



Racial Incidents Policy

Signed by:

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Chair of Governing Body

Date

Review Date:

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Headteacher



Introduction

Weddington Primary School believes that any form of racist behaviour is not acceptable and will be dealt with accordingly. Our school values the individuality of all our children. We are committed to giving all children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

This policy has been written in accordance with the Home Office Code of Practice on Recording Racial Incidents (April 2000)

The general 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.

The specific duty requires us to:

- prepare a written policy on racial equality;
- assess the impact of our policies, including this policy, on pupils, staff and parents, of different racial groups, including, in particular, the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

This document sets out how Weddington Primary School deals with racial incidents. The policy applies to staff, parents, carers, pupils, volunteers and visitors to the school. All members of the school community have a right not to experience racism at the school, whether or not it is directed at them.

It should be read in conjunction with other related policies such as Behaviour, Equal Opportunities and Special Educational needs.

Definition

A racial incident is defined as:

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

Examples of racist incidents include, but are not limited to:

- Physical attack, or threatened physical attack;
- Verbal abuse including name calling and teasing related to language, religion or cultural background;
- Expressions of prejudice;
- Inappropriate and hurtful humour;
- Racist graffiti;
- Isolating individuals due to the colour, religion, or ethnic background; and
- Wearing badges or symbols belonging to a known racist organisation.



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If you are in doubt about whether something is a racist incident you should consider the following:

- Was anyone offended, harmed, hurt or upset by a remark or situation?
- Might a representative of the community concerned have been offended, harmed hurt or upset?
- Was the way a remark was given derogatory, mocking or negative about the group/individual concerned? This recognises that a racist incident can occur without a victim or target being present- for example telling a racist joke.

If the answer to any of the above is yes, you should treat it as a racial incident under this policy. If still in doubt you must discuss with the head teacher or the deputy head teacher and agree whether or not it should be treated as a racist incident.

Any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such. This is the case regardless of whether the motivation of the perpetrator was to cause harm or offence or whether it was unintentional.

Some racist incidents involve allegations that the School itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion. Where such an allegation is made, this too will be recorded and investigated as a racist incident.

Recording and investigating an incident does not necessarily mean that an act of racism has occurred.

School Context

All staff will be vigilant and open to pupils' concerns about experiences of racism, being ready to listen and to take reports seriously. Distressed pupils will be supported and all incidents reported to the head teacher.

As part of the School's ongoing commitment to equality, teachers will:

- Immediately address any pupils negative, stereotyped or racist response to differences related to culture, colour or ethnicity;
- Provide support to any pupil who has experienced offence from another person;
- Refer any language or behaviour that has been hurtful to the head teacher for further investigation and resolution
- Provide educational opportunities to ensure that pupils develop the knowledge and skills necessary for living in a multi-ethnic and multi-faith culture.

Policy, Leadership and Management

This policy has been agreed by teachers, support staff and members of the governing body.

The designated member of staff responsible for this policy, as required by the code, is the Head teacher. The Head teacher is responsible for investigating racial incidents, for overseeing the application of this policy across the school, for monitoring the effectiveness of this policy and for reporting to Governors.

The Head teacher will inform Governors. The full governing body will be responsible for reviewing and monitoring this policy.



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The school aims statement includes a commitment to the promotion of equality of opportunity. All staff are responsible for dealing with racist incidents and being able to recognise and tackle racial bias and stereotyping.

Copies of the policy will be available from the school office and on the school website.

Staff and Governors will be given the opportunity to discuss the implications of the policy and any training needed.

All members of staff are entitled to appropriate training in order to play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the School Development Plan. Funding for professional development is identified within the School Development Plan. Members of the governing body will also identify their own training needs in relation to racial equality.

Recording of Racist incidents

Where there is either:

- a complaint (this could be from a pupil, member of staff, parent or visitor to the school) made about a racial incident; or
- a witnessed racial incident;

it should be reported to the Head teacher (HT) or the Deputy Head (DH).

The HT or the DH will record the details of all racial incidents in the "Racial Incident Log." Details to be recorded in this log include:

- Date of incident
- Names of those involved
- The ethnicity of the victims and perpetrators
- Brief facts of the nature of the incident and
- The action taken in response to the incident.

The HT or DH will investigate the reported incident. However, should the complaint or incident involve the HT or DH, it will be investigated by the Chair of Governors.

The record of the racial incident will not go onto a pupil or staff record unless it is, or becomes, a disciplinary matter of racial harassment. In this case it will be dealt with in accordance with the relevant disciplinary policy and procedures.

Each incident will be dealt with on a case by case basis and the level of investigation will be determined by all the factors involved.

At the end of an investigation the outcome must be recorded. If there is no further action the reasons for this should also be recorded.

Action following Reporting of Racist incident

Where the incident involves a pupil or pupils, parents/carers of both parties will be informed. Where a child has suffered distress, the appropriate support can be given to the affected person. However, in accordance with guidance issued on dealing with racial incidents, it is not normally appropriate to inform parents where no one is offended or hurt by the incident.

Where necessary an appropriate educational response will be provided.



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All racist incidents involving pupils will be made known to all staff as part of a support and monitoring process.

In accordance with Local Authority Guidance, where racist incidents occur that involve any of the following:

- Physical violence
- Serious damage of property
- Repeated harassment
- Racist graffiti
- Links with extremist groups including distribution of racist literature
- Absence related to a racist incident
- Exclusion related to a racist incident

Weddington Primary School will inform Warwickshire Race Equality Partnership (WREP) for advice in responding to the incident and ensuring that legal responsibilities have been met.

Curriculum, Teaching and Assessment

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

We aim to provide all pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and value that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

The services of the Intercultural Support Service (ICSS) will be accessed by the school to assist those pupils for whom English is a second language. This service will be used to promote understanding of other cultures. We also employ a bi-lingual support worker to further assist pupils with a second language.

Admission, Attendance, and Behaviour

The school is committed to ensuring that all processes are fairly applied.

If ethnic discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

Pupils' Personal Development, Attainment and Progress

Attainment is monitored across all subject areas for individual pupils.

Achievement of all students is celebrated in a number of ways, including stickers, certificates of merit, celebration assemblies, etc.

Those pupils who are in danger of under achieving are given differentiated work and, where



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appropriate, additional input by support staff within the school and/or from outside agencies. Support is allocated and monitored by the SENCo in consultation with class teachers.

Extra-curricular activities are open to all students.

Attitudes and Environment

In our school, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge aggressive and racist behaviour.

Parents, Governors and Community Partnership

Racial equality will also be an agenda item at meetings of the governing body.

We have a rolling programme of policy review. When policies are reviewed in future, governors will ensure that due regard is given to the promotion of racial equality within each policy.

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns. An annual report is issued in the summer term.

Staffing - Recruitment, Training and Professional Development

The school is required to supply the LA with employment data related to racial groups employed within the school.

The school is committed to attracting and developing a workforce on a basis of merit.

The recruitment process will be monitored to ensure that there is no ethnic bias.

Professional development opportunities are offered to all staff.

The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

Monitoring and Evaluation

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we will monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and LA data to ensure that pupils are making appropriate progress, when compared to all schools, and to schools in similar circumstances.



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Parents receive an annual questionnaire about the school and this includes some questions about the success of our policies in promoting their involvement in their children's learning.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.