

RACE EQUALITY POLICY

1. Aims and Values

- 1.1 A whole school approach is used to promote race equality and eliminate racial discrimination. The Academy publicly supports ethnic, cultural, religious, linguistic and social diversity and actively promotes good personal community and race relations. Diversity is recognised as having a positive role to play within the Academy and where appropriate the Academy seeks opportunities to celebrate this diversity. The Academy recognises the importance of the pupil's first language in confirming their sense of identity and belonging and the role this plays in developing their multi lingual skills. Racial discrimination will not be tolerated.
- 1.2 The Academy maintains the ideal of 'Education For All', and an understanding that 'every child matters', appreciating that in our pluralistic society members of all ethnic groups, whether minority or majority, should be recognised and valued.
- 1.3 Children are prepared for life in a multicultural society. They are helped towards an awareness that people in Britain today come from a variety of cultural backgrounds and ethnic origins and as such may have their own distinct language, religion, and culture; including such aspects as music, dress, food, literature and customs.
- 1.4 We aim to help children to develop the necessary knowledge, understanding, skills and attitudes with which to play a full active part in our multicultural society.
- 1.5 As a cross-curricular dimensions, the issue of 'Education For All' permeates all aspects of life in the Academy and is encompassed within the teaching of many subjects in the curriculum, notably Music, English, Drama, Art, Geography and RE. It is an integral part of the whole curriculum and is not seen as a separate subject.
- 1.6 Through a variety of learning experiences the children will be able to explore the contributions of different cultural, racial and religious groups in our society, and at the same time broaden their knowledge and understanding of such groups. In this way it is hoped that the children's awareness and respect for cultural and ethnic diversity in the classroom, the Academy or the community will be developed.
- 1.7 Work to develop this cross-curricular dimension may be included in both class and whole Academy based topics or themes.
- 1.8 Through the partnership that exists between home, the Academy and the community, we hope to enrich the curriculum by encouraging people from other cultures, religions and ethnic backgrounds to visit school and share their experiences and ideas with the children.
- 1.9 Teachers are encouraged to consider the information they place before the children. Resources are carefully selected for use with the children to ensure that they do not display a cultural or racial bias or show stereotyping or prejudice. Such resources, where possible should reflect life in multicultural Britain. Cultural similarities as well as differences should be highlighted.
- 1.10 As an Academy we actively promote attitudes and values that enable the children to recognise the worth of every individual. The children are encouraged to respect themselves and others, be it in pupil-pupil relationships, pupil-staff relationships and relationships with others in the Academy and wider community. Tolerance and

understanding of others is promoted amongst children and staff who are encouraged to appreciate individual differences.

- 1.11 Through our general routines in the Academy and in the classroom we strive to ensure that our practices and procedures are not discriminatory in any way
- 1.12 As an Academy we acknowledge and respond to the differing needs of all individuals whatever their cultural or ethnic background and experiences. Therefore, all individuals receive equality of opportunity in our Academy. Where necessary the curriculum can be adapted so as to respond to the particular needs of a group of children, for example where English is a second language.

2. Leadership and management

2.1 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; and
- making sure the race equality policy and its procedure are followed.

3. Responsibilities

3.1 The governors are responsible for:

- making sure the school complies with the amended Race Relations Act 1976 (the Act); and
- making sure the race equality policy and its procedure are followed.

4. Principal

4.1 The Principal is responsible for:

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

5. All staff

5.1 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 or national origins; and
- keeping up to date with the law on discrimination and taking up training and learning opportunities.

6. Staff with specific responsibilities

6.1 The Academy has a designated member of staff who is responsible for:

- coordinating work on race equality; and

- dealing with reports of racist incidents.

7. Visitors and contractors

7.1 Visitors and contractors are responsible for:

- knowing and following the race equality policy.

8. Identifying Racist Behaviour

8.1 At the Academy, all children and adults are encouraged to:

- respect each other's cultural heritage, beliefs and practices; and
- understand that there are similarities and differences between all people.

8.2 There are occasions when a child or adult might exhibit racist behaviour towards another person. Such behaviour needs to be swiftly identified and dealt with.

8.3 Racist behaviour can take a variety of forms. Some of these are more obviously offensive than others. However, some apparently harmless incidents can be damaging in the long term. Below are examples of the kinds of incidents that may be encountered:

- Derogatory name-calling, insults, racist jokes and language.
- Racist comments during discussion in lessons.
- Ridicule of an individual for cultural differences, for example, food, music, dress.
- Verbal abuse and threats.
- Physical assault against a person or group because of colour and/or ethnicity.
- Racist graffiti.
- Incitement of others to behave in a racist way.
- Bringing racist material such as leaflets, comics or magazines into the Academy.
- Provocative behaviour such as wearing racist badges or insignia.
- Attempts to recruit other children to racist organisations and groups.

8.4 The Academy deals with Racist behaviour in line with its behaviour and discipline Policy.

9. Monitoring and review of this policy

9.1 The governors monitor the effectiveness of this policy through the reporting of racist and racial incidents to the governors Standards and Pupil Welfare Committee.

10. Incidents Involving Staff

10.1 An allegation of racist behaviour on the part of any member of the teaching or non-teaching staff is a serious disciplinary matter and will be the responsibility of the Governing Body. In addition there are specific procedures for dealing with racial harassment as part of staff grievance procedures or harassment policy.

10.2 Where the victim of alleged racist behaviour is a pupil, the Principal should, after careful investigation, seek to resolve the matter informally. If the matter cannot be resolved satisfactorily at this stage then the parents/carer should activate the Complaints Procedure.

10.3 Where a member of staff is the victim of racist behaviour by pupils, it is important that a full investigation takes place and full support is given to the member of staff concerned.

11. Incidents Outside the Academy

11.1 There may well be occasions when racial incidents outside the Academy, or involving outside perpetrators, are brought to the attention of the Principal. These incidents should be reported to the appropriate authorities, who may well wish to take action. Opportunities should also be taken to condemn such incidents publicly.

12. Racial Tension

12.1 It is important that teachers are sensitive to all signs of possible victimisation of individual pupils or groups of pupils and that this should also be reported, even where there is no identifiable incident. Similarly, all behaviour which can be seen as possibly reflecting racial tension within the Academy as a whole should be reported, for example, small groups of pupils form isolated groups within the playground or the classroom.

13. Supporting the Victims

13.1 It is important that the Academy creates a climate in which victims of racial incidents feel able to report them. All staff and pupils should be encouraged to report incidents that they witness and all such reports should be followed up. Consideration needs to be given to the particular vulnerability of pupils with special educational needs who may also be prey to racism within the school but find communication on their position and feelings difficult.

13.2 Staff dealing with such incidents should be sensitive to the issue of retaliation on the part of the victim, which may be a reaction to a long series of relatively minor incidents that have not been reported or dealt with appropriately.

13.3 Parents should be kept fully informed and when offering support to victims it may be appropriate, in some cases, to involve the Education Welfare Service and other agencies. The Academy recognises that the victims of racial incidents may require pastoral support over a long period in order to regain personal confidence. In addition, we need to demonstrate our willingness and ability to address the issue of racial harassment. Where the victim of a racial incident is a member of staff, support is available from the Principal and colleagues.

4th October 2006

August 2009

August 2012

RACIAL INCIDENT RECORD FORM

Tudor Grange Samworth Academy

Date of incident _____

Perpetrator

Pupil/pupils

Outside Person(s)

Teaching Staff

on-teaching Staff

Unknown

Ethnic origin

Victim

Pupil/pupils

Outside Person(s)

Teaching Staff

Non-teaching Staff

Victimless incident

Ethnic origin

Sex

Age/Year Group

Sex

Age/Year Group

Nature of Incident

Verbal abuse

Violence

Abuse of Personal Property

Graffiti

Possession/Distribution of Racist Material

Other

Brief Description of Incident

Action Taken

Signed

Date

Principal

Schools/Academies have a responsibility to report on racial incidents to the relevant

authorities. It may be a requirement for records to be sent to the Academy Unit at DfES.