



## DEANESFIELD PRIMARY SCHOOL Equality & Diversity Policy

(see also – EAL, Inclusion, Equality & Diversity Statement & Policies, Behaviour, Anti-Bullying Policies)

Deanesfield is situated on the border of 3 Education Authorities. Approximately 43% of the school's population are from ethnic minority groups. There are 42 ethnic minority groups represented in the school.

Deanesfield Primary School is a Unicef Rights Respecting School. Our values and rights underpin this whole school policy and we believe that this approach will promote positive behaviour and develop successful, responsible citizens for the future. Our values and celebrates diversity. All pupils will be given opportunities to experience, understand and appreciate social, ethnic, religious and cultural diversity including British values

Schools have a statutory duty to have a written policy on racial equality. This policy reflects the school's general and specific duties as detailed in:

- Race Relations (Amendment) Act 2000;
- Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
- Framework for a Race Equality Policy for Schools (CRE 2002);
- The Equality Act 2010.

The Race Relations (Amendment) Act 2000 places a duty on schools to:

- promote harmonious relationships between all members of the school community,
- provide a secure learning environment
- encourage any pupils who suffer from a racist incident to report this to a member of staff immediately, in the knowledge that the matter will be dealt with effectively

The school provides an education for all pupils, which recognises that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens. We will build on this core value embracing the principles of Race Equality in the Act.

We will actively promote race equality and good race relations across all areas of school life through.

- teaching and learning
- personal and social education and pastoral care
- assessment of pupil progress and attainment
- monitoring pupil behaviour, discipline and exclusions
- admissions and attendance
- curriculum content
- staff recruitment, promotion and professional development
- communication with parents and the local community

Using a whole school approach, we ensure we do not inadvertently discriminate. We achieve this by monitoring and reviewing our practice, planning opportunities within the curriculum for promoting good race relations and by dealing with racist incidents effectively. We implement our strategies for dealing with racist incidents according to guidance provided by the DFES in 'Schools Race Equality Policies from issues to outcomes' (Dec 2004), Ofsted's 'Race Equality in Education' (HMI Nov 2005), the DSCF's 'Guidance on the duty to promote community cohesion' (2007), the local education authority and in accordance with known best practice supporting all children, parents and staff.



**Article 29** – If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practise your own religion, and use your own language.



We have an expectation that all members of the school community will be committed to this policy. Visitors to the school will be expected to comply with it.

We accept responsibility for ensuring that this policy is implemented in every aspect of school life.

If there is a breach of the policy, the school will take appropriate action in accordance with Government Guidance (See appendix 1 Dealing with Serious Racist Incidents)

### **Specific Responsibilities of Members of the School Community**

The Governing Body:

- ensure that the school complies with Race Relations legislation
- ensure that the policy is implemented

The Headteacher:

- ensures that all staff are informed of their responsibilities and receive appropriate training and support where necessary to implement the policy
- ensures that all racist incidents are investigated and recorded for monitoring and reporting

All Staff:

- address racist incidents that are reported to them following agreed procedures stated in Local Authority guidance
- become informed of race relations legislation through relevant professional development

The person responsible for race equality issues in the school:

- participates in appropriate professional development activities
- reports relevant information to members of the school community
- co-ordinates activities to ensure the implementation of the policy and secure the inclusion and success of equality issues in the School Improvement Plan

Parents will:

- be made aware of school policy through the school website

### **Monitoring the Evaluation of the Policy to Promote Race Equality**

In order to assess and monitor the impact of the policy we:

- incorporate race equality targets under the principles of inclusion into our school improvement plan when an area for development is highlighted
- analyse data by racial group: e.g. sanctions, rewards, attainment and progress, uptake of afterschool clubs, parental involvement, staff professional development, composition of staff and governing body membership
- evaluate all policies and procedures for their effectiveness in eliminating racial discrimination, promoting racial equality and good race relations
- ensure that this policy impacts on all other relevant policies and evaluate this impact
- use evidence from evaluations of policies and procedures to inform future planning
- make relevant information available to all members of the school community
- inform all members of the school community of action taken and progress made in the implementation of the policy
- assess the impact of the implementation of the policy



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- identify key areas for future action planning

This policy will be evaluated and reviewed following the school review cycle.



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## Appendix 1

# Guidance on Dealing with Racist Incidents

### Definition of a Racist Incident

The Stephen Lawrence Inquiry Report recommended that the Police, local government and other relevant agencies should universally adopt the following definition of a racist incident:

A racist incident is any incident which is perceived to be racist by the victim, or any other person.

**“The purpose of this definition is not to prejudge the question of whether a perpetrator’s motive was racist or not ... (but) rather to ensure that investigations take full account of the possibility of a racist dimension to the incident”**

**(Home Office Code of Conduct)**

### Examples of Racist Incidents

The following are examples of racist incidents, which may involve pupils and school staff:

- derogatory name calling, insults, racist ‘jokes’ and language, making fun
- verbal abuse and threats, teasing and taunting
- racist graffiti and other written insults
- provocative behaviour such as wearing racist badges or insignia
- racist comments in the course of discussions
- ridicule of an individual’s cultural or religious differences, e.g. food, music, dress, language etc.
- bringing racist materials into the school, e.g. leaflets, comics, magazines or electronically stored material
- attempts to recruit other pupil to racist organisations and groups
- physical assault and intimidation
- damage caused to a person’s property
- incitement of others to behave in a racist way
- refusal to co-operate with other people because of their ethnic origin

It is not possible to provide examples covering all possible incidents. It will be a matter for professional judgment in cases of behaviour that fall outside those described above, but these main principles apply:

- Did the behaviour interfere with the peace and comfort of the aggrieved person?
- Did the aggrieved person fear for their safety?
- Was the quality of life of the person aggrieved reduced?
- Did the behaviour fall into the definition of a racist incident above

### Dealing with Racist Incidents

Racist behaviour, and other discriminatory behaviour, is unacceptable and damaging to everyone.

In cases of racist incidents, the context, the age of the people involved and the seriousness of the situation will influence how it is dealt with. All incidents need to be acknowledged and talked through, even with very young children. The following is a set of suggested actions to be taken by schools when racist incidents occur.



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### Action to be taken in all cases

1. Identify the racist behaviour and acknowledge the incident.
2. Support the victim at the time of the incident.
3. Explain to perpetrator, and any onlookers, that the behaviour is unacceptable and why.
4. Provide a full report to the designated member of staff.
5. Decide what action will be taken and sanctions used.
6. In schools, decide whether parents of perpetrator and victim should be informed, explaining action taken and relating this to the school's policy.
7. Offer support to the victim and appropriate action for the perpetrator.
8. Record the incident, for internal purposes, using the form below.
9. Inform school Governors of incidents on a regular basis.

### Further action to be considered

1. Involve the Police, who can support schools.
2. Exclusion, in the case of serious incidents.

In addition, schools should systematically:

- Check for racist graffiti and ensure its immediate removal.
- Remove all forms of racist literature and materials, deleting/ blocking information stored electronically where appropriate.

### Remember, it is important:

- For staff to discuss individual incidents, the steps taken and the position and policy of the school towards racist incidents.
- That all members of staff are aware of their role and responsibility within the policy so that its implementation is effective.
- To ensure that victims can feel supported and perpetrators will realise the consequence and inappropriateness of their actions.



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- To review all aspects of school curriculum and procedures to ensure that racism is challenged and not inadvertently reinforced.
- To establish procedures for dealing with parental and other complaints about racist incidents within the school.

Where the perpetrator of the incident is a member of staff, the appropriate disciplinary procedures should be invoked.

It is good practice to have a designated person in the establishment who receives reports of racist incidents and who co-ordinates the responses made to each situation.

### Recording and reporting racist incidents

Despite the commonly held belief (a belief also held by the DfE for some time), it is not, and never has been, statutory to record and report racist incidents. However, recording and reporting are still widely considered to be good practice, and their importance and value are reinforced by the Equality Act 2010, and by the current Ofsted framework.

#### Ofsted

Under the current inspection framework, OFSTED inspectors are expected to consider:

- Types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment – this includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.
- The effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes homophobic and racist language, and language that is derogatory about disabled people.

*School inspection handbook (OFSTED, September 2012 p 37-38)*

#### Equality Act 2010

Under the Equality Act 2010 schools have a legal duty to publish equality information annually. It seems reasonable for parents to expect this to include information on whether children are safe from discriminatory incidents and bullying. Publishing information on the number and nature of racist incidents and other prejudice-related incidents, and actions taken to prevent/ deal with them, is an obvious way of doing this.

Recording incidents enables schools to monitor incidents of prejudice related bullying, identify any actions required to eliminate discrimination, and evaluate whether actions taken are effective.

The LA recommends that:

- All discriminatory incidents should be recorded.
- Summary information about discriminatory incidents should be regularly reported to governors and parents through the requirement of the Equality Act to publish equality information annually. (Data on racist incidents can be submitted to Governors using the form at the back of this document.)
- Schools should always advise the police of any criminal activity related to discrimination.

NB In some incidents there will not be a victim present (for example, jokes/comments made in the course of class discussions), but these incidents should still be recorded and reported. Every occurrence of discrimination should be reported so that a complete picture can be built up and appropriate action taken to reduce the number of incidents.

Ideally, the behaviour module in SIMS should be used to record details of individual incidents. Alternatively, schools may wish to use the form available on the Racist Incidents page of the Wokingham Schools Hub.



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## Sources of Support and Information

### LA

### Local

### National

Equalities and Human Rights Commission

<http://www.equalityhumanrights.com/>

The Runnymede Trust

The UK's leading independent race equality thinktank.

<http://www.runnymedetrust.org/>

Trentham Books

<http://www.trentham-books.co.uk>

- publishes 'Race Equality Teaching' journal and many books relating to race equality in education, including 'Racist incidents and bullying in schools: how to prevent them and how to respond when they happen' (ISBN 978185 8564289)

### Promoting race equality through the curriculum

All subjects at all key stages contain opportunities for teaching about race equality and cultural diversity. OfSTED inspects schools to examine the quality of the school's curriculum to see how well it meets the range of needs and interests of all pupils.

Particular aspects that should be addressed are:

- Ensuring that all curricular and extra curricular activities are accessible to all pupils regardless of their ethnic group
- Promoting cultural diversity and challenging racism throughout the whole curriculum in a range of personal, community and global contexts
- Inviting pupils to develop their own strategies for promoting justice and challenging injustice
- Providing opportunities for young people to develop empathy
- Encouraging universals between people in biology, health education and Physical Education
- Highlighting that excellence can be found everywhere, not just in the West. Examples of excellence should be taken from a wide range of cultures across the subject range and positive images should be exhibited in displays and resources
- Regularly monitoring resources to ensure that stereotyped and outdated images are not being used
- Recognising and meeting the needs of those pupils whose first language is not English
- Building positive links with community groups and utilising the expertise of people from local minority ethnic communities to ensure that the multicultural dimensions of the curriculum are fully developed
- Pupils should be given the opportunity to discuss and challenge racist issues eg through citizenship lessons or the school council.



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## Report of racist incidents in school

This information should be reported to the Governing Body as part of the Headteacher's Yearly Report. Copies of this form can be found in main office.



### Deansfield Primary School Report of a Racist Incident in School

Report from:		
Date of incident:	Time of incident:	
<b>Victim</b>		
Year group	Male	Female
Ethnic origin of victim*:		
<b>Perpetrator</b>		
Year group	Male	Female
Ethnic origin of perpetrator*:		

Indicate type of incident – please tick

Physical assault	Provocative behaviour	Verbal abuse or threats	Damage to the person's property
Derogatory name calling	Racist materials	Ridicule of cultural differences	Inappropriate form of address
Other-please specify			

Description of incident/follow-up/resolution (continue on back of page if necessary):

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Action taken – please tick all that apply

Mediation	Warning	Yellow Card	Red Card
Time Out	Removal from playground	Logged on CPOMS	Alerted class teacher
Other-please specify			

Have you/class teacher had contact with the victim's parent/carer? no/yes

Have you/class teacher had contact with the perpetrator's parent/carer? no/yes

Signed ..... Designation .....

**ON COMPLETION THIS FORM SHOULD BE PASSED PROMPTLY TO THE PHASE LEADER.**

Signed ..... Designation: Phase Leader

\*Ethnicity refers to country of origin, culture, religion etc. Ethnicity is a term that is flexible and individuals can self define. English Gypsy Travellers and Irish Travellers are separate ethnic groups.



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## Behaviour Policy

All schools should have their own behaviour policies. These should include specific guidance on dealing with racist incidents

### Dealing with Complaints

All pupils, staff and parents should know how the school will act when they receive a complaint. In particular the following needs to be made clear. How the school will: -

- deal with the perpetrator
- support the complainant or victim.

### Code of Practice

The school's Code of Practice on dealing with racist incidents, should ensure the appropriate response in line with the severity of the incident – the chart and the guidelines are intended to help schools to determine which appropriate action within the framework of their own guidelines.

### How do I deal with a member of staff who behaves in a racist way?

The school should not tolerate racist behaviour by any member of staff. If a pupil is racially abused in any way, by a member of staff, the following steps should be taken to deal with the matter:

- All incidents must be reported to the headteacher or to the Chair of Governors in the case of a complaint against the headteacher
- The headteacher and/or the Chair of Governors must investigate the complaint. Following the investigation they need to determine an appropriate course of action to resolve the issue.
- If parents or pupils are not satisfied with the actions taken by the Headteacher and/or Governing Body they have the right to a formal complaint to the Commission for Racial Equality.
- Racist behaviour by any member of staff will be subject to disciplinary action through the agreed Disciplinary Procedures.

### What if a member of staff is racially abused?

In case any member of staff is racially abused by another member of staff or pupil, s/he can make complaints through the school's Grievance Procedure. In addition, the course of actions outlined above in a) and b) are advised. Should the member of staff be dissatisfied with the outcome of the Grievance Procedure, s/he can take their complaint to the Commission for Racial Equality who have the power to take the matter to court of law.

### How do I support the victim(s)?



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A victim of racist behaviour should have immediate attention from a member of staff in order to prevent the danger of shock and long term suffering.

Subsequently appropriate member of staff needs to explain the action taken and to express the attitude of the institution towards such behaviour, giving the opportunity to the victim to express their own feelings and concerns.

The following ways could be used to ease the trauma of victims:

- Provide immediate support from a member of staff to help minimise the shock and the long-term effects for the victim.
- Explain the action taken against the perpetrator(s), and reiterate the firm policy of the school towards such behaviour, encouraging the complainant(s) to express her/his own concerns and feelings.
- Counselling and follow-up support for the victim
- Arrange a meeting with parents/guardians/carers to explain the action taken and discuss the matter with them, including the involvement of any outside agencies.
- Explain the school's complaints procedure to the victim's parents/guardians/carers in case they are not satisfied with the action taken.
- If appropriate involve the victim's own community in providing support
- It is important to keep the victim informed of all outcomes; and it should be noted that the victim may wish to withdraw his/her complaint at any time if s/he feels that his/her personal safety is at risk

### **What should I use against the perpetrator(s)**

Appropriate actions against the perpetrator may include:

- Initial separation from the victim
- Informing parents of the child's action in school and the school response and the outcome of the incident
- Identifying other forms of action that can be taken ranging from warnings to exclusion
- Involving other agencies if appropriate such as the police (see appendix 6)
- Ensuring the perpetrator understands the purpose of sanctions
- Allowing opportunities for counselling for the perpetrator to prevent repetition of the incident, as well as for helping the victim

### **Categories of Racist Incidents - Staff Response**

#### **Derogatory name calling, insults, racist jokes, verbal abuse and incitement of others to behave in a racist way**

- Members of staff should not ignore any form of verbal racist abuse in the school.
- Explain fully to the perpetrator that verbal racist abuse will not be tolerated and repetition will lead to sanctions and referral to senior staff.
- Inform parents/guardians/carers if the incidents are repeated
- **Record in a school racist incident log.**



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### **Refusal to co-operate with other people because of their race, colour, ethnicity or language.**

- Explain that pupils should work collaboratively.
- Persistent perpetrators must be referred to a senior member of staff or Headteacher as appropriate.
- Parents/guardians/carers should be informed
- **Record in a school racist incident log.**

### **Ridicule of an individual for cultural differences e.g. food music dress etc**

- Teacher needs to challenge a negative statement(s). Point out that such behaviour is hurtful and is not acceptable in school.
- **Ensure curriculum addresses cultural differences appropriately for all pupils.**

### **Racist comments in the course of discussions in lessons**

- Racist statements should not be allowed to go unchallenged. Point out why it is racist and is not acceptable.
- Persistent perpetrators should be referred to a senior member of staff.
- **Parents/guardians/carers should be informed.**
- **Incidents of persistent behaviour should be recorded in the school racist incident log.**

### **Physical assault**

- Separate perpetrator from the victim. Support the victim and let the perpetrator know that what has happened is wrong.
- Report to an appropriate senior member of staff.
- Consider the involvement of the police (see appendix 6).
- Full report to the headteacher
- Take necessary action to prevent a recurrence. This may include the exclusion of the perpetrator.
- Full report to parents/guardians/carers
- **Record in a school racist incident log.**

### **Racist graffiti**

- All racist graffiti in the school must be reported to the Senior Management Team immediately and arrangements for its removal be made.
- Identified perpetrators should be referred to a senior member of staff for discipline.
- Regular checks should be made and steps taken to discourage the reappearance of graffiti, through whole school approaches.
- **Record in a school racist incident log.**
- **Inform the police (see appendix 6)**

### **Wearing racist badges or insignia**

- Schools must not permit wearing of racist badges or insignia.
- Confiscate these whilst at school and then returned with strict warning not to wear again.
- Perpetrators should be referred to a senior member of staff.
- **If the incident is repeated then parents and carers should be informed**
- **Record in a school racist incident log.**



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### **Bringing racist materials such as leaflets comics or magazines to school.**

- All forms of racist literature or materials should be removed, and the local police notified of their existence.
- Perpetrators should be referred to Senior Management
- **Parents/guardians/carers should be informed that this is unacceptable behaviour and should not recur.**
- **Record in a school racist incident log.**
- **Inform the police**

### **Inciting others to behave in a racist way**

- Report the perpetrator to a senior member of staff
- Explain to the perpetrator the seriousness of such behaviour and the sanctions that would be applied if it is repeated.
- **Parents/guardians/carers should be informed.**
- **Record in a school racist incident log.**
- **Inform the police**

### **Attempts to recruit for racist organisations and groups**

- Recruiter should be interviewed by Senior Management and warned that this should not happen again.
- **The parents/guardians/carers should be informed.**
- **Record in a school racist incident log.**
- **Inform the police of active recruitment in school**

### **In ALL cases support the victim**

