

# **St. James the Great Roman Catholic Primary and Nursery School**



## **Race Equality and Racial Harassment Policy**

**Date Created:** Spring 2011  
**Date Reviewed:**

***" You must never treat people in different ways according to their outward appearance.....if you do, then you are guilty of creating distinctions among yourselves and of making judgements based on evil motives. Jesus said 'Love your neighbour as yourself' "***  
***(James 2:4,9)***

As a Catholic School, St. James the Great is committed to equality for all, regardless of race, nationality, colour, ethnic or national origin and complies with the statutory requirements outlined in the Race Amendment Act 2000.

### **Aims of Race Equality Policy**

- To help implement the school's Mission Statement especially its purpose "*...to provide a framework within which all pupils are enabled to develop their academic, moral, physical and spiritual potential. ...The school will foster a respect for self and others in a climate of tolerance of individual differences...*".
- To create a positive atmosphere through a loving, caring ethos, based on the teachings of Christ with Religious Education at the heart of the curriculum.
- To define the aims of the school in relation to race equality.
- To clarify responsibilities and obtain consistency of approach from all staff, both teaching and non-teaching.
- To ensure children know and understand what is expected in terms of race equality.
- To create a climate which values all cultures, especially cultural differences in showing respect and the worth of every individual through each curriculum policy.
- To clarify for parents what is expected by the school, developing caring relationships between home/school/parish and the wider community.
- To ensure that the pupils experience of relationships within school have a formative and significant influence on their understanding of interpersonal skills.
- To enhance a feeling of belonging and pride in the school whilst developing a sense of security.
- To lead children to an understanding that equality is for the collective good of all.
- To increase pupils and staff self-esteem.
- To develop children's own role in upholding race equality by helping them see the cause and effects of their actions and behaviour.
- To lead children to have respect for people and relationships.
- To ensure the safety of all within the school.
- To maintain good behaviour and order.
- To ensure that equal opportunities exist for all within the school.

Consequently we will strive to ensure that:

- Any person recruited to the service of the school whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and is required to support them.

- Our admissions policy is designed to ensure that no racial discrimination either direct or indirect takes place.
- All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional and to ensure that all are enabled to reach their full potential.

Finally we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in “inequality by default”. We therefore commit ourselves to take positive steps to examine our policies and practice and to change and adapt them where appropriate to meet the stated aims of this policy.

## **Responsibilities**

### ***Governing Body***

The Governing Body will not discriminate against a child on grounds of gender or race when deciding whether to admit him or her to the school. The Admissions criteria will not be more difficult to meet for pupils of certain ethnic groups or gender unless it can be justified on non-racial grounds.

The Governing Body will monitor the range of strategies adopted by the school to support approaches to dealing with and addressing racism.

The Governing Body will ensure that there is no discrimination against any pupil on grounds of gender or race in providing teaching or allocating pupils to teaching groups; applying standards of behaviour; dress and appearance; excluding pupils; allocating funding or resources; providing other benefits, facilities or services.

The Governing Body will not discriminate against an applicant for a post, or against an employee, on grounds of disability, race or gender. This applies to recruitment procedures and selection standards; conditions of employment; opportunities for promotion, transfer, training or other benefits; discipline and grievance procedures; dismissals.

### ***Headteacher***

The Headteacher is responsible for:-

- Making sure the race equality policy is readily available and that all Governors, Staff, Pupils and their parents and guardians know about it.

- Ensuring that the race equality policy and its procedures are followed.
- Producing information for Staff and Governors about the policy and how it is working and providing access to training on the policy as necessary.
- Ensuring all staff know their responsibilities.
- Taking appropriate action in cases of racial harassment and racial discrimination should they ever occur.

The Head teacher and Senior Leadership Team are expected to lead in the creation, implementation and dissemination of policy and practice in relation to preventing and dealing with racial harassment; to provide appropriate role models and to demonstrate in all aspects of their duties a commitment to equality, equity and non-discrimination.

### *All staff*

All staff are responsible for:

- Dealing with racist incidents and being able to recognise and tackle racial bias and stereotyping.
- Promoting equal opportunities and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins.
- Keeping up to date with the law on discrimination and taking up training and learning opportunities.

As each curriculum area is revisited in line with the School Improvement Plan the promotion of race equality will be considered.

Subject Leaders should ensure that each curriculum area is developed in a culturally sensitive way, which promotes racial equality, celebrates differences, avoids stereotypes and prepares children for life in a multi-ethnic society.

### **Monitoring and Evaluation**

Under the Race Relations (Amendment) Act 2000, the Governing Body has specific duties to:

- Assess the impact of its policies on ethnic minority pupils, staff and parents, with emphasis on the attainment of ethnic minority pupils.
- Monitor the attainment of ethnic minority pupils and the impact of its race equality policy on pupils, staff and parents.

The duty to promote race equality is different from the provisions outlawing racial discrimination in so far as it is not meant to result in particular outcomes for an individual. Its aim is to drive up standards from which individuals will generally benefit.

Ethnic monitoring of the workforce is recognised as being essential to providing a clear picture of what is happening, to demonstrate the success of Equal Opportunity policies and to measure progress overall. It helps:

- To ensure that people's talents are used to the full.
- To ensure that selection decisions and personnel policies are based on objective criteria.
- To avoid unlawful discrimination in employment.
- To make the employment conditions attractive to the talents in all communities.

To this end the Governing Body will:

- Ethnically monitor staff in post and applicants for jobs, promotion and training and additionally to analyse staff in post e.g. by grade/responsibilities.
- Monitor and analyse any grievances, disciplinary action, appraisal, training and dismissals or other reasons for leaving.

[It is, however, the responsibility of the LA to gather and publish such data, which will be collated centrally to provide a national overview.]

In order to fulfil these obligations, standard audit forms will be used to ensure thoroughness and consistency.

The information collected will be used to identify and prioritise targets within the School Development Plan.

Parents, pupils and the wider school community will be consulted and involved in reviews and evaluations.

The Governing Body will ensure that all efforts are made to overcome possible obstacles in communicating with some groups, such as the parents of Traveller children, those parents for whom English is an additional language and parents who have not been educated in the British education system.

### **Racial Harassment**

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

Racism is defined as "conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form".

A Racist Incident is "ANY incident which is perceived to be racist by the victim or any other person".

Recording and monitoring racist incidents will not eradicate racism. Punitive measures alone are likely to have little effect in changing the preconceptions of those who hold racist attitudes.

All efforts will be directed towards dealing with any incident speedily and effectively. All procedures adopted and strategies implemented will be carried out with the aim of correcting the perpetrator(s) and demonstrating support for the victim(s).

### **Action to be taken**

Under the Equality Act 2010, failure to deal adequately with complaints of racial harassment may mean that the school becomes liable if an ethnic minority child suffers as a result.

The following action points should be followed where any incident of racism is alleged. The action taken may, or may not, finally identify the allegation as being founded.

- Accept the need for immediate intervention.
- Identify the incident as fully as possible (but not at the expense of swift action).
- Identify the perpetrator.
- Identify the victim.
- Protect the victim's welfare.
- Support the victim.
- Counsel the victim at the earliest opportunity, ensuring positive reinforcement of the cultural/linguistic/historical background of the victim.
- Sanction the perpetrator at the earliest opportunity.
- Counsel the perpetrator to establish the reasons for the behaviour.
- Ascertain underlying attitudes or possible influences sustaining the behaviour.
- Reiterate the codes of acceptable behaviour.
- Elicit from the perpetrator whether the sanctions are perceived as just.
- Talk through the incident in class/public discussion/pairs or solo as appropriate.
- Record the incident and the action taken.
- Ensure that victim's family is aware of the incident and the action taken.
- Ensure that the perpetrator's family is aware of the incident and the action taken.

**ATTACHED IS A RACIAL INCIDENT FORM WHICH SHOULD BE COMPLETED BY THE ADULT DEALING WITH THE INCIDENT. THE FORM SHOULD BE RETURNED TO THE DEPUTY HEAD OR HEAD TEACHER. THIS WILL BE LOCKED WITHIN THE DEPUTY HEAD'S OFFICE.**

### **Promoting Racial Equality in the Wider Community**

The school will seek to promote racial equality in the wider community by:

- Dialogue between home and school.
- Dialogue with the parishes served by the school.
- Dialogue at Deanery and Diocesan level.
- Liaison with the LA as appropriate.
- Liaison with external agencies.
- Direct provision of EAL and EMA support for identified children.
- Support for refugee and asylum seeker pupils on a needs basis.
- Access to interpreters for parents on request.

For any breach of the Race Equality Policy by pupils the school's behaviour policy will apply. Breaches by staff will be dealt with as a staff disciplinary issue under the prevailing procedures.

### **Linked Policies / Documents**

- Admissions
- Equal Opportunities
- EMA
- Anti-bullying
- PSHCE
- Discipline and Behaviour
- Home-School Agreements
  
- Equality Act 2010 <http://www.legislation.gov.uk/ukpa/2010/15/contents>



## Integrated Bullying and Racist Incident Record



For each incident please complete one form and return to the Deputy Head or Head teacher for collation and monitoring.

1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

\*See policy on racial equality and racial harassment

2. Manifestations of Bullying/Harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please record where appropriate:

Targeted/wronged/distressed person/s (including ethnicity)	Person/s giving offence (including ethnicity)

4. Description of incident(s):

Please give a precise account including places, date, times and any witnesses.  
Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

5. Action taken:

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved:

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
Deputy Head		
Member of SLT		
'Target' parents/carers informed school by <i>letter/telephone/in person</i>		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers informed school by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
Local Authority: e.g. SIP		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Reporting member of staff:

Name ..... Date .....