



Glenmere Primary School Race Equality Policy

Statement of Values, Definition and Objectives

We are committed, as part of our educational inclusion strategy, to preparing our pupils for life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour. We believe that striving for race equality is important for all schools and we are committed to creating a positive culture that will enable everyone to work free from intimidation and harassment. We believe our policy should be widely available to all who are members of our school community and we will actively work with this community to promote equal opportunities and race relations.

The policy reflects the general and specific duties on schools and colleges, featured in the Race Relations Act 1976 as amended in the Race Relations (Amendment) Act 2000. As a Leicestershire school, we subscribe to the County Councils definition and objectives for promoting race equality, which states:

'Education should prepare people for life in the wider community and must help all people to develop attitudes and ways of behaving which are appropriate to living in a society which wishes to eradicate racial prejudice and the social scars it produces. We, therefore, recognise that Leicestershire is a pluralist society and part of a country of many cultures, and believing that all pupils and students across the county should be given an appropriate knowledge and awareness of the variety of cultures which make up our society, identify the major objectives of developing the education service in a multicultural society as:-

- a) *to prepare all pupils and students to live and work harmoniously and with equality of opportunity in that society;*
- b) *to build upon the strengths of cultural diversity in that society;*
- c) *to define and combat racism and any discriminatory practices within the educational service to which it gives rise;*
- d) *to meet appropriately the particular educational needs of all people, having regard to their ethnic, cultural, linguistic or historical attachment.'*

For the purposes of reporting and recording, we recognise the definition of a racist incident as defined by the Stephen Lawrence Inquiry: "...any incident, which is perceived to be racist by the victim or any other person." and will consider this when deciding if an incident should be recorded.

Dealing with Racism

Racism and other forms of oppressive behaviour are totally unacceptable to us. We have a coherent approach to responding to racism through the systematic monitoring of any racist incidents that occur. We use the Local Authority Racial Harassment Incident Form to record any incidences of racist behaviour and in line with national requirements, the Governors will receive an annual report on the number and nature of incidents. The governors in turn will report these annually to the Local Authority.

We recognise that racist incidents can take a number of forms and include:

- verbal or physical assault
- display of racist pictures, insignia or graffiti
- rejection or isolation of someone because of their ethnicity
- unwelcome comments, jokes, taunts or innuendoes based on ethnicity, colour or culture
- derogatory comments about people or groups
- telling racist jokes or mimicking accents
- deliberately mispronouncing names
- dismissal of viewpoints from other cultures or societies
- stereotypical comments during discussion
- making negative comments about: appearance, clothing, food, language accent or dialect, family, culture, religion, country of origin
- withdrawing from work which relates to the experience of other cultures (e.g. refusing to visit a place of worship or cultural centre for example)

When an incident has been reported, it will be investigated thoroughly and if it is judged to be of a racist nature, an incident report form will be filled in. Incidents will not be ignored or go unchallenged. Every effort will be made to ensure the perpetrator understands the seriousness of such incidents and the importance of ensuring it does not happen again. They will also be expected to apologise for their behaviour. If incidents are repeated or an incident is judged to be of a serious nature, (one that involves violence, threats or incitement to racial hatred), then parents will be notified by letter and expected to make an appointment to discuss this with the headteacher.

Curriculum and Whole School Development

A commitment to equality, justice and the unique value of every individual is a major element of our school ethos, values and culture. This commitment helps us to develop pupils who are confident, strong and self-affirming, who are open to change, choice and development and are receptive and generous towards other identities, and prepared to learn from them.

The curriculum is central to our work in promoting race equality. All curriculum areas can make a contribution to the celebration of diversity and develop understanding about the nature of society. We also recognise the opportunities offered by the curriculum to develop an understanding of injustice, prejudice and discrimination. These elements will continue to be a feature of our curriculum planning and will be especially taught through History, Personal, Social, Health and Citizenship Education (PSHCE) and Philosophy for Children (P4C).

It is important for pupils to understand through the learning and curriculum experiences they are offered and resources/displays used that the school see preparation for life in a multicultural society and opposing racism as important.

Continuing Professional Development

It is important that all staff, both teaching and non-teaching, understand the need for, and their role in promoting, race equality. To enable that to happen, we will make this a feature of our professional development programme as appropriate, through staff meetings and briefings, as well as considering other opportunities such as central INSET courses.

Responsibilities

The Governing Body and Headteacher will ensure that the school complies with relevant legislation and that the policy and procedures are implemented. The Headteacher will ensure staff are aware of their responsibilities under the policy and staff will ensure the day to day application of the policy in school.

Breach of the Policy

All members of the school community will be expected to abide by the principles set out in this policy and be aware of their responsibility to report any action which constitutes or could be deemed to constitute a breach of the policy. If any person feels that the policy has been breached or they are not happy with the way an incident has been dealt with, they should follow the school's complaints policy procedure, a copy of which can be found in the main reception area.

Monitoring and Evaluation

As part of the monitoring and evaluation procedure for the Race Equality Policy, we will monitor:

- attainment by ethnicity and address any issues of differential progress and achievement
- exclusion and other aspects of the behaviour management system by ethnicity
- the teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all
- the curriculum and teaching resources to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society
- the ethnic composition of the school staff and governors, with the aim of presenting positive role models and reflecting the diversity in wider society
- incidents of racist behaviour and the way the school handles and reports them
- the way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious, historical, ethnic and/or linguistic heritages
- the way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils
- the way in which other school policies embrace race equality and inclusion issues

Signed:

Chair of Governors

Headteacher

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