

The Hessle Federation of Schools

Penshurst Primary School

Policy For Promoting Race Equality

Our Aims

We seek to be a friendly, welcoming school with a secure, orderly and peaceful atmosphere of respect for everybody, their belongings and the environment. In this way, everyone, irrespective of race, colour, ethnic origin or citizenship feels welcome and valued.

By ensuring there is an atmosphere of discipline and order (with high standards of behaviour), we can create a dynamic learning environment in which pupils have a desire to be educated. With an emphasis on positive achievement, pupils will have the opportunity to exercise responsibility. We want pupils to have a pride in their work, their appearance, and above all, in their school.

We place a high priority on team-work both in our school and in our partnership with parents and the local community.

Penshurst Primary School is committed to tackling racial discrimination and promoting equality of opportunity and good race relations across all areas of school activity, including:

- pupils' attainment and progress
- pupils' behaviour and discipline
- the school curriculum
- teaching and learning
- pastoral care
- staff recruitment and career development
- admissions and transfer procedures.
- awareness of relevant community and ethnicity issues and religious observance in relation to student attendance, including provision to cover missed work.

We will

- enhance the self-esteem of all pupils in an environment which provides equality of opportunity for them in a multi-cultural society.
- be proactive in promoting racial equality and good race relations and tackling racial discrimination.
- encourage staff in supporting and enabling all pupils and staff to reach their potential.

- work in partnership with parents and the wider community to establish, promote and disseminate racial equality, good practice and tackle racial discrimination.
- ensure that differences between people are respected and valued.
- ensure that diverse needs of pupils are met in preparation for life in a diverse society.
- establish and maintain an inclusive ethos, including dietary, dress and religious festival requirements.
- ensure that the policy is followed.

Responsibilities

All staff will

- recognise that cultural background can affect behaviour and take this into account when dealing with discipline, being consistent at all times.
- deal with racist incidents, and will be aware of how to identify and challenge racial bias and stereotyping.
- promote racial equality and good race relations and not discriminate on racial grounds.
- keep up to date with race relations legislation by attending training and information opportunities.
- use a range of methods and strategies to assess student progress, ensuring that these methods are free of cultural and linguistic bias. Particular care will be taken to identify support needed for groups who are disadvantaged, such as travellers, asylum seekers or pupils whose first language is not English. These methods of assessment will be closely monitored.

The Headteacher will

- implement the policy and its related procedures and strategies.
- ensure that all staff are aware of their responsibilities and are given appropriate training and support.
- take appropriate action in any cases of racial discrimination.

The Governing Body will

- ensure that the school complies with Race Relations legislation.
- ensure that the policy and its related procedures and strategies are implemented.
- attend appropriate training and avail itself of opportunities to keep up to date with race relations legislation.

Deputy Headteacher will

- have responsibility for race equality and in the first instance she will deal with any issues raised by staff, parents, pupils or governors.
- deal with any complaints raised if the policy is not followed

Procedures

Policy Planning

We will

- build in questions to assess race equality into our policy development and planning processes
- use policy evaluations and auditing tools to identify specific targets for action on race equality issues
- include racial equality targets in relevant strategic and development plans.

Personal Development and Pastoral Care

We will

- provide support for all children, regardless of sociological, religious or ethnic difference
- provide support for EAL pupils and encourage them to use their home languages where possible
- provide appropriate support to victims of racism and racial harassment, using the support of external agencies where necessary

Curriculum

We will

- ensure that our curriculum incorporates the principles of racial equality and the valuing of diversity
- ensure that resources and displays portray positive images of different people and cultures
- use our resources to challenge stereotypes and racism across the curriculum
- cater for the interests and abilities of all pupils by showing role models and presenters from different racial and faith groups using a wide range of skills and experiences
- include the diversity of interests of all in the organisation of extra-curricular activities, taking account of parental concerns about religion and culture.

Staff recruitment and professional development

We will

- adopt and implement fair and equal procedures for all applicants for jobs, candidates for promotion and opportunities for professional development
- ensure that staff involved in recruitment and selection are trained in good practice to ensure racial equality and avoid discrimination
- encourage people from under-represented groups to apply for all positions at all levels, and for promotion and staff development opportunities
- monitor applications and selection for ethnicity and report the results annually to the LA
- ensure that training for staff and governors addresses issues of racial equality and cultural diversity
- deal with breaches of this policy by staff or governors in accordance with discipline and grievance procedures

Partnerships with parents and the community

We will

- encourage parents from all sections of the community to develop positive attitudes to diversity
- make information accessible for parents in user-friendly language, if necessary, other than English
- make the school's facilities accessible to all groups within the community.

Training and Development

Training will be given to staff and governors to enable them to implement and understand the policy

Dual language books will be available in classrooms and libraries where appropriate.

A racial incident record will be kept and an analysis of any incidents will be done termly. This information will be held on a confidential basis.

The school's Behaviour and Anti-Bullying Policies will take account of this Policy particularly with reference to anti-racist practices.

The "Circle of Friends" approach to develop values; skills, confidence and good behaviour will be adopted when appropriate.

Multicultural awareness of staff, pupils and parents will be raised through teaching strategies, information evenings, bilingual support where appropriate, people in the community, the teaching of citizenship, links with other organisations, music and food. All parents will be informed of, and encouraged to be involved in, the life of the school regardless of linguistic or ethnic background.

The school will ensure that a named co-ordinator for multicultural education and racial harassment exists at all times. However, the maintenance of the Policy is the joint responsibility of all the staff.

Our current co-ordinator is Penni Tanton.

Developing and Updating the Policy

We will

- identify a senior member of staff to lead on the development of the policy
- establish a working party to ensure the development of the policy, involving pupils if possible
- audit current procedures and practices to ensure effective and improving procedures
- take account of how this policy links with and impacts upon other policies
- produce an action plan as part of our Improvement Plan procedures

Racial Harassment

Racist behaviour can be defined as any hostile or offensive act or expression by a person of one racial group against a person of another racial group, or incitement to commit such an act, where there is an indication that the motivation is racial dislike or hatred.

Incidents of racist behaviour may be physical or verbal, they may involve a large or small number of people and those harassed may be from either the majority or minority communities.

The following list contains examples of racist behaviour, all of which constitute a breach of institutional regulations and should be acted upon by members of staff.

- a) Physical assault or the threat of it.
- b) Racist name-calling, joke making, face pulling and gesture.
- c) Any expression of racial prejudice or deliberate misinformation on racial or ethnic distinctions.
- d) Racist graffiti.
- e) Distributing racist literature.

- f) Wearing badges or insignia belonging to political organisations known to promote racial prejudice.
- g) Expressing slogans known to be associated with racist organisations.

Action to be taken by school staff when dealing with racial harassment

1. Incidents of racial harassment by people attending Peshurst Primary School may be observed or heard by members of staff, may be reported to members of staff by either the person harassed or by other young people or may be directed at members of staff.
2. When those harassed in such incidents are young people, they should be withdrawn from the situation. Referral should be made to Penni Tanton who should investigate the incident, offer support to the harassed person, and decide whether to record the incident for internal purposes, (using section 1 of the incident record) and advise them on the formal complaint procedure. If, after discussion, they wish to proceed with a formal complaint, Penni will report the complaint to the Headteacher using section 2 of the incident record. A copy of this form is to be retained in the school.
3. The person committing the harassment should be given a clear indication of why the behaviour is objectionable and unacceptable. However, on the first occasion (s)he should then be dealt with according to normal procedures. (S)he should though, be informed that if such behaviour recurs on a subsequent visit (s)he may be asked to leave the site without being seen.
4. If the harassment is repeated, on a subsequent occasion Penni Tanton may at her discretion ask the person committing the harassment to leave the site and send a letter to the parents outlining the nature of the harassment and confirming that the person concerned will be admitted in future only if the offensive behaviour is modified. A copy of the letter should be held in the student's file and the Headteacher should be notified that such action has been taken.
5. If the person who has received a written warning exhibits such behaviour on a subsequent occasion the issue of a second warning and letter is recommended and (s)he should be asked to leave the site.
6. Anyone who is excluded in this way should be assured, both orally and by letter, that staff of the school will be pleased to deal with his or her case normally in future, provided that the objectionable behaviour is modified.

Note: If incidents such as the distribution of racist literature occur outside the entrance to Peshurst Primary School premises, the police should be informed and asked to deal with the matter.

Incidents observed whilst working with employers, training providers, parents and others outside the LEA

1. Peshurst Primary School has a clear responsibility to uphold the law and should, wherever appropriate, ensure that the legal position of the school is clearly stated.
2. Visitors and contractors are responsible for complying with the school's race equality policy. They would also be subject to the above procedures if they exhibit oppressive behaviour.

Monitoring and Review

- Penni Tanton will be responsible for producing data annually to monitor the attainment and progress of pupils by racial group.
- Penni Tanton will be responsible for producing data annually on admissions, attendance, exclusions, sanctions and rewards. Exclusions will be monitored by ethnicity for patterns and trends.
- All information gathered will not identify individual pupils.
- Data will be analysed by SLT and used to inform planning and decision making.
- The effectiveness of the race equality policy will be reviewed annually by SLT and will be part of the school's self-evaluation procedures.
- The results of these impact assessments and monitoring will be published in reports to governors, the LA, through minutes of meetings and the school prospectus.
- The policy will be revised annually.

Reviewed January 2009

Review Date January 2010.