



## **Race Equality Policy**

### **Introduction:**

Holbrook Primary School is committed to working towards race equality, promoting positive approaches to difference, and opposing all forms of racial prejudice and discrimination.

Language or behaviour which is racist or potentially damaging to any ethnic or racial group is not tolerated and will always be challenged.

We value and encourage involvement of people from all sections of the local community. We recognise that British society is made up of people from many different racial, cultural, linguistic and religious backgrounds, and that all pupils must be fully prepared to live in such a diverse society.

### **Aims:**

The purpose of this policy is to eliminate unlawful discrimination and promote equality of opportunity and good relations between different racial groups, including Travellers, refugees and asylum seekers, across all areas of school life

To this end we will:

1. Promote a positive, supportive ethos in which all pupils and staff feel that they are valued, that their needs are met, and that they are able to achieve their full potential.
2. Respect and value differences between people, promote good relations between different groups within the school and wider community, and prepare all pupils for life in a diverse society
3. Ensure that racial equality is an integral part of planning and decision making across all areas of the school.
4. Work in partnership with parents and the wider community to tackle and eliminate racial discrimination, making the school a place where everyone feels safe, welcome and valued.

### **Leadership and Management:**

*The Governing Body will:*

1. Ensure that the school fulfils its legal responsibilities.
2. Maintain an overview of implementation of the Race Equality Policy and its related procedures and strategies.
3. Designate a committee/governor (?) with responsibility for equalities issues.

*The Headteacher will:*

1. Ensure that the Race Equality Policy and its related procedures and strategies are implemented.
2. Ensure that all members of staff are aware of their responsibilities under the policy and that they receive appropriate training and support within the school's programme of CPD.
3. Take appropriate action in any cases of racial discrimination.

*Subject Leaders will:*

1. Ensure curricular opportunities exist for promoting pupil awareness of race equality issues.
2. Identify cross-curricular opportunities for teaching about a diverse society.
3. Ensure positive images of a diverse society are reflected through teaching and learning resources

*All members of staff will:*

1. Have a responsibility to comply with this policy and avoid any form of discrimination on racial grounds.
2. Promote race equality, good race relations and understanding of diversity through teaching and through positive relations with pupils, parents, colleagues and the wider community.
3. Apply school policy appropriately to deal with racist incidents and to identify and challenge racial bias and stereotyping.
4. Keep themselves up to date with race relations legislation by attending training and information events as necessary and when available.

## **Policy and Practice**

### *Planning and development*

The Wiltshire Schools 'Race Equality Action Planning' document is used to evaluate our work and inform our practice. In the light of this process priorities are set, strategies and policies are amended and appropriate targets for action identified for the school's development planning process.

### *Monitoring*

Patterns and trends are identified, and used to inform planning, through regular monitoring of key indicators by ethnic group:

- The pupil population (following national guidelines)
- Pupil admissions and attendance
- Pupil progress and attainment
- Rewards, sanctions and exclusions
- Bullying and racist incidents

Relevant data and issues emerging from monitoring are communicated as appropriate at staff meetings, governors meetings and in the SEF document. We always ensure that information cannot be used to identify individuals.

### *Consultation*

In developing our work on race equality we shall continue to consult with:

- Pupils
- Teaching and support staff
- The governing body
- Local community
- Wiltshire LA (Ethnic Minority Achievement Service and Traveller Education Service)
- Wiltshire Race Equality Council

### *Dissemination*

This policy is made available:

- To all members of the governing body
- On the school website
- To all parents/carers on request
- To other interested members of the wider community on request
- To all teachers through school policy folders

This policy is summarised:

- In the school prospectus
- As a parental information leaflet (with information about how to obtain a copy of the full policy)
- In the staff handbook
- In job applicant details

## **Working Towards Race Equality**

### *Curriculum and Teaching*

1. Racial equality and ethnic and cultural diversity are promoted, and racism and discrimination challenged, through learning in all areas of the curriculum and through the resources and teaching methods used.
2. Every effort is made to ensure that all pupils have equal access to the mainstream curriculum, by taking account of their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately.
3. Wherever possible, steps are taken to provide experience of diversity through personal encounter with other cultures.

### *Admission, Attendance and Discipline*

1. The admission process is in line with the Wiltshire LA policy and is fair and equitable to pupils from all ethnic groups.
2. The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance – making appropriate allowance for leave of absence for religious observance.

3. The school's procedures for discipline and behaviour management, including exclusion, are fair and applied equally to all pupils, irrespective of ethnicity.

#### *Personal Development, Attainment and Progress*

1. The school recognises and values many forms of personal and academic achievement, and all pupils are encouraged and enabled to reach the highest personal standards.
2. Planned and targeted support is given to address any disparities in progress or achievement that are identified through our ethnic monitoring procedures.
3. Provision for pastoral care and guidance takes account of ethnic and cultural diversity, seeking to promote equality and challenge stereotyping.

#### *Attitudes and Environment*

1. Every care is taken to ensure that all aspects of the life, environment and ethos of the school promote equality, celebrate diversity and negate all forms of prejudice and discrimination.
2. All incidents of racism or racial harassment are dealt with according to Wiltshire LEA's published guidance on dealing with racist incidents (see Racist Incidents Procedures).

#### *Parents, Governors and Community Partnership*

1. All the school's forms of communication with, and involvement of, parents and carers are designed to be inclusive and accessible to all.
2. Community members of all ethnic groups are encouraged to participate in the life of the school, whether as governors or in other capacities, and positive steps are taken to include under-represented groups.
3. Community access to school premises and facilities is equally available to all ethnic groups.

#### *Staff Recruitment and Professional Development*

1. All procedures for recruitment, selection, promotion and professional development of staff are planned and monitored to ensure equality and avoid conscious or unconscious racial discrimination.
2. Staff are supported through training and management to develop their effectiveness in dealing with race equality issues.

#### **Conclusion:**

To enable us to meet the needs of all pupils in relation to race equality principles we shall keep all aspects of this policy under review. This policy should be considered alongside other relevant policy documents, in particular: Feeling Safe to Learn: An Anti- Bullying Policy; Racist Incidents Procedures; PSHE.

## **Wiltshire Guidance on Dealing with Racist Incidents**

### Section 1: Identifying

The term 'racist bullying' refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.<sup>1</sup>

Bullying (including Racist Bullying) can take many forms; name-calling, taunting, mocking, making offensive personal comments; threatening, intimidating; creating situations in which someone is humiliated, or made to look ridiculous, or gets into trouble; playing tricks and pranks; spitting, kicking, hitting; pushing and jostling, and 'accidentally' bumping into someone; hiding, damaging or taking belongings; sending malicious text messages, emails and photographs; leaving people out of groups or games or social occasions; and spreading hurtful and untrue rumours. Several of these behaviours plainly involve the use of words. Several, however, equally plainly, may be non-verbal, involving body language, gesture and facial expression. Non-verbal behaviours can be just as hurtful and intimidating as those which involve abusive language.<sup>2</sup>

All acts of racist bullying are racist incidents, in the legal sense of this phrase, but not all racist incidents necessarily involve bullying. For example, if two pupils have an argument in the playground, and if in the heat of the moment, one uses a derogatory term about the other's cultural or ethnic background, this would be recorded as a racist incident; it would probably not, however, be thought of as an example of bullying. Or if a pupil uses inappropriate language in a classroom discussion this too might be recorded as a racist incident, but would not be thought of as an example of bullying.<sup>3</sup>

A racist incident can sometimes originate from *unwitting racism*, defined by the Stephen Lawrence Inquiry Report as arising '*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...*'<sup>4</sup>

However, *for the purposes of recording in the school's Racist Incident Log*, the following definition should be used as guidance:

"A racist incident is any incident which is perceived to be racist by the victim or any other person"<sup>5</sup>

- The above definition is for the purposes of initial recording. Just because an incident is alleged or perceived to be racist does not mean that it *is* racist. But it *does* mean that it must be recorded and investigated.
- The definition implies that if anyone thinks an incident is racist then it will definitely be taken seriously and investigated. Failure to investigate, even where an incident appears to be of a relatively minor nature, could be seen as condoning racism and could be used as evidence that a school is not taking seriously its legal duties under the Race Relations (Amendment) Act
- Whether or not the pupil(s) responsible intended their behaviour to be racist is in the first instance irrelevant. Of course, when it comes to dealing with an incident, pupils' intentions and attitudes are an important consideration. But at the stage of initial recording and investigating, their attitudes, motivation and awareness are not the main issue. It's the effects of their behaviour, not the reasons for it, that require attention. 6

## Section 2: Responding

What you should do if you become aware of a racist incident *involving pupils* in your school:

- Immediately respond sensitively and supportively (and firmly if intervention is necessary), depending on the circumstances in which you become aware of the incident (it may be reported, or you may witness it first hand)
- Be especially careful not to make any premature judgements on, or responses to, what has happened/is being reported. However, the pupil who has experienced the incident will need to have a clear message at this point that you are most concerned, are supportive and available to listen, and intend to make every effort to fully follow the incident through. It will be necessary to clearly demonstrate to all parties that the school takes all allegations of racism very seriously
- As soon as possible (this should be an immediate priority), take the time to find an appropriate space in which to gather all information about what has happened
- You may wish to speak to both parties together, or you may decide to speak to the pupil who has experienced or is reporting the racist incident by themselves initially – you should make this judgement depending both on the circumstances, *and on what the pupil who has experienced the incident indicates they would prefer*. The pupil may be feeling very vulnerable at this point, and it is important to take this fully into consideration
- Once you have gathered an account of what has taken place, ask the pupil who has experienced the racist incident what they would like to happen from there on. It is important to have the pupil's support on the direction in which events

proceed from this point, as they need to feel confidence in the way in which the incident is being responded to

- If you are talking to both parties, you may wish to ask them what they think should happen from this point. However, if you use this approach, you must take great care to ensure that the pupil who has experienced the incident has the opportunity to say what they would really like to happen, as they may feel reluctant to express this in front of the other pupil/s, and may go along with solutions that they do not really have confidence in, or do not feel will make a real difference

- Enter all details fully in the Racist Incident Log. This may be a log book particular to the school, or you may use the LA pro-forma (RI1a) and file either in hard copy, or electronically. If you choose to keep a log book which is individual to your school, you *must include* the full range of categorised information required on the LA Racist Incident pro-forma, as this data will be required on your school's annual statistical return of racist incident information to the LA

- It is important that however the school chooses to record the incident, a *conclusion is logged at some stage*. This is also relevant of course, should all parties decide that the incident, having been thoroughly investigated and all aspects carefully considered, was not of a racist nature

- Make sure that the perpetrators are not just reprimanded/subjected to sanctions, but have a clear understanding of *why* their words/actions were both wrong, and completely unacceptable. Any reprimand should be delivered within the framework of the school's behaviour policy, and where appropriate, the sanctions for bullying that are part of that policy

- Ensure that all relevant and appropriate school staff are informed, and involved as and where necessary both in any action taken, and followed through. This may include:

- class teacher/s
- head/s of year
- pastoral support manager
- assistant/deputy head
- head teacher
- governor with special responsibility for race equality (this governor *must* be informed/notified of all racist incidents)

- With the agreement of the pupil who experienced the racism, you might also consider involving pupils who can lend particular support, such as:

- a peer mentor
- a school 'buddy' and/or supportive friend/s

- a member of the school council

*However* you will need to make sure that any pupils involved have a clear understanding of the nature of racism, why it is wrong and unacceptable, and the implications and effects of racism on those at the receiving end

- If appropriate, ensure that the parents/carers of all parties involved are fully informed. You should make this decision as a result of taking into prime consideration your discussion with the pupil who has experienced the racist incident, on what they would like to happen. The parents/carers of either

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party may wish to meet with the relevant and involved members of staff to discuss the incident, its investigation, and the outcomes

- At any stage during the course of your response (outlined above), you may decide that you need to contact:

- The Wiltshire LA Ethnic Minority Achievement Service (EMAS) Racial Equality Consultant
- Wiltshire Racial Equality Council (WREC)
- The Community and Race Relations Police Officer

These services are available for particular advice and guidance. Contacting any of these services does not necessarily mean that they will become involved in your school's responses and investigation, unless that is what you particularly request, or they advise that it is either necessary, or the best course of action to take. At any stage however, they will be very willing to give supportive advice and guidance on any aspect of the incident should this be needed

Reporting of Racist Incidents directed *towards a member of staff*:

(some of these outlined procedures are identical to those in the 'pupils' section above – they are repeated here for ease of reference):

- Enter all details fully in the Racist Incident Log (the LA's pro-forma allows you to indicate if a member of staff was involved)

- It is important that however the school chooses to record the incident, *a conclusion is logged at some stage*. This is also relevant of course, should all parties decide that the incident, having been thoroughly investigated and all aspects carefully considered, was not of a racist nature

- Make sure that the perpetrators are not just reprimanded / subjected to sanctions, but have a clear understanding of *why* their words/actions were both wrong, and completely unacceptable. Any reprimand should be delivered within the framework of the school's behaviour policy, and where appropriate, the sanctions for bullying that are part of that policy

- You should seek to discuss the incident fully with a member of the SMT, and decide upon appropriate action. You may also need to inform:

- class teacher
- head of year
- pastoral support manager
- assistant/deputy head
- head teacher

governor with special responsibility for race equality  
(this governor *must* be informed/notified of all racist incidents)

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- Ensure that parents/carers are fully informed. The parents/carers may wish to meet with the member staff to discuss the incident, its investigation, and the outcomes. Any such meeting should take place with the specific member of SMT with whom the incident has been discussed (as outlined above)
  
- At any stage during the course of your response (outlined above), you may decide that you need to contact:
  - The Wiltshire LA Ethnic Minority Achievement Service (EMAS) Racial Equality Consultant
  - Wiltshire Racial Equality Council (WREC)
  - The Community and Race Relations Police Officer

*Allegations of Racism against a member of staff.*

Allegations of racism against members of staff are, as you would anticipate, a rare occurrence. However, should such allegations be made, they must be clearly addressed and followed through to a conclusion, hopefully involving mutual resolution. A record should be kept which carefully details the allegation, actions and outcomes, although the school's Racist Incident Log will not necessarily be the appropriate place to record this. Such allegations may arise from misunderstanding or misinterpretation, and it is essential that any perceptions of this nature be handled sensitively that they may be addressed and resolved. EMAS are available to give in-school advice and support in any way that is helpful and appropriate in the first instance. Should the matter become more serious and subject to disciplinary procedure, a staff Racist Incident pro-forma will need to be accessed from the LA. Again, EMAS can advise on this.

Section 3: Preventing

Aim 1 of the National Curriculum states that:

The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.

Aim 2 states that:

It should develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies. ...It should promote equal opportunities and enable pupils to challenge discrimination and stereotyping.

Although it is anticipated that schools will already be working to promote these Aims, it is inevitable that a racist incident will highlight issues that can be directly addressed through areas of the whole-school ethos and curriculum, either where a gap is

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located, or where it is perceived that an element of the curriculum might increase or improve its inclusive content. Such work can take place via assemblies, tutor-group sessions, Citizenship and PSHE, and in fact, can be effectively addressed through all the curriculum areas<sup>8</sup>.

Schools sometimes express concerns over the time and capacity needed to do this, however, a solution can be found in re-examining the existing curriculum areas, and locating opportunities to permeate them in ways that will support the Aims outlined above. Ofsted have recently commented that 'In effective schools, race equality concepts enrich the curriculum as a whole, contribute to effective teaching and learning and support pupils' attainment'<sup>9</sup>. Sources of useful and supportive information are regularly included and updated in the LA's Race Equality Matters Bulletin<sup>10</sup>.

Schools often feel more confident in approaching these Aims via the multicultural/intercultural, or what might be termed 'celebratory' routes through teaching and learning, and this approach should not be underestimated in terms of the positive attitudes, understanding, and appreciation that it can foster. However, there is also a need for schools to take a firm and openly declared stance on their commitment to anti-racist perspectives.

Additionally therefore, and in accordance with the above Aims, you will need to ensure that you are giving out a clear message of the complete unacceptability of racism and racist bullying in your school (a 'zero tolerance' approach in fact) and some of the measures that you might adopt could include any, or a combination of the following:

- Involving your school council in creating some pupil-led guidance and advice on racism and incidents of racist bullying. This could involve the design of a poster and a user-friendly advice leaflet for pupils and parents
- Locating a secure and accessible 'Bullying Box' in a safe place in your school, where pupils can post written accounts of bullying – including racist bullying. This can be anonymous if they wish, or they could indicate that they would like a discreet opportunity to talk to a member of staff. Either communication will give you a clearer overview of what is happening in your school in this respect
- Making visible your school's commitment to preventing and combating racism in any form, through the use of posters, themed displays etc. This could link in with the True Vision campaign organised by the police (which has reporting packs and posters integral to the campaign materials), or to an initiative such as Kick Racism Out of Football, which has a video and workpack and provides excellent materials to prompt discussion/poster displays etc.
- Make sure that your pupils have a clear understanding of the laws that are in place to protect people from the experience and effects of racism. You could introduce this very effectively through the medium of the Stephen Lawrence Inquiry, and explain how this led to an overhaul of legislation. This can lead into

an exploration of the importance of *perception* in identifying a racist incident, reflected in the Stephen Lawrence Inquiry Report definition

- Make sure that your school's Race Equality Policy refers clearly, adequately, and with appropriate emphasis, to the stand that your school takes against

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any form of racism or racist bullying, and indicates the measures that will be taken, both in terms of prevention and response

- Make sure that staff with a designated equalities role are kept updated on relevant county Race Equality initiatives, and on all new national information, including legislative change (this can be accessed via the county's Race Equality Matters Bulletin)

- Make sure that staff with a designated equalities role, and whole school staff, are kept up-to-date with appropriate training. This is available county-wide on an annual basis, and as bespoke training for your school on request

- Relevant data and issues emerging from monitoring bullying and racist incidents must be communicated as appropriate at staff meetings, governors meetings and in the governors' annual report to parents (ensuring that information cannot be used to identify individuals). Monitoring will ensure that a full and accurate picture of the frequency and nature of racist incidents and bullying is built up, which can then form the basis for analysis and future action planning

- Statistical data will need to be relayed to the LA (currently on form RI2b on an annual basis at the end of each financial year). Schools sometimes express concern should their number of recorded incidents appear to be high, and should this be the case, a school will inevitably examine the circumstances pertaining to this data carefully, and if necessary, build in appropriate initiatives through action planning. However, it is also important to bear in mind that any increase may be a reflection of a very healthy awareness and sensitivity to race equality issues

- Be open to asking for guidance and advice on any aspect of Race Equality within your school and community that you feel unsure of. You can contact EMAS in the first instance, who may either help you directly, or may refer you to an outside agency such as WREC or the police

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<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/>

<sup>1</sup> Four of the Five Outcomes from Every Child Matters - Change For Children:  
<http://www.everychildmatters.gov.uk/>

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<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/introduction/termsanddefinitions/racistincidentsandbullying/>

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<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/introduction/termsanddefinitions/definitions/>

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<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/introduction/termsanddefinitions/racistincidentsandbullying/>

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The Stephen Lawrence Inquiry Report: 1999: Ch 6.17

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The Stephen Lawrence Inquiry Report: 1999: Ch 47: Recommendation 12

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<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/responding/faqs/>

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<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/preventing/classroomactivities/>

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<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=4095>

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Sent out to all schools three times yearly  
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