Equalities Act (2010). This Policy for Racial Equality and Cultural Diversity complements the school's Equality Policy.

At North Primary School and Nursery, we are committed to an inclusive ethos based on the respect for and positive acknowledgement of ethnic, cultural and religious diversity. We strive to prepare all pupils for living in a multi-cultural, multi-faith and multi-ethnic society and are committed to promoting race equality in all dimensions of the school's life and community.

We consider that all manifestations of racism and xenophobia, including those forms that are directed towards religious groups, for example Islamophobia, and against travellers, refugees and asylum-seekers are wholly unacceptable and will:

- Take positive action to eliminate all forms of racial discrimination, harassment or abuse
- Take prompt, effective and systematic action to deal with all racist incidents and to identify and address racial, ethnic, cultural and religious inequalities and bias
- Promote equality of opportunity for all members of the school community
- Promote good relations between people of different racial, ethnic, cultural and religious groups

We will enable every pupil to:

- participate in a curriculum that takes full account of the world's richness and racial, ethnic, cultural and religious diversity and be introduced to the global issues of inequality, disadvantage and poverty;
- recognise and challenge racism, racial discrimination and stereotyping;
- develop the knowledge and understanding, skills and attitudes necessary for life in Britain's multi-ethnic and multi-faith society and as global citizens in an increasingly interdependent world;
- develop a sense of personal identity that is confident and open to change, and that is receptive and respectful towards other identities.

At North Primary School and Nursery, we recognise that we live in a multi-cultural and multi faith community, and we will strive to recruit a workforce to reflect this wherever possible.

We endorse the recommendations of the Stephen Lawrence Inquiry Report and accept its definition of racism and institutional racism:

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

Institutional racism – The collective failure of an organisation to provide an appropriate and professional service to people on the basis 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 our school community will have the opportunity to improve their own understanding of race equality and understand their personal responsibility to promote race equality.

SCHOOL POLICIES

We ensure that the values and principles identified above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment
- behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- teaching and learning
- admissions and attendance
- school uniform
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents and communities

RELIGIOUS OBSERVANCE

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice. [Further information can be found in the school's *Collective Worship and Assemblies* policy.]

TEACHING AND LEARNING

North Primary School and Nursery strives to ensure that teaching and learning styles include and raise achievement of all pupils.

We will ensure that our methods of assessment do not disadvantage pupils for whom English is an additional language.

RESPONSIBILITIES

a) The Governing Body

The governing body is responsible for ensuring that the school complies with relevant legislation, in particular the Equality Act 2010, and that this policy and its related procedures and strategies are implemented.

The governing body is also responsible for ensuring that a written statement of the school's Race Equality Policy is maintained; and that arrangements are in place for the monitoring and evaluation of the impact of this and other policies. The governing body delegates these duties to their curriculum committee which carries them out in the following ways:

- receiving reports from the headteacher on the impact of the policy and its associated procedures
- considering staff training needs
- analysing racist incidents and the effectiveness of actions taken
- ensuring consistent practice with other curriculum and human resource-related policies
- revisions and amendments of the policy that might be required in the light of the monitoring and evaluation process and changes to guidance from the DfE and/or the LA; and changes to the law.

There is a designated governor for race equality.

b) The Headteacher

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

c) School Staff

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

SUPPORTING STAFF AND GOVERNORS

We ensure that all staff and governors have access to race equality training and professional development opportunities. Awareness of issues related to cultural diversity and staff effectiveness in dealing with issues of race equality are directly addressed with individual members of staff through our performance management process.

We recognise the potential isolation and vulnerability of members of staff from minority ethnic groups and we provide appropriate support and networking opportunities.

WORKING WITH PARENTS/CARERS AND OUR COMMUNITY

We actively encourage all parents / carers to be involved as partners in their children's learning and to participate in the life of the school. We ensure that all parents / carers can access parent consultation meetings. Parental involvement is monitored to ensure participation of all groups.

Information and materials for parents / carers and members of the local community are accessible in user-friendly language and we endeavour to meet all reasonable requests for information and materials to be made available in different languages and formats.

At North Primary School and Nursery, we actively promote good personal and community relations, including by working in partnership with parents / carers, the community and local minority community organisations to develop positive attitudes to diversity and to address any specific issues.

We recognise the challenge of expanding pupils' contacts and insights into cultural diversity. As such we actively seek to involve representatives of minority ethnic communities and diverse cultures and faiths in the life of the school and in the delivery of the curriculum.

We make use of the expertise, skills, and knowledge of people from the local community. Minority ethnic parents / carers and members of the local community groups are involved in curriculum delivery by, for example giving talks, contributing to projects, story-telling, contributing to assemblies and acting as mentors and role models for pupils.

The school's premises and facilities are available and accessible for use by all groups within the community, in accordance with the letting policy.

DEALING WITH AND REPORTING RACIST INCIDENTS

The Code of Practice on reporting and recording racist incidents (issued by the Home Office in 2000) states that:

- Schools should themselves handle low level, daily occurrences.
- Each school should record all racist incidents, including the date, the name of perpetrators and victims, the nature of the incident and action taken in response.
- Parents and Governors should be informed of the number and nature of such incidents and the action taken to deal with them.
- Governing bodies should inform LA's in line with their published reporting procedures.
- Schools should always advise the police of any criminal activity; this includes racist incidents that are categorised as crimes.
- Schools should pass on information about serious and / or persistent incidents or perpetrators to the police as this may provide useful intelligence.
- Although minor incidents may not result in court proceedings, it is still important to log these incidents.

What do we understand by a racist Incident?

The Stephen Lawrence Inquiry report defines a racist incident as: *Any incident which is perceived to be racist by the victim or any other person.*

An expression of racism in whatever form can be considered to be a racist incident. Perpetrators of a racist incident could be any member of the school community. A racist incident may not have a specific target or victim and may include telling a racist 'joke', chanting, graffiti or wearing racist insignia. A racist incident can be distinguished from a 'racial' incident which involves conflict between individuals or groups perceived to be 'racially' different.

Examples of types of racist behaviour

- ◆ Physical harassment includes physical assault against a person or group because of colour, race and / or ethnicity. This includes 'minor / intimidation' which may be cumulative in effect. Hiding a pupil's bag, destroying a piece of work, nudging and pushing in a line are all examples of this type of harassment.
- ◆ Verbal harassment includes incitement of others to behave in a racist way, derogatory name calling, verbal abuse and threats, insults, racist 'jokes' and language directed against individuals and / or groups of people. This also includes ridicule of a person's speech or background or culture. It may also include 'off the cuff' remarks about certain racial groups during lessons.

- ◆ Non- cooperation / disrespect includes a refusal to show respect to pupils, students or teachers because of their race. Forms of disrespect may relate to cultural and religious differences such as food, music and dress. Other examples include provocative behaviour such as wearing racist badges or insignia. Some forms of disrespect can also be inadvertent. For example, certain actions may result from a lack of knowledge or awareness on the part of both teaching staff and pupils with regard to an individual pupil's cultural / religious practice which makes the victim feel harassed or uncomfortable.
- ◆ Other incidents may include racist graffiti, bringing racist material such as leaflets, comics, magazines or computer software into school, attempting to recruit other pupils and students to racist organisations and groups. This may extend to the distribution of racist literature or posters within the school community.

Key actions following a racist incident

In response to any incident perceived as racist, we take the following key actions:

- ◆ Take appropriate immediate action to deal with the incident
- ◆ Notify the Headteacher
- ◆ Record the incident on the appropriate form
- ◆ Investigate and take written statements as appropriate
- ◆ Provide support for victim(s).
 - Explain to the victim the actions taken in dealing with the offender and express our attitude towards such behaviour allowing the pupils or adults the opportunity to express their own concerns and feelings and provide further support and counselling where necessary.
 - the headteacher informs and talks with the parents / carers of victims to explain the action taken and discuss the matter with them.
- ◆ Counsel and discuss incident with perpetrator(s).
 - Explain to the perpetrator(s) why their behaviour is racist and why it is unacceptable
 - In serious cases and where the perpetrator repeatedly behaves in a racist manner, the headteacher informs and meets the parents / carers of perpetrators to explain the action taken and discuss the matter with them.
- ◆ Deal appropriately with the perpetrators
- ◆ Always advise the police:
 - Of racist incidents that are categorised as crimes, including serious and / or persistent verbal bullying and assault; and incitement of others to behave in a racist way;
 - About serious and / or persistent incidents or perpetrators.

- ◆ Take appropriate action in accordance with the school's behaviour and discipline policy.
- ◆ Address specific issues that have occurred through the curriculum.

COMMUNICATION OF THE POLICY

Parents / carers and members of the local community are informed of the existence of this policy through the school newsletter and the school website. Copies of all our policies are available on request from the school office. We endeavour to meet all reasonable requests for policies to be made available in different languages and formats. This policy is shared with new members of staff at their induction meeting with the headteacher.

Pupils are informed of the policy through:

- ◆ The curriculum;
- ◆ Assemblies;
- ◆ Circle time;
- ◆ Class / school council meetings.

MONITORING AND REVIEW OF THE POLICY

The school Race Equality Policy will be reviewed within a year of its introduction and subsequently on a three yearly cycle. The review process will be incorporated into the school development plan.

Date of Review: March 2017