



M22 February 2016

HIGHFIELD MIDDLE SCHOOL

RACIAL EQUALITY POLICY

Suite of policies should be viewed on a 3 year cycle (unless new legislation) dealing with this topic. M5, M22, M31 and M66.

1. Statement of Principle

Highfield Middle School seeks to provide a safe, secure and positive environment where:

- Children and young people can achieve their potential, making full use of the opportunities available to them.
- Children and young people have the right to have themselves, their culture and their property treated with respect and to be free from intimidation.

Highfield Middle School seeks to protect these basic human rights by ensuring that those acting on their behalf:

- Are proactive in setting up a range of preventative measures
- Actively listen to children, young people and where appropriate, their parents or carers.

[Northumberland Anti-Bullying Strategy]

With regard to racist incidents, this statement of principle applies also to teachers and those employed in Northumberland schools.

Principles and Values of our School

At Highfield Middle School

- We believe that everyone in our school is of equal value and should be treated fairly in life.
- We believe that everyone should have their culture and background treated positively and with respect.
- We will treat each other equally, with dignity and respect and seek to promote race equality at all times.

- We are aware that people in our society are discriminated against and we are determined this will not happen in our school.
- We will identify and remove barriers in order to maximise participation and achievement of all.
- We will ensure high expectations of all.
- We will ensure a positive representation of a wide range of heritages from our community across the curriculum.

Our commitment

We are fully committed to:

- Promoting race equality throughout the whole school;
- Promoting good race relations at all times;
- Challenging racial discrimination.

We fully recognise and accept the responsibilities placed on us by the Race Relations (Amendment) Act 2000 following the MacPherson Report 1999 which requires the school to promote race equality.

1.2 The Local Authority's response to racist incidents in schools

In Children's Services with regard to recording, reporting and responding to racist incidents we will:

- Provide guidance and training to schools
- Offer advisory support]intervene when appropriate and helpful
- Drive relevant curriculum development]inform schools re legal and Ofsted requirements
- Support with the development of Race Equality and Single Equalities policies and action plans
- Prepare an annual report on racist incidents in Northumberland schools for BVP1 174
- Provide data to schools re racist incidents.

1.3 What is Racism?

Racism includes all practices, procedures, actions or behaviour that discriminate against (or disadvantage) people because of their race, colour, culture, nationality or ethnic group, whether on an individual, institutional or cultural level.

Racism can take many forms and can occur between any ethnic group.

People are seriously harmed and injured by racism.

UK race relations legislation recognises Gypsies, Roma, Travellers or Irish heritage, Jews and Sikhs as distinct racial groups.

The Equality Act 2006 extends the discrimination law to discrimination on the grounds of religion or belief, in respect of the treatment of pupils in schools (with the relevant exception of faith schools).

1.4 What is a Racist Incident?

For the purposes of tackling racism in schools, it is strongly recommended that schools adopt the following definition:

Any incident which is perceived to be racist by the victim or any other person

Stephen Lawrence Inquiry Report 1999

The distinctive feature of a racist incident is that a person is attacked not as an individual, but as the representative of a family, community or group. This has potentially harmful consequences for the individual and the wider community. Dealing effectively with racist incidents is therefore an important element of making a positive contribution to community cohesion.

Consequently, racist incidents are considered by the criminal justice system to be more harmful than incidents that do not contain a racial component.

Types of racist incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity or nationality
- Use of derogatory names, insults and racist jokes
- Racist graffiti
- Provocative behaviour such as wearing racist badges or insignia
- Bringing racist material into school
- Verbal abuse and threats
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion
- Attempts to recruit others to racist organisations and groups
- Ridicule of any individual for cultural difference eg. food, music, religion, dress etc.
- Refusal to co-operate with other people because of their colour, ethnic origin or nationality
- Written derogatory remarks
- Any of the above forms of racial harassment, or any other discrimination by employers in connection with work placements or work experience

Implementing the Policy

The Governing body expect all those associated with the school to adhere to this policy and guidelines at all times in their work within and for our school. The policy applies to all colleagues who work in the school on a paid or voluntary basis, all pupils who attend it, together with any visitors or contractors who visit the site.

a) Promoting Race Equality and Good Race Relations

The school wishes to meet its commitment by addressing as a matter of priority those aspects of practice that have the greatest effect on the school community:

- Progress, attainment and assessment
- Behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- Curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities
- Achievement

b) Challenging racial discrimination

The MacPherson Report of the Stephen Lawrence inquiry defines a racist incident as: "any incident which is perceived to be racist by the victim or any other person". This definition has been adopted by the County Council and the school wishes to meet its commitment by:

- Challenging inappropriate behaviour and incidents of a racial nature where ever they occur in or outside school premises;
- Recording incidents;
- Reporting incidents to the Governing body, parents, Education Directorate and police in an appropriate manner.

Roles and Responsibilities

Area of Responsibilities

The Governing Body will:

- Ensure that the school fulfils its statutory requirements, including recording and reporting racist incidents;
- Ensure that its policy is implemented

The Head Teacher will:

- Along with the Governing body, ensure the implementation of the policy;
- Ensure all are aware of their responsibilities under the policy;
- Ensure all are given appropriate training and support;
- Take appropriate action against anyone who does not comply with the policy;
- Ensure that there is a senior member of staff with responsibility for overseeing the implementing of the policy

The staff will know how to:

- Promote equality of opportunity, value different lifestyles, and promote good race relations in all aspects of their work;
- Access support, guidance and training;
- Support and provide access to counselling for victims of racist incidents;
- Challenge and support perpetrators to change their behaviour;
- Identify and challenge inappropriate behaviour and incidents of a racial nature;
- Record and report racist incidents. (Appendix 1)

Pupils will:

- Respect and value one another within the school and the wider community;
- Be helped to understand why antisocial behaviour will not be tolerated.

Visitors, contractors and members of the community will:

- Comply with the school race equality policy.

Local Authority response

See para.1.2 for timely and appropriate response, if any is deemed appropriate, from the Local Authority.

Local authority prepares Annual data for Governors

Accumulated data returned to schools in useful format for School Profile (Form 2), See Appendix 2. to be signed by Chair of Governors and returned to Jane Walker by 31st December of the year succeeding the academic year being reported.

Local Authority publishes Annual report

Cumulative data from all schools used to prepare the Local Authority's Annual Report on Racist Incidents in

Form 1 can be completed and submitted to the Local Authority by any member of the community who was involved in, witnessed or heard about the incident which was perceived to be racist. This can be achieved with a degree of anonymity depending on where the form is e-mailed from. The Local Authority will not keep a record of the name of the reporter, but will record the name of the school where the incident took place.

All data collected by schools and sent to the Local Authority will remain confidential. The information will be analysed to help the Local Authority to identify areas of concern, to contribute to multi-agency monitoring and to assist in the development of Local Authority and school policy and procedures.

The Local Authority will produce statistics and will give feedback on overall data to schools on an annual basis but does not intend to publish data by school name.

2. How to record and Report a Racist Incident

Highfield Middle School complies with the Local Authority procedure for recording and reporting racist incidents, outlined below.

2.1 Local Authority Procedure: Northumberland

<u>PROCEDURE</u>	<u>COMMENTARY</u>
Racist incident occurs	See Appendix 1
School procedure followed	Including the application of Appropriate behavioural policies
Details recorded by school	Using form 1 from www.culturaldiversity.org.uk >Equalities and diversity >racist incidents or www.northumberlandlea.net >Leadership and management >Cultural Diversity

<u>PROCEDURE</u>	<u>COMMENTARY</u>
Reported to other agencies/ Police	At the school's discretion

Promoting the Policy

a) Through communication:

- The policy is published and copies are provided to staff and governors.
- Pupils are made aware of the policy and its main purposes.
- Parents are made aware of the policy and its main purposes.
- Parents and pupils are consulted on the development and subsequent revision of the policy.

b) Through training:

- All staff and governors are aware of their responsibilities in respect of the policy and other race relations legislation.

Head Teacher _____

Date _____

Chair of Governors _____

Date _____

Review Date: February 2019

HIGHFIELD MIDDLE SCHOOL
SCHOOL PROCEDURES

1. Dealing with Incidents Concerning Pupils

The Education Directorate recommends the following procedures if any racist incidents occur. The context, the age of the pupil(s) involved and the seriousness of the incident will influence how the situation is deal with.

It is important that the school develops/maintains an agreed written policy and that this is acknowledged and supported by clear procedures.

All incidents should be talked through, even with young children.

The following is a step by step checklist for dealing with specific incidents.

Acknowledge the incident and express disapproval:-

- Give support to any victim and apologise for the incident.
- Identify the racist behaviour.
- Deal with perpetrator, including support to change inappropriate behaviour.
- Explain to those responsible as well as to onlookers what is unacceptable about the incident.
- Consider appropriate action and inform the Head Teacher or the nominated member of staff responsible for recording and monitoring racist incidents.
- Contact parents. Explain the action which the school has taken, restate the school policy and that of the County Council.
- Complete a racist incident report form, copy to the Local Authority, immediately. (Form 1).
- Review the steps taken, the position of the school towards racist incidents. Amend policies and procedure as necessary with whole school involving governors.

2. Further Implications for Head Teacher and Governors

It is important:-

- That the issue of racism is discussed with the school and involves teachers, pupils, support staff, governors and parents;
- That individual members of staff are aware of their role and responsibility to ensure that the implementation of the policy is effective to ensure that victims feel supported and perpetrators will, in future, realise the consequences of their actions;
- To re-examine all aspects of school curriculum and procedures to ensure that racism is challenged and not inadvertently reinforced.

Head Teacher and the governing body may also be required to address:-

- Racist behaviour by a member of staff;
- Racist behaviour towards a member of staff

Further information can be found at www.teachernet.gov.uk/racistbullying.

Involvement of Parents

The Education Directorate recommends that school establish and publicise procedures to inform and involve parents.

Complaints

In the case of a student, member of staff or parent who is not satisfied with the steps taken by the school, they should be informed of their right to make a formal complaint in writing to the Director of Education.

**DEALING WITH RACIST INCIDENTS
GUIDELINES FOR SCHOOLS**

Introduction

The purpose of this section is to give schools practical support and advice in dealing with racist incidents. It aims to give guidance especially in response to the question: What do I do if a racist incident occurs here?

Incidents of a racist nature, whether they occur in nursery, first, middle, high or special schools, contravene the Race relations Act 1976, the Education reform Act 1988 and the Race Relations (Amendment) Act 2000.

In the light of the growing number of racist incidents in schools nationally in recent years, the guidelines therefore offer advice on:-

1. Identifying racist incidents.
2. Dealing with incidents concerning pupils.
3. Further implications for head teachers and governors.
4. Self-evaluation checklist.

1. Identifying racist incidents

Northumberland County Council recognises the following as examples of racist incidents which it finds unacceptable:-

- derogatory name calling, insults and racist 'jokes'
- verbal abuse and threats
- racist graffiti
- provocative behaviour such as wearing racist badges or insignia
- racist comments in the course of discussions
- ridicule of an individual's cultural differences, eg. food, music, dress, language etc.
- bringing racist materials such as leaflets, comics or magazines into the institution
- using computer systems to access and/or distribute racist material
- attempts to recruit other pupils and students into racist organisations
- physical assault which is racially motivated
- damage caused to a person's property which is racially motivated
- incitement of others to behave in a racist way.
- refusal to co-operation with other people because of their ethnic origin.

These may involve pupils, teachers, support staff, governors, parents or visitors to the school site.

It is important to note that the school's responsibility in dealing with racist incidents should extend beyond the classroom and into the school environment. Schools should attempt to deal with young people and staff involved in racist behaviour which can be attributed to them as a member of the school community.

Schools need to be aware that such incidents can and do occur in schools where no pupil is from a minority ethnic background.

Self-evaluation Check List

Dealing with racist incidents

Use this check list when you want to know how well your school deals with racist incidents.

a) Incidents

- How many racist incidents were reported since the last review?
- Is this higher or lower than before?
- Who reported them?
- What kinds of incidents took place?
- Were particular pupils, age groups or locations involved?
- What can be inferred from this about procedures for reporting incidents?
- Are the procedures clear?
- Are the procedures being used?
- If there are patterns to the reported incidents, what can be done to avoid a repetition?

b) Action arising from reports

(i) Supporting victims

- Is there someone pupils can talk to in confidence?
- How many parents of victims have been consulted about a course of action?
- What strategies in supporting victims seem to have worked?
- Have the victims of reported racist incidents been told that all reported incidents are followed up?
- Counselling is a specialist skill. Does the school have access to a trained counsellor?

(ii) Work with the perpetrators

- What strategies have been used?
- How effective have these been?

c) Working with the School Community

- When were teachers, parents, governing bodies, pupils, non-teaching staff, community groups and others last consulted about the procedures?

Action Required

Note any priority areas for response, based upon your review.

Supporting Documentation

- Single Equalities and Diversity policy model, NCC at www.culturaldiversity.org.uk
- Recording and reporting racist incidents guidance, The Ethnic Minority Achievement Unit, DfES December 2006.
- Guidance on the Duty to Promote community Cohesion, DCSF and DCLE July 2007
- Advice on bullying around racism, religion and culture, DFES 2006
- Northumberland county council Anti-Bullying Policy and guidelines
- Northumberland county council guidelines on reporting racist incidents
- Aiming High: understanding the needs of minority ethnic pupils in mainly white schools, DFES 2004
- Code of practice on recording and reporting racist incidents, Home Office 2000
- Race Equality in Education, good practice in schools and local education authorities, Ofsted HMI 589 November 2005
- The work of Leicester city Council, Durham County Council and Cumbria County council www.antiracisttoolkit.org.uk
- www.standards.dcsf.gov.uk/ethnicminorities/
- www.qca.org.uk/ca.inclusion/respect for all

Legislative Context

This guidance is set within the context of key equalities legislation:

The Race Relations (Amendment) Act 2002 which required public authorities, including schools, to promote race equality through a general duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good race relations between people of different racial, ethnic and religious groups.

Specific duties which schools must also include assessing the impact of policies on pupils, staff and parents of different racial groups including the impact on the attainment levels of BME pupils. Schools must take reasonable steps to publish annually the results of this monitoring.

Harassment on racial, ethnic or national grounds is unlawful.

Recommendation 68 of the **Stephen Lawrence Inquiry Report (MacPherson 1999)** states that Local Authorities and school Governors have the duty to create and implement strategies in their schools to prevent and address racism, including:

- That schools record all racist incidents that all recorded incidents are reported to the pupils' parents/guardians, school governors and Local Authorities
- That the number of racist incidents are published annually, on a school by school basis.

Children Act: Every Child Matters 2004

Martin Bull, Ethnic Minority Achievement Unit, DCSF
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8. Glossary

BME: Black and Minority Ethnic

All those with different national or cultural differences to the majority of the population

Direct Discrimination

Involves treating one person less favourably than others on the grounds of their race, colour, nationality, religion, or because of their ethnic or national origins.

Indirect Discrimination

Involves applying a rule, condition or requirement or behaving in ways that result in less favourable conditions of treatment for a particular individual or group.

Institutional Racism

The Stephen Lawrence Inquiry report defined institutional racism as:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

Ethnicity

Refers to a person's identification with a group which shares some or all of the same culture, lifestyle, language, religion, nationality, geographical region and history. Everybody belongs to an ethnic group.

Racial Harassment

Verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individual or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there was evidence of racism.

Racial Prejudice

Categorising a racial group based on knowledge or experience of the actions or behaviour of a few people from that particular racial group eg. certain racial groups are good at sport.

Victimisation

Occurs when a person is treated less favourably than others for having made, or supported a complaint of racial discrimination.