



RACE EQUALITY POLICY

DEFINING RACISM

Racism and racial harassment exist in society and are manifested through conduct, words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin. Examples of racist behaviour include:

- Physical assault
- Derogatory name-calling
- Graffiti
- Provocative behaviour such as wearing racist insignia or badges
- Bringing racist materials into institutions and educational establishments
- Verbal abuse and threats
- Incitement of others to behave in a racist way
- Attempts to recruit to racist organisations and groups
- Ridicule of others for cultural differences
- Refusal to co-operate because of someone's ethnic origins
- Stereotyping

Institutional racism is the failure of an organisation to provide a service to people because of their colour, culture, faith or ethnic origin. It can be detected in processes, attitudes and behaviours which disadvantage minority ethnic people, particularly in areas such as:

- Recruitment and development of staff
- Assessment and monitoring
- Access to services

Such discrimination may be unwitting, through prejudice, ignorance, thoughtlessness and stereotyping. This does not excuse such behaviour; rather it highlights the need for race equality training for all personnel.

An incident of racial harassment is behaviour directed at an individual (or a group of people) which is 'perceived to be racist by the victim or any other person'.

This definition of a racist incident, defined in the Macpherson Report, has been accepted by Government.

WHY WE NEED A RACE EQUALITY POLICY

Ignorance, confusion and misinformation may result in other cultures being stereotyped. When faced with racist attacks, graffiti and abuse it is often argued that the answer lies in better education but because there may be little evidence of such incidents it is easy to leave the underlying attitudes unchallenged and to avoid educating children about these issues.

We expect all children to find school a safe and welcoming place where they are able to achieve success irrespective of their nationality or ethnic background. It is not possible to achieve this if any of its members face prejudice or hostility because of their ethnic origins. Therefore we need an anti-racist policy to ensure equality of opportunity of education for all children.

Finally, it is a legal requirement of the LEA and the school to 'eliminate unlawful racial discrimination and promote equality of opportunity, and good relations' (Sec 71 Race Relations Act)

AIMS OF THE RACE EQUALITY POLICY

- * To make our school a safe and welcoming place for all its members. To provide an environment in which racist assumptions, attitudes and behaviour are continually challenged, to provide a curriculum which emphasises the positive aspects of all cultures and to give children the confidence that racism can and must be eradicated.
- * To develop staff awareness of implicit racism within school, community and society and issues of using correct terminology, customs, language, etc.
- * To enable staff to directly intervene with incidents of racism by giving them guidance to efficiently deal with incidents of racial harassment.
- * To offer a curriculum that reflects and values cultural diversity. This will include providing for resources and materials which facilitate an anti-racist, multi-cultural curriculum, including the use of ICT.

WHOLE SCHOOL ORGANISATION

The inclusion manager is responsible for ensuring that the needs of multicultural and minority ethnic children are met. The manager will liaise with EMTAS (Ethnic Minority and Traveller Awareness Service) to consider the needs of individual children within the school and new arrivals. The manager should assist staff in the interpretation of the Racial Harassment Guidelines for Schools. The inclusion manager will liaise with the subject managers in planning an integrated cross-curricular approach, actively working to ensure that topics not only reflect pupils' backgrounds but that we are making children aware of different races and cultures

through the subjects we teach. It is important that all children are given the widest possible opportunity to experience and enjoy the multicultural nature of our society.

Governors and staff are responsible for ensuring that all parents and carers are aware of the school's multicultural and anti-racist aims. The multicultural manager will encourage and monitor the parental involvement of minority ethnic pupils.

ASSESSMENT AND MONITORING

The school office should advise the inclusion manager of new arrivals. The class teacher and inclusion manager will jointly make an assessment of the individual. The multicultural manager will liaise with the assessment manager to monitor achievement levels of different groups of children. This information will be used to target specific groups who are perceived to be underachieving.

The senior management team and governors will address training needs resulting from inclusion.

TACKLING RACE ISSUES

In line with Doncaster Metropolitan Borough Council's Racial Harassment Guidelines for Schools the inclusion manager will monitor racial incidents within the school and ensure that all staff is aware of the procedures. All staff should check the Guidelines for definitions and procedures.

All staff are responsible for recording incidents and challenging racist behaviour in line with the school's anti-bullying policy. Staff should ensure that:

- * All incidents are dealt with immediately
- * Support is given to the victim
- * Racist behaviour will not be tolerated

All staff and governors will actively promote curriculum opportunities for pupils:

- * To feel confident in talking about differences
- * To be able to resolve conflict by separating issues of dispute from cultural or religious differences
- * To be confident and have strategies for challenging prejudice and stereotyping
- * To understand why anti-racist procedures are necessary

All staff, including lunchtime supervisors and administrative staff, will receive support and training in dealing with racial incidents.

The school will monitor resources and establish a bank of resources which reflect a multicultural society, e.g. books, videos and photos. The school should provide diverse cultural experiences for the children by arranging:

- * Visits to museums, exhibitions, art galleries
- * Visitors to the school to share knowledge
- * Work with artists, authors and performers
- * Interactive displays
- * Opportunities to respond to music, literature, art and dance from different cultures. Staff should draw on human resources from the school community to provide pupils with the opportunity to meet visitors/parents of varying religions, linguistic and ethnic/cultural backgrounds.

ACKNOWLEDGEMENTS

Race Relations Act 1976
 Recommendations of the Macpherson Report 1999
 Raising the attainment of Ethnic Minority Pupils, OfSTED 1999
 Learning For All, Commission for Racial Equality 2000
 DMBC Racial Harassment Guidelines 2000

RACE EQUALITY POLICY

Inclusion of Looked After Children and children with Special Educational Needs (Learning Difficulties &/or Disabilities)

Adhering to the school's Inclusion Policy is paramount within all curricular and extracurricular areas. Every effort will be made to ensure that any specific actions appropriate to the individual will be arranged.

This policy was ratified in March 2011. It will be reviewed annually.	
Review Date:	Reviewed by:
March 2012	Sarah Davies and Roni Chapman
March 2013	
March 2014	
March 2015	
March 2016	
March 2017	
March 2018	
March 2019	
March 2020	