



Longwood Primary School

Racial Equality Policy

Longwood Primary School, along with the LA, considers that equality of opportunity should be at the heart of the life of our school and its community. To this end, we have formulated as a partnership of schools a policy for Equal Opportunity. The policy includes clear statements about preparing all our pupils for life in a multicultural society, and challenging racism in all forms.

As a school, we have a duty:

- To record all racist incidents,
- To report to parents, governors and the LEA any incidents,
- That the number of incidents be published annually
- That the numbers and ethnic identity of any excluded pupils also be published annually.
- Incidents of racial harassment, whether they occur in any year of schooling from nursery to the sixth form and beyond, contravene many acts of parliament and they are still a matter, which gives cause for concern both locally and nationally. It is our job, within the school, to show our pupils the ground rules so that they may grow up in a more tolerant society.

The school Context

The school is surrounded by social and private housing. The vast majority of our pupils are from white heritage. It is situated in an area of high deprivation. The school has a high percentage of FSM.

What is Racist Behaviour?

A racist incident is any incident, which is perceived to be racist by the victim or by any other person. The Macpherson Report defines racism as:

“Conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its overt form”.

Examples of Racist Incidents include:

- Lack of cultural awareness leading to inappropriate forms of address.
- Ridicule of an individual's differences e.g. religion, language, food, music, dress, skin colour, etc.
- Condoning or colluding with racist actions or comments by others.
- Derogatory name calling
- Racist jokes and comments
- Refusal to co-operate with other people because of their ethnic origin.
- Racist comments in the course of discussions in lessons.
- Racist graffiti
- Provocative behaviour such as wearing racist badges or insignia.
- Differential treatment e.g. exclusion from a particular activity.
- Bringing racist material such as leaflets, comics or magazines into the school.
- Incitement of others to behave in a racist way
- Attempts to recruit other pupils to racist organisations
- Damage caused to a person's property, which is racially motivated.
- Verbal abuse and threats



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- Physical assault against a person or a group, which is racially motivated.

Leadership, Management and Governance

The commitments and responsibilities of Governors, the Headteacher, staff, pupils and visitors to the school are as follows:

Commitments:

- Being proactive in promoting racial equality and good race relations and tackling racial discrimination.
- Encouraging, supporting and enabling all pupils and staff to reach their potential.
- Working in partnership with parents and the wider community to establish promote and disseminate racial equality good practice and tackle racial discrimination.
- Ensuring that the policy is followed

Responsibilities:

Governing Body

- Ensuring the school complies with the Race Relations legislation
- Ensuring that the policy and its related procedures and strategies are implemented.

Headteacher

- Implementing the policy and its related procedures and strategies
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in any case of racial discrimination.

All Staff

- Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping.
- Promoting racial equality and good race relations and not discriminating on racial grounds.
- Keeping up to date with race relations legislation by attending training and information opportunities

People with specific responsibilities

- Having a member of staff or school governor responsible for co-ordinating racial equality work.
- Having a member of staff or school governor who is responsible for dealing with reported incidents of racism or racial harassment.

Visitors and contractors

- Being aware of, and complying with the school's race equality policy.

Dealing with Racist Incidents Concerning Pupils

This policy should be made aware to all members of the school community. Any incident believed to be racially motivated must be reported to the Headteacher, who will record and monitor the incident.



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The context, age of the children involved and the seriousness of the incident will usually influence how an incident is dealt with. All incidents need to be talked through, even with young children.

The following is a suggested checklist of requirements for dealing with incidents and has been adapted to suit the circumstances of our school.

- 1 Never ignore a racist incident
- 2 Act immediately when a racist incident takes place
- 3 Challenge the racist behaviour, and explain its offensive and illegal nature
- 4 Give sensitive support to the victim
- 5 Determine how much the perpetrator understands about his/her own behaviour
- 6 Advise and counsel the perpetrator and then maintain pastoral support for that person
- 7 Consider appropriate action. Inform the member of staff responsible to recording and monitoring racist incidents
- 8 Contact both sets of parents, if appropriate. Explain the action the school took and relate this action to school policy
- 9 If appropriate, acknowledge to the whole establishment or group that the incident has happened in order to confirm that the behaviour is unacceptable and to quash any copycat incidents.
- 10 Complete the LEA Racial Incident Monitoring Form (see appendix) and copy to Headteacher.

It is important

For staff to discuss the incident, the steps taken, the position and the policy of the school towards racist incidents and the reasons for it. That individual members of staff are aware of their role and responsibility within the whole school policy so that its implementation is effective to ensure that through open policy discussion and development, victims can feel supported, and that perpetrators will in future realise the consequence and inappropriateness of their actions. Re-examine all aspects of school curriculum and procedures to ensure that through them racism is challenged and not inadvertently re-enforced to establish procedures for dealing with parental complaints about racist incidents within the school environment.

Implications for the Headteacher and Governors

In addition to dealing with racist incidents concerning pupils, the Headteacher and Governors must be prepared to address the following issues:

- Racist incidents and racial harassment involving members of staff as victims.
- Racist behaviour perpetrated by members of staff.

The attention of the Headteacher and the Governors is drawn to Staffordshire County Council's Anti-harassment Policy, which indicated that if a formal complaint is made against one of its employees, and investigation reveals a breach of the policy and standards set down by the Council, then the Council's disciplinary procedures will be used in the same way as for breaches of any of the Authority's other policies, rules and procedures.

Racial Harassment towards a member of staff

Where a victim of a racist incident is a member of staff, the incident must be reported to the Headteacher.



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Increased responsibilities under the Education Reform Act

The 1988 Education Reform Act has extended the general duty of governing bodies to eliminate unlawful discrimination as outlined in the Race Relations Act of 1976. Schools and Governing Bodies now have increased statutory responsibilities to ensure that all education provision in their institution fulfils legal requirements, which include:

- Admissions Policy
- Implementation of Curriculum 2000
- Exclusions
- Employment
- Resource Allocation
- Disapplication of the National Curriculum.
- Withdrawal or segregation on racial grounds.

Recording and Monitoring Racist Incidents

Every incident should be recorded, on the LA monitoring form, however minor. Such records should be simple, concise, and should include:

- A brief description of the incident.
- The school's response.

This is to enable the school and the LA to:

- Monitor the frequency of such incidents
- Offer support to schools to ensure that the LA is fulfilling its legal obligations, thus promoting good education of all children.

Involvement of parents

The LA recommends that schools establish and publicise procedures to inform and involve parents.

This may be as follows:

- Contact parents by telephone, letter or home visit
- Explain the school and the LA's procedures for dealing with racist incidents
- Invite parents to discuss any aspect of the incident with senior staff.
- Involve other LA agencies and/or outside agencies as appropriate.
- Continue to support parents as necessary.

Complaints

In the case of a pupil, member of staff or parent who is not satisfied with the steps taken by the Headteacher, they should be informed of their right to make a formal complaint to the Director of Children and Lifelong Learning.

Responsibilities of School and the Children and Lifelong Learning

The County Council takes racial harassment very seriously, and people who are harassed should have every confidence in the complaints system. The LA and the school should pursue policies, which take regard of the Race Relations Act 1976. This Act makes it unlawful to discriminate directly or indirectly on the grounds of colour, race, nationality (including citizenship) or ethnic or national origin, or to apply requirements or conditions, which have a disproportionately



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disadvantageous effect on people of a particular racial group and which cannot be justified on non-racial grounds.

The LA and the school should, within overall policies and procedures, ensure that the likelihood of racist incidents is minimised. Good relationships between school and the community are important. Parents should feel that the LA and the school act justly when dealing with incidents of a racial nature.

Below is a summary of the responsibilities of the LA and the recommendations it makes for its schools.

In the short term

School Objectives

- Acknowledge incidents to the whole establishment.
- Offer support and/or counselling to the victim and parents. This may involve outside agencies.
- Plan and identify action for dealing with the perpetrator.

LA Objectives

- Disseminate County guidelines to all schools and LA institutions.
- Monitor incidents of racial harassment and report as appropriate.
- Provide appropriate institutional support, resources and training to the establishment involved.

Assess the impact on, and needs of, associated educational institutions and provide appropriate support and training.

In the long term

School Objectives

- Ensure that young people develop mutual respect through appropriate curriculum and ethos.
- Develop procedures for dealing with racist incidents.
- Disseminate agreed procedures to all individuals within the school establishment.

LA Objectives

- Refine and improve County guidelines.
- Assist all educational institutions in dealing with racist incidents by the provision of appropriate support, resources and training.

Action to be taken when an incident occurs

By the school

- Confirm the details of the incident.
- Inform the LA designated officer via the database form
- Inform the Governors.
- Deal with the immediate incident i.e. respond appropriately to the victim, perpetrator, parents and staff.

By the LA



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- Confirm and establish details of incidents.
- Disseminate information to Press Office, Chief Executive, and District Officer.
- Liaise with Headteacher.
- Issue an inter-agency statement confirming the LA condemnation of the incident and reassure young people and parents.

Policy planning and review

The school has a specific duty to assess and monitor the impact of its policies on pupils, parents and staff from different racial groups. This will be done by:

Policy, planning & development.	Ethnic monitoring.
<ul style="list-style-type: none">• Building race equality impact questions into policy development and planning process.• Incorporating race equality targets into relevant strategic plans.• Assessing the impact of the policy through consultation, evaluation and audit.	<ul style="list-style-type: none">• Using data to monitor the attainment and progress of pupils by racial group, and to set targets.• Ensuring that monitoring data by racial group on attainment and progress, & Exclusions is used to inform planning and decision making
Reviewing & assessing policies.	Making available the results of monitoring and assessments.
<ul style="list-style-type: none">• Reviewing, monitoring and assessing all policies and strategies, as they are due for renewal, for their effectiveness and impact in eliminating racial discrimination, promoting racial equality and good race relations.• Building racial equality questions into school self-review and evaluation frameworks.	<ul style="list-style-type: none">• We will use newsletters and the Annual Report of Governors to make available the results of impact assessments and monitoring.• The community will have copies made available to them.• Information must not be used to identify individuals.