

Knights Templar CE and Methodist First School

Race Equality Policy - March 2007

Knights Templar CE and Methodist First School is situated in a largely white community and has a predominantly white intake therefore it may not be immediately apparent why our school needs an anti-racist policy. Firstly, it is precisely because many of our children have had little contact/experience of other cultures that ignorance, confusion and misinformation may result in other cultures being stereotyped. Secondly, when faced with racist attacks, graffiti and abuse it is often argued that the answer lies in better education, but because there may be little evidence of such incidents it is easy to leave the underlying attitudes unchallenged and to avoid educating children about these issues. We expect all children to find school a safe and welcoming place where they are able to achieve success irrespective of their nationality or ethnic background. It is not possible to achieve this if any of its members face prejudice or hostility because of their ethnic origins. Therefore we need a racial equality policy to ensure equality of opportunity of education for all children. By having such a policy we give a clear message to everyone in the school community that racism will not be tolerated. Finally it is a legal requirement of the LEA to 'eliminate unlawful racial discrimination and promote equality of opportunity, and good relations....' Sec 71 Race Relations Act 1976

Aims and Values

Our aim is to eliminate unlawful racial discrimination, and to promote equal opportunities and good race relations in all aspects of school life. We need to think about race equality with

- pupils personal development and pastoral care
- teaching and learning
- admission and attendance
- the curriculum
- staff recruitment and professional development
- partnerships with parents, guardians and communities

We also need to

- give children and adults confidence that racism can and must be eradicated
- develop staff awareness of implicit racism within school, community and society and issues of using correct terminology and passing on correct information
- enable staff to directly intervene with incidents of racism by giving them guidance to efficiently deal with incidents of racist harassment.

Leadership and Management

Commitments

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 procedures are followed.

Responsibilities

The Governors are responsible for:

- making sure the school complies with the amended Race Relations Act 1976; and
- making sure the race equality policy and its procedures are followed.
- to check that the policy is up to date on an annual basis.

The Head teacher 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 provide training for them on the policy;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of racial harassment and racial discrimination.

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

The PSHE coordinator is responsible for:

- coordinating work on race equality; and
- dealing with reports of racist incidents.

Visitors and contractors are responsible for:

- knowing and following our race equality policy.

Guidelines for dealing with racist behaviour

There are five major steps to be taken when dealing with racist behaviour

- a) Identifying the racist behaviour
- b) Dealing with the perpetrator
- c) Supporting the victim
- d) Dealing with the impact of racist incidents in the whole school and the community
- e) Monitoring

Identifying racist behaviour

Racist behaviour may be defined as any hostile or offensive act or expression by a person of one racial or ethnic origin against a person of another racial or ethnic origin. It is also any incitement to commit such an act in such a manner that it interferes with the peace and comfort of the aggrieved person. It is not the presence of black pupils or visitors in the classroom, which determines whether or not a comment is racist or offensive. In any discussion an offensive comment cannot go unchallenged.

Dealing with the perpetrator

For this we have categorised the types of possible incidents and then charted how we would deal with such events. See next table.

Support to victim

A victim or victims of racist behaviour will need immediate attention from a member of staff in order to prevent the danger of suffering. An appropriate member of staff needs to explain that the action taken is not representative of our school. In all cases the class teacher should meet with the parents or relations of victims to discuss the matter with them.

Dealing with the impact of the wider community

As with the children in the school we will not tolerate racial abuse from any adults in or around the school premises. All forms of abuse must be recorded in the file in the staff room and monitored by the PSHE co-ordinator. If a class teacher feels that it would be difficult with such a perpetrator she will pass it on to the head teacher for reinforcement.

Monitoring

There is a need to monitor racist incidents in every educational institution in order to:

- get a full picture of the frequency and nature of racist incidents
- measure the effectiveness of the methods used by our school in responding to racial incidents
- give staff a statistical basis for analysis of racist incidents

We therefore need to keep a record of all racist incidents. The folder and forms will be kept in a ring folder in our staff room and must be reported to PSHE co-ordinator.

Specific duties

Over the forthcoming year we aim to look at all curriculum policies to make sure that they are in line with this new racial equality policy. We will also audit our coverage of multicultural education within the school to see if we are doing our best to meet the appropriate needs of the children. The PSHE coordinator will assess and review these areas throughout the 2007-2008 academic year, then with her findings in mind will review and adapt this policy as needed, along with the governors.

Putting the race equality policy into practice

This policy will be reviewed on an annual basis so that it can be adapted and altered to the schools needs that will be highlighted through discussions at staff meetings. The policy will be freely available from the school office for staff, governors and parents to view as they wish.