



This whole policy has been written this term as part of our rights respecting agenda, we felt there needed to be a specific race equality policy (which is not a statutory standalone policy).

## **Race Equality Policy 2024 (Anti-racism Policy)**

**UNICEF rights of all children**

**Article 28 – every child has the right to an education**

### **Introduction:**

St Paul's CE Primary school recognises and values diversity. Learners should feel safe from racist incidents and feel confident to talk to staff and others if they feel at risk.

The school ethos is inclusive and we endeavour to ensure that the school community feels safe, valued and respected.

The school curriculum is inclusive and issues of racism and bullying are addressed within it, specifically in PSHE work.

This Policy reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Include our written policy for race equality in our Equality Plan
- Assess the impact of this policy on pupils and staff, in particular, the achievement levels of these pupils;
- Monitor the impact of this policy on pupils, staff and parents towards raising the achievement of minority ethnic groups.

### **1. Statement of values.**

**1.1** School is committed to working towards racial equality, ensuring that all pupils are able to learn in a safe and sensitive environment conducive to learning. To this end the school is committed to:

- Proactively promoting race equality and good race relations across the whole school in relation to pupil support and outcomes, recruitment and selection procedures and relationships with parents.
- Preventing and opposing racism and racial harassment within the school community.
- Monitoring all aspects of the school's functions to ensure that no group is unfairly discriminated against.

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- Monitoring and reporting on all incidents of racial harassment.
- Supporting pupils, staff and parents who are victims of racism.

## 2. Racism is:

*Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin. Stephen Lawrence Inquiry, 1999.*

*A racist incident is any incident which is perceived to be racist by the victim or any other person. Stephen Lawrence Inquiry, 1999.*

*The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.*

All instances of racist bullying in schools are racist incidents, as defined by the Stephen Lawrence Inquiry report cited above. Not all racist incidents, however, are necessarily instances of racist bullying. This is because they do not have all the features of bullying. For example, if two pupils have an argument in the playground, and if in the heat of the moment the one uses a derogatory term about the other's cultural or ethnic background, this would be recorded as a racist incident; it would probably not, however, be thought of as an example of bullying. Or if a pupil uses inappropriate language in a classroom discussion this too would be recorded as a racist incident, but would not be thought of as an example of bullying.

- Within our school we acknowledge that racism exists in wider society, and that it can lead to racism and racist bullying in schools. We listen to, and take what pupils are telling us very seriously, giving them time when necessary, to express what they are feeling.

It is important, in all considerations of racism, to start with the perceptions of people at the receiving end – their feelings of astonishment, disbelief and shock, of threat and fear and anger, of diminished self-confidence, of their parents and friends being insulted and rejected as well as themselves. Also, it is crucially important to note and encourage their resilience and resistance in developing a calm resolution not to let their experiences of racist intolerance get them down permanently.

- We record and take action on all racist incidents.
- Pupils know that racism will not be tolerated and that it will always be dealt with.
- Strategies for both prevention and intervention are in place

## 3. Our approach to racist incidents:

Although we endeavour to provide a happy, safe environment for pupils, staff and parents (promoting an 'anti-racist' culture) we know that we may not be immune to incidents of racism. However, our approach to any incident is very clear.

Racism of any kind is unacceptable and is immediately investigated.

Strategies are in place to reduce the possibility of racism and reviewed to check their impact. These include raising awareness about racism and our policies relating to bullying, discipline and behaviour. At St Paul's we celebrate the achievement of positive role models from different cultures and ethnic origins that represent our context.

## 4. Promoting race equality and good race relations

### 4.1 School will ensure the following:

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- Teaching and extra-curricular activities will reflect the needs of pupils from all ethnic groups and actively cherish and celebrate cultural, religious and linguistic diversity.
- That we create a positive atmosphere of mutual respect, understanding and trust among pupils from all ethnic groups.
- Curriculum planning and delivery will take into account the ethnicity, cultural background and language needs of our pupils and of Manchester as a whole, in order to prepare our pupils to be active members of a culturally diverse society. Including positive role models from a diverse background.
- Pupils are provided with opportunities to fulfil their religious obligations.

## **5. Tackling racial discrimination.**

**5.1** The school will respond to and deal with racial discrimination by following procedures set out in annex 1.

**5.2** The Race Relations Act covers both Direct and Indirect Racial Discrimination.

**5.3** School will tackle Indirect (unintentional) Discrimination by ensuring that:

- Assessments and assessment outcomes are fair and equitable to pupils from all ethnic groups.
- Admission, disciplinary and exclusions procedures and processes are fair and equitable to pupils from all ethnic groups.
- It is the responsibility of all staff to recognise harassment when it happens and to take steps to eliminate it within the agreed procedures.
- Pupils' attainment and progress will be monitored by ethnicity, any disparities will be identified and appropriately addressed by the school.

**5.4** School will tackle Direct Discrimination by ensuring that:

- All incidents are recorded, reported and monitored.
- Incidents are referred to the relevant senior member of staff within the school and reported to Governors, the LEA and other external agencies where appropriate.
- All incidents of racial harassment are treated seriously, investigated thoroughly and that appropriate action is taken.
- All victims of racial harassment are supported.

## **6. Implementation Strategy**

*In addition to this policy, the School has an implementation plan This is how we intend to implement this policy.*

- Evaluation of all policies will make use of ethnic monitoring data
- Race equality objectives are built into all programmes of work.

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- Disparities in attainment and progress of particular ethnic groups will be identified and appropriately addressed by the school.

## **7. Roles and Responsibilities.**

- The Governing Body is responsible for ensuring that the school complies with the Race Relations legislation including developing and implementing the policy.
- The Head Teacher and the Governing Body are responsible for implementing and monitoring of the policy.
- The Head Teacher is responsible for ensuring that all staff are aware of their responsibilities under the policy and that they have appropriate training and support to enable them to fulfil these responsibilities.

The Head or member of SLT is responsible for dealing with incidents of racism and racial harassment.

## **6. Training.**

*Training will have to be delivered to all staff and governors on issues around Race Equality. Schools commitment to training in this area needs to be visible.*

- All staff will receive training on the school's race equality and racial harassment policies and procedures.
- The Race Equality Policy and related procedures will be part of the induction for new staff and Governors.

## **7. Breach of the policy**

Any breach of the policy would result in actions in line with annex 1 and disciplinary procedures if relating to staff.

## **8. Monitoring, assessing and reviewing the policy.**

The Governing Body and the Head Teacher are responsible for ensuring that the policy and its related procedures and strategies, are implemented and assessed. This can be done by ensuring that:

- The policy is reviewed every 3 years (or sooner) according to the Single Equality Scheme
- The Governing Body will monitor Racist Incident statistics termly.
- The implementation plan is updated annually

**Signed** .....

**Dated** .....

## **ANNEX 1**

### **Examples of racist behaviour and possible strategies for dealing such behaviour**

#### **Examples of racism and racist incidents**

Any group can be subject to racial harassment (including travellers and people of Irish heritage).

The following are examples of racist behaviour which may occur. (This is not an exhaustive list):

- Racist name calling, racist comments jokes, verbal abuse, threats
- Refusing to sit with/co-operate with another pupil because of their ethnic origin (silent bullying)
- Racially motivated physical or emotional bullying
- Physical assault against a person because of their colour and/or ethnicity
- Put downs or critical comments about an aspect of another person's ethnicity, food, language, accent, dress and cultural pursuits.
- Damage caused to a person's property which is racially motivated
- Drawing racist graffiti, wearing racist insignia or distributing racist literature
- Incitement of others to behave in a racist way
- Attempts to recruit other pupils and students to racist organisations and groups

#### **Overall approach to dealing with racist incidents**

To make the procedures for dealing with racist incidents effective all members of the school need to be clear on the establishment's commitment to race equality, the expected standards of behaviour and the procedures to follow when a racist incident occurs. This involves providing training and offering opportunities for reflection and discussion on the procedures for dealing with racist incidents within the context of the establishment's race equality policy and strategy.

Issues such as context, intent, the level of understanding of those involved and the seriousness of the incident will all influence how it is dealt with. All incidents need to be acknowledged, reported, talked through and actions taken even with very young children. If this is not done children are left without any challenge or alternative to racist ideas and may learn to practice or accept discrimination.

The main aims of any strategy to deal with racist incidents are to minimise harm done, prevent any reoccurrence and reinforce race equality measures.

### **Strategies for dealing with racist incidents**

- Challenge any directly observed racism and give a clear message that racist behaviour is unacceptable.
- Prompt removal of racist literature, graffiti, insignia.
- Take reports of racist incidents seriously and make it clear that the situation will be dealt with. It will be necessary to establish appropriate times for further investigations to be pursued.
- Give support to any victim. Their hurt needs to be acknowledged and reassurance given.
- Investigate the incident getting information from those involved and any witnesses. Explain to those involved and any onlookers what is unacceptable about the behaviour complained of and keep parties aware of what steps are being taken to deal with it.
- In consultation with those involved and in keeping with agreed procedures and policies, decide what action to take.
- Notify the parties concerned and follow through with the action. Inform anyone who needs to take further action.
- Any disciplinary / behaviour management action needs to prioritise establishing with the perpetrator why their behaviour was unacceptable, what they can do to make amends and how they can ensure that they don't repeat any racist behaviour.
- Follow the procedure for recording the incident and report it to the person in school responsible for co-ordinating the overall strategy on dealing with incidents. Ensure the Governing Body is informed.
- Whenever appropriate / possible contact parents and carers explaining clearly the action taken and relating this to the school's behaviour and race equality policies and invite parents/carers into school.
- Ensure that information on appeals and complaints procedures are made available to the school / centre community.
- Maintain a record of the incident and any others to feedback to the LEA. This is to ensure that schools information supports wider strategies to combat racism within local communities
- Incidents involving allegations against staff need to be dealt with through the staff disciplinary procedure and investigated by the Head Teacher and the Governing Body.
- Analyse data from any racist incidents.

## RACE EQUALITY POLICY

<b>Procedures for Dealing with Perpetrators of Racist Incidents</b>	
<p>All staff are required and expected to report incidents of racial harassment on an incident sheet, that are kept in the office <b>and on CYPOMS</b> . It is also necessary to report any incidents to a senior member of staff. All incident below will follow the steps below:</p> <ul style="list-style-type: none"> <li>- Listen to the pupil/staff member/parent and support</li> <li>- Record incident</li> <li>- Investigate</li> <li>- Parents/carers called</li> <li>- Appropriate actions taken</li> </ul>	
<b>Categories</b>	<b>Suggested Actions</b>
Physical assault.	<ul style="list-style-type: none"> <li>• Report to the class teacher or senior staff as appropriate</li> <li>• Full report to the identified member of the Senior Management Team or the Headteacher.</li> <li>• Both sets of parents/carers informed</li> <li>• Take necessary action to prevent recurrence <b>(this can include internal and external exclusion both fixed term and permanent).</b></li> </ul>
Verbal abuse/gestures. Derogatory name-calling, insults and racist jokes. Incitement of others to behave in a racist way. Ridiculing someone because of cultural differences: food, music, dress, etc. Abuse of personal property.	<ul style="list-style-type: none"> <li>• All instances that come to light in the school require a response and must not be allowed to go unchallenged</li> <li>• Explain to the perpetrator why such behaviour is wrong and that it will not be tolerated.</li> <li>• Both sets of parents/carers informed</li> <li>• Necessary action to prevent recurrence <b>(this can include internal and external exclusion both fixed term and permanent if this is repeated behaviour).</b></li> </ul>
Racist graffiti	<ul style="list-style-type: none"> <li>• All racist graffiti in the school should be reported to a senior member of staff and removed immediately.</li> <li>• Regular checks should be made and steps taken to discourage reappearance of graffiti.</li> </ul>
Wearing racist badges or insignia.	<ul style="list-style-type: none"> <li>• None will be permitted.</li> <li>• Offenders should be referred to the headteacher</li> </ul>
Bringing to school racist materials Such as leaflets, comics or magazines	<ul style="list-style-type: none"> <li>• parents/carers informed</li> <li>• Racist literature and materials will be confiscated.</li> <li>• Students to be referred to the Headteacher.</li> <li>• Parents/carers/ relations informed.</li> </ul>
Racist comments in the course of discussions in lessons.	<ul style="list-style-type: none"> <li>• Racist statements must not be allowed to go unchallenged</li> <li>• Offenders to be referred to the Headteacher</li> <li>• Parents/carers/relations should be informed.</li> </ul>
Attempts to recruit to organisations and groups.	<ul style="list-style-type: none"> <li>• Report immediately to Headteacher or senior member of staff who will inform necessary teams (prevent duty)</li> <li>• 'Recruiter' should be interviewed.</li> <li>• The 'recruiter's' parents/carers/relations should be informed.</li> </ul>
Refusal to co-operate with other people because of their race, colour, ethnicity or language.	<ul style="list-style-type: none"> <li>• Explain that pupils/students should work collaboratively. Every pupil/student should have the right to be included in school activities and the school should not exclude any pupil/student on racial, cultural or linguistic grounds.</li> <li>• Referred to the Headteacher</li> <li>• Parents/carers/relations should be informed.</li> </ul>

