

# **Race Equality Policy**

**Miles Coverdale  
Primary School**

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**Appendix 1**

**Miles Coverdale Racial Incident Monitoring Form**

# **The Race Relations Amendment Act**

## **What is the Race Relations Amendment Act?**

The Race Relations Amendment Act 2000 is a response to the recommendations of the Stephen Lawrence inquiry. It does not replace the Race Relations Act 1976, but extends it by imposing on public bodies a *general duty* to promote race equality. For schools this means promoting race equality for pupils, parents and school staff.

### **What does the general duty entail?**

LAs and Governing Bodies now have a general duty to have *due regard* to the need to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity;
- promote good relationships between people from different racial groups.

### **How will the new duties affect schools in practice?**

The new duties will be particularly relevant to;

- school admissions
- delivering the curriculum
- attainment and raising achievement
- pastoral guidance and support
- discipline (including exclusions)

Schools must have arrangements for fulfilling the duties of monitoring and assessing the impact of their policies on pupils, parents and school staff of different racial groups – in particular the impact on attainment.

LAs and Governing Bodies will need to monitor and report on current and prospective staff by ethnic group. Headteacher will need to provide data on:

- staff in post and leaving employment
- applicants for employment, training and promotion
- staff involved in grievance and disciplinary procedures
- staff who benefit or suffer detriment as a result of performance assessment procedures.

## **The School Context**

### **The School Community**

Miles Coverdale Primary School is a one-form entry primary school with a nursery class and an integrated unit for pupils with language impairment. Our school serves a diverse community with children coming from many different ethnic and racial backgrounds- 26 ethnic groups. Thirty two languages are currently spoken within the community and the world's major faiths are represented within the school population.

Miles Coverdale is situated in the heart of Shepherd's Bush. Many of our families are long-term residents in the area. Others have settled more recently and some are temporary residents. All these families are welcome at Miles Coverdale.

## **Our Commitment to Promoting Good Race Relations**

School Governors and Staff are committed to promoting good race relations by advancing race equality and by tackling racial discrimination in all aspects of school life.

We see racism as any conduct or words which advantage or disadvantage people because of their colour, culture, religion or ethnic origin.

In line with the recommendations of our LA, we accept the definition of a racist incident, defined by the Stephen Lawrence Inquiry as *“any incident which is perceived to be racist by the victim or any other person.”*

We recognise that covert or institutional racism can be as damaging as overt racism.

In line with the recommendations of our LA, we accept the definition of a racist incident, defined by the Stephen Lawrence Inquiry as *“any incident which is perceived to be racist by the victim or any other person.”*

We are committed to working in partnership with parents and carers and the wider community to combat racism.

Our Mission Statement, Aims for our School, and Race Equality Statement underpin our philosophy and commitment.

## **Our Mission Statement**

We aim to serve this community by providing an excellent education for all our pupils. We believe that children learn best if they are happy, confident, secure and actively engaged in their learning. We aim to create an environment where expectations are high and clear boundaries are set. Pupils are supported to work and play co-operatively.

We aim to:

- ✚ Create an atmosphere that is caring and welcoming to all pupils, parents and other members of the community and a sense of excitement and enjoyment in learning.
- ✚ Offer a curriculum, which will encourage academic, aesthetic, physical, social and emotional and spiritual development, ensuring that the children are given the opportunity to acquire basic skills essential for further learning.
- ✚ Encourage pupils to take pride in their work, aim for the highest possible standards and derive satisfaction for their own achievements and achievements of others.
- ✚ Help pupils develop self-control, co-operation, perseverance and a toleration of ideas and values different from their own.
- ✚ Encourage all pupils to behave with courtesy, care and respect both towards one another and to all adults.

### **Equality of opportunity**

It is not enough to provide a curriculum and leave children to benefit from it. The school's role is to promote access to it and development through it. An accessible curriculum will have elements in it that attract all children, because they are recognised by all.

### **Equality of contribution**

Children do more than receive knowledge; they contribute themselves to the process of education by bringing to it their own cultural experiences, values and perspectives. Schools must utilise such contributions in the learning process.

### **Equality of esteem**

Children need to be visibly shown esteem as individuals, children and family members in order to develop self-esteem. The partnership between parent and school in the education of the child will be particularly important.

### **Racial equality statement**

Miles Coverdale Primary School is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. The school strives to prepare all pupils for living in a multi-cultural and multi-ethnic society. The school will strive to promote race equality in all dimensions of the school's life and community.

## **Our Race Equality Statement**

Miles Coverdale School opposes all forms of racism in the firm belief that all children have the right to the best possible education and equal opportunities. We aim to promote a whole school ethos which demonstrates a clear commitment to anti-racism.

Our school curriculum responds positively to cultural diversity and aims to promote frameworks of understanding which undermine racism.

Children are provided with opportunities: to share and learn from the cultural experiences of other children; to appreciate the roles ethnic communities have played and continue to play in British Society; to develop an understanding of cultures and societies throughout the world; to approach information and ideas about other cultural groups with questioning minds; to identify and resist racism.

We select learning materials which reflect the multi-ethnic composition of our school, and use the resources of our local environment and community in developing our curriculum. We acknowledge that positive attitudes and high expectations on the part of school staff are necessary to promote the self confidence which is essential if learners are to maintain and increase motivation. In ensuring that every aspect of the curriculum is directed towards raising levels of achievement we are committed to all children having equal access.

Racist behaviour in all its forms (physical assault, verbal abuse, unfair treatment, graffiti, etc.) will not be tolerated, whether it is from school staff, children, parents or visitors. When incidents do occur action taken will include a full investigation and support for the victim(s). When children are involved sanctions will be imposed on

offenders and parents will be informed. If racist behaviour by a child persists, exclusion may result. If by staff, then an investigation will follow in line with the school's disciplinary procedures.

In implementing our Race Equality Policy we rely on the support of the whole school community. Our Policy is under constant review. We welcome input and suggestions from parents and carers.

## **The Race Equality Policy within the Context of other School Policies**

Miles Coverdale's Race Equality Policy should be read, understood and implemented within the context of all other school Policies.

Specific reference should be made to the following:

- The Staff Handbook/Code of Conduct
- The Promoting Positive Behaviour Policy
- The Attendance Policy
- The Special Educational Needs Policy
- The Teaching and Learning Policy
- The Personal Relationships and Sex Education Policy

## **Roles and Responsibilities**

**The Governing Body is responsible for:**

- Ensuring that the school complies with Race Relations Legislation
- Ensuring that the Policy for Race Equality is fully implemented

**The Headteacher is responsible for:**

- Keeping up to date with Race Relations Legislation
- Implementing the Policy for Race Equality and its related procedures and strategies.
- Ensuring that all staff are aware of their responsibilities and are given appropriate support.
- Ensuring that all staff has appropriate training.
- Taking appropriate action in any cases of racial discrimination.

**All Staff are responsible for:**

- Promoting good race relations and racial equality
- Identifying and challenging racial bias and stereotyping and dealing with racist incidents.
- Modelling exemplary conduct, behaviour and language in all school contexts, both formal and informal. Expectations for school staff are itemised in both Promoting Positive Behaviour Policy and the Staff Handbook.

### **Governors and Staff with Specific Responsibilities:**

- The school has a nominated member of staff and a nominated member of the Governing Body to co-ordinate race equality work and to deal with reported incidents of racism.
- The Governors Staffing and Curriculum Committee takes responsibility for evaluating the impact of the Policy each summer term and reporting their findings to the full Governing Body.
- Any changes to the Race Equality Policy or recommendations for further development will be incorporated into the School's Improvement Plan (SIP) for the following school year.

### **Expectations for the Whole School Community:**

#### **Parents, Visitors and Contractors**

- All are expected to comply with the school's Race Equality Policy.

#### **Pupils**

- All pupils are provided with opportunities: to share and learn from the cultural experiences of other children; to appreciate the roles ethnic communities have played and continue to play in British Society; to develop an understanding of cultures and societies throughout the world; to approach information and ideas about other cultural groups with questioning minds; to identify and resist racism.
- All pupils are expected to treat others with respect and courtesy.

## **Dealing with Racist Incidents**

### **Principles and Procedures**

- In line with the school's Anti-Racist Statement, the school will not tolerate:  
Racist language;  
Racist gestures;  
Racist graffiti;  
Racist literature;  
The wearing of provocative badges or insignia;  
Racist harassment.
- Any incidents of racism or racial harassment will be reported immediately to the Headteacher or Assistant Heads who will investigate the matter as described below.
- Any racist graffiti will be removed immediately and any racist literature/badges/insignia confiscated. If necessary the police will be contacted.

- Written records will be kept of all incidents of racism and Monitoring Forms will be completed. (see appendix)
- Written records will be submitted to the Governing Body each term.
- The Governing Body will inform the LEA annually of the pattern and frequency of incidents.

### **Pupils**

- If the incident involves racist verbal, physical or harassment abuse, then the Headteacher or Assistant Heads will investigate the matter.
- If the accusations are substantiated, then the child's parents will be contacted.
- The Headteacher will make a decision on use of sanctions and whether or not exclusion is appropriate.

### **Adults and those over 11 Years of Age**

- If the incident involves physical abuse then the police will be contacted immediately.
- If the incident involves verbal racist abuse or harassment then the Headteacher or Assistant Heads will investigate the matter.
- If accusations are substantiated, then a letter will be sent to the perpetrator. This will clearly state the school's policy and emphasize that any repetition of the behaviour will result in the perpetrator being banned from the school premises. If necessary the police will also be contacted.

### **School Staff**

- If the incident involves a member of the school staff, then an investigation will follow in line with the School's Disciplinary Procedures.

### **School Governors**

- If the incident involves a member of the Governing Body, then an investigation will follow in line with the Governors' Code of Conduct.

### **Support for the Victim**

- If the victim is a pupil at the school then reassurance and support will be given by staff. The child's parent will be informed about the incident.
- If the victim is an adult then support will be given by school staff and external agencies will be contacted where appropriate.

### **Unsubstantiated Accusations of Racism or Harassment**

- If after thorough investigation no witness can be found, nor any other evidence produced to support the allegation, and the alleged perpetrator denies that the incident happened then no further action can be taken by the school. However, a record will be kept of the investigation and key members of staff will be alerted to prevent any possible subsequent tensions.

## **School Policies and Procedures**

### **Policy Development**

- Our School Improvement Plan shows our priorities for development and improvement.
- We maintain a register of School Policies and their review dates.
- We will consider race equality questions when developing new policies, reviewing existing ones and planning for improvements.
- When appropriate we will incorporate race equality targets into our planning.
- We will assess the impact of this Race Equality Policy through consultation, audit and evaluation.

### **School Admissions**

- We admit pupils according to Hammersmith and Fulham's published Admission Criteria.
- We ensure that these criteria are applied consistently and fairly to all applicants.

### **School Attendance**

- We expect all parents, regardless of racial or ethnic origin, to ensure that their children attend school regularly.
- All teachers implement the school's Attendance Policy.
- We monitor school attendance, contact any parent whose child's attendance is causing concern, and where necessary, take action in line with our Attendance Policy.

### **Pupil Welfare and Pastoral Provision**

- Child Protection Procedures apply to all pupils.
- We have a well developed pastoral care system, which involves class teachers taking responsibility for coordinating the pastoral provision for pupils in their care.
- In addition to the above some members of staff have specific responsibilities for supporting particular groups of pupils eg: pupils with Statements of Special Educational Need; pupils new to the country and those at the early stages of learning English as an additional language; pupils in public care.
- We regularly review pupil welfare and call on the support of outside agencies where appropriate.
- Through both school initiatives (eg the School Council) and participation in Borough initiatives we aim to increase pupil's social responsibilities and understanding of citizenship.

### **The Curriculum**

- We provide a Curriculum that provides opportunities for all pupils to learn about cultural diversity and to challenge racist attitudes and behaviour.
- We ensure that this happens by following the guidance provided by the QCA (The Qualifications and Curriculum Authority) when devising our long-term planning. We monitor curriculum coverage, lesson planning and the delivery of lessons.
- We broaden pupil's experiences through: educational visits, visitors to the school; and participation in Borough events and initiatives. All pupils have access.
- Through our Personal Social and Health Education Programme, we address issues such as respect for oneself and for others; responsibilities for one's own actions within the contexts of family, friends, the school and wider community. Our aim is to promote responsible, caring and cooperative behaviour.
- We follow Hammersmith and Fulham's Agreed Syllabus for RE (Religious Education). Through Assemblies and RE lessons children learn about different world faiths and the contributions they make.

### **Teaching and Learning**

- All staff implements our Teaching and Learning Policy.
- We strive to create an environment where all pupils are able to contribute, feel valued and achieve.
- We take particular care to ensure that newly arrived pupils are welcomed and integrated into the school community.
- We deploy EAL staff and Learning Support Assistants effectively in order to ensure that pupils with little or no spoken English and those new schooling in this country, receive additional support.

### **Attainment, Progress and Assessment**

- We are committed to encouraging and enabling all pupils to achieve the highest possible standards.
- We regularly monitor pupil achievement through classroom observations, scrutiny of pupils; work and collecting assessment data.
- We analyse the above data and information provided by the Research and Statistics Section of Hammersmith and Fulham and the DFES to monitor the achievements of groups of pupils. All teaching staff is involved in setting targets for improving pupil's attainment.
- We are committed to improving pupil's attainments through extra-curricular provision and the school benefits from various funding e.g. extended services, improving attainment for literacy and maths.
- We ensure that all eligible pupils have equal access to extra-curricular provision. We keep registers of pupils who participate. Our data includes the ethnic origins of the pupils concerned.

### **Behaviour, Discipline and Exclusions**

- The school has a Promoting Positive Behaviour Policy, which is regularly reviewed.
- Issues of equality are central to this policy and its implementation. The key issues addressed include: pupil's needs, their rights and responsibilities; staff roles and responsibilities; strategies, procedures and systems for promoting a positive learning environment and managing pupil's behaviour.
- School Rules and Classroom Golden Rules are displayed and are regularly discussed with pupils.
- We keep records of certificates awarded to pupils.
- We keep records of all incidents which involve sanctions. This is to ensure that our behaviour management systems are fair and equitable.
- All exclusions are reported to the Governing Body. Data is sent to the LA on each exclusion. This data includes the ethnic origin of the pupil concerned.

### **Partnership with Parents and Communities**

- We are committed to working in partnership with parents and carers. In 2008, parents were consulted about increasing their involvement and as a result we have formed a Parents and Staff Association.
- All parents new to school complete home-school contracts.
- We invite parents to termly consultation meetings about their child's progress and keep records of attendance. Parents who are not able to attend are offered individual appointments.
- Invite parents to curriculum meetings, concerts and school events.
- We have a half-termly news letter which aims to keep all parents informed of school initiatives and events.
- We use interpreters where necessary for meeting with parents; for example, if their child has special educational needs and a review meeting is taking place.

### **Staff recruiting and Training**

- We advertise all substantive posts.
- We send all applicants job descriptions and person specifications. The appointment panel then use these published criteria when short-listing, interviewing and assessing candidates.
- The Local Education Authority provides training for Governors on good practice in the selection and recruitment processes and senior staffs have access to appropriate courses.
- We ensure that all staff has access to training and development opportunities in line with the School Improvement Plan.
- The Governor's Staffing and Curriculum Committee have responsibility for monitoring the Staff Development Plan of the school.
- The Headteacher's Termly Report to Governors includes a list of courses attended by school staff and other school-based staff development opportunities.

### **Governor Recruitment and Training**

- We hold elections for Parent Governors. Any parent who has a child in school is entitled to stand for election.
- Elections are organised for Teacher and Support Staff Governors. Any staff member is eligible to stand.
- The Governing Body is committed to considering the ethnic and racial composition of the school when co-opting new governors. This helps to ensure that the Governing Body becomes representative of the school community.
- All School Governors have access to attend regular training and opportunities to attend LEA Governors' Forums.

## APPENDIX 1

Racial Incident Monitoring Form

**MILES COVERDALE**

<b>Section 1: Victims Details</b>		Please give details of incident (use extra sheets if necessary)			
Name:					
Yr Group:	Male	Female			
Date of incident:					
<b>Ethnic Origin: <i>Please circle</i></b>		<b>Section 3: Alleged Perpetrator's details</b>			
1.White UK	7.Black Other		How many perpetrators were there?		
2.White Irish	8.Indian		Use these ethnic codes in Section 1, if there are more than three perpetrators please continue on a separate sheet.		
3.White European	9.Pakistani			Ethnic origin	Gender M/F
4.White Other	10.Bangladeshi		Perpetrator 1		Yr Grp
5.White African	11.Chinese		Perpetrator 2		
6.Black Caribbean	12. Other ( <i>please specify</i> )		Perpetrator 3		
<b>Section 2: Details of Incident</b>		Names of alleged perpetrators:			
<b>Incident type: <i>please circle</i></b>		<b>Section 4: Action Taken</b>			
1.Physical Abuse	6.Threatened Assault		Please specify the actions taken to support the victim and deal with the alleged perpetrator/s		
2.Verbal Abuse	7.Other: ( <i>please specify</i> )				
3.Written/printed Abuse					
4.Attack on property					
5.Graffiti					
<b>Location: <i>please circle</i></b>					
1.Classroom	5.Corridors				
2.Toilets	6.Dining Hall				
3.At front of school	7.Other ( <i>please specify</i> )				
4.Playground					
Have there been previous incidents of harassment involving the victim or the alleged perpetrator? ( <i>please circle</i> )		Reported by: _____ Form completed by: _____ Signature: _____ Date: _____			
YES	NO				