

Racial Equality Policy

1 Introduction

This policy includes the Early Years Foundation Stage (EYFS), and our Before and After-School provision.

Statement of Intent

The Grangewood Independent School welcomes its duties under the Race Relations (Amendment) Act 2000; and is committed to:

- promoting equality of opportunity (see also Grangewood Equal Opportunities & Inclusion Policy and Grangewood Equal Opportunities & Diversity Policy)
- promoting good relations between members of different cultural, racial and religious groups and communities
- eliminating all forms of unlawful discrimination.

2 Aims

The aim of this policy is to set out the guiding principles and procedures we follow at Grangewood Independent School in order to fulfil our legal duties (as listed above) and comply with our Christian ethos. It is our aim therefore to:

- 2.1 Provide every pupil with opportunities to achieve the highest possible standards, and the best possible academic results for the next stages of their education and life.
- 2.2 Provide every pupil with the help necessary to develop a sense of cultural and personal identity which is confident, and both, receptive and respectful of other identities.
- 2.3 Provide every pupil with the knowledge, understanding and skills they need to participate in the UK's multi-ethnic society, and in the wider context of an interdependent world.

3

We ensure that the aims listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment
- SEN and Disability non-discrimination
- behaviour, discipline and exclusions
- safeguarding
- personal, social, health education, citizenship and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents and communities

4 Addressing racism and xenophobia

- 4.1 The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islamophobia, and against Travellers, refugees and asylum-seekers.

4.2 The school is also opposed to any form of discrimination based on gender.

5 Responsibilities

5.1 The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

5.2 The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

5.3 All staff are expected to deal with racially inappropriate incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

6 Information and resources

6.1 We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

6.2 Examples of racist incidents are attached at Appendix A, together with the DfE categories of ethnic groups.

7 Religious observance

7.1 We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice: see the school's 'Special Leave Policy'.

8 Breaches of the policy

8.1 Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head teacher and governing body.

8.2 Any adult who becomes aware of a racist incident should report it to the Headteacher who will record the incident on the appropriate form (attached at Appendix B).

10 Monitoring and Evaluation

10.1 Appropriate data relating to ethnicity and gender will be collected and used to review the school's progress over time, and in comparison with other schools, and to identify areas for improvement and development.

10.2 This will include statistical information about attainment and pupils' experience.

Signed:

Member of Governing Body:

Date:

Chair of Governors:

Date:

Next Review Date:

April 2018

Written: August 2013

Reviewed: **Aug 2018**, Jun 2017, Feb 2016, June 2015, April 2014

Appendix A

Examples of Racial Harassment in School

Racial harassment in school might include:

- verbal abuse of any kind, including name calling. (Terms such as “Black-face”, “Paki”, “Chocolate Face” etc. are designed to undermine the dignity of the individual concerned and must be seen as more serious than name calling in general.);
- physical assault;
- physical threat, intimidation or harassment (including attacks on possessions);
- ostracism in the playground, classroom or working groups;
- racist jokes (including jokes about other nations or particular groups or languages);
- graffiti which is racially offensive;
- wearing of racist badges or t-shirts;
- distribution of racist literature, including jokes, cartoons, drawings etc.

Appendix A (cont.)

| DfE APPROVED CATEGORIES | CODE | DfE APPROVED CATEGORIES | CODE |
|--|------|--|------|
| WHITE | | CHINESE | |
| White - British White - Cornish White - English White - Scottish White - Welsh Other White British | WBRI | Chinese Hong Kong Chinese Malaysian Chinese Singaporean Chinese Taiwanese Other Chinese | CHNE |
| White – Irish | WIRI | ASIAN OR ASIAN BRITISH | |
| Traveler of Irish Heritage | WIRT | Indian | AIND |
| Italian | WITA | Pakistani | APKN |
| Turkish/ Turkish Cypriot | WTUR | Mirpuri Pakistani Kashmiri Pakistani Other Pakistani | |
| Any Other White Background Albanian Bosnian- Herzegovinian Croatian Greek/ Greek Cypriot Greek Greek Cypriot Kosovan Portuguese Serbian White European White Other | WOTW | Bangladeshi | ABAN |
| Gypsy / Roma | WROM | Any Other Asian Background African Asian Kashmiri Other Nepali Sri Lankan Sinhalese Sri Lankan Tamil Sri Lankan Other Other Asian | AOTH |
| MIXED / DUAL BACKGROUND | | ANY OTHER ETHNIC GROUP | OOTH |
| White and Black Caribbean | MWBC | Afghan Arab Other Egyptian Filipino Iranian Iraqi Japanese Korean Kurdish Latin/ South/ Central American Lebanese Libyan Malay Moroccan Polynesian Thai Vietnamese Yemeni Other Ethnic Group | |
| White and Black African | MWBA | | |
| White and Asian White and Pakistani White and Indian White and Any Other Asian Background | MWAS | | |
| Any Other Mixed Background Asian and Any Other Ethnic Group Asian and Black Asian and Chinese Black and Any Other Ethnic Group Black and Chinese Chinese and Any Other Ethnic Group White and Any Other Ethnic Group White and Chinese Other Mixed Background | MOTH | | |
| BLACK OR BLACK BRITISH | | REFUSED | REFU |
| Black Caribbean | BCRB | Parent has chosen not to provide an ethnic origin | |
| Black African Black - Angolan Black - Congolese Black - Ghanaian Black - Nigerian Black - Sierra Leonean Black - Somali Black - Sudanese Other Black African | BAFR | Please only use ONE of the above codes on the form. Codes must match the information provided by the parent. Do not enter a code on the basis of your own assumption. The code NOBT below should only be used when the parent has been asked for the information but it has not yet been provided. | |
| Any Other Black Background Black European Black North American Other Black | BOTH | | |
| | | INFORMATION NOT YET OBTAINED | NOBT |
| | | Parent has not been asked to provide an ethnic origin | |

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Appendix B (from Kent Trust Web)

RACIAL INCIDENT MONITORING FORM

| | | | |
|-----------------------------|--------------------------|---------------------------|-------------|
| Incident Reported by | | Position in school | |
| Incident Reported to | | Position in school | |
| Date: | Date of Incident: | | Term |

SECTION 1 – DETAILS OF THOSE INVOLVED IN THE INCIDENT

Record details of each perpetrator and victim (if more than one). Please attach an additional sheet if necessary.

| | |
|--|---|
| <p>VICTIM</p> <p>Name _____</p> <p><input type="checkbox"/> Pupil in school? If yes, pupil number and key stage _____</p> <p><input type="checkbox"/> Member of staff or governor? If yes, please give status _____</p> <p><input type="checkbox"/> Pupil from another school? _____</p> <p><input type="checkbox"/> Other (specify, e.g. parent or visitor) _____</p> <p><input type="checkbox"/> Involved in previous incidents? If yes, how many and when? _____</p> <p>Year Group _____</p> <p>Ethnicity (for pupils only, from pupil records) _____</p> <p>Gender M <input type="checkbox"/> F <input type="checkbox"/></p> | <p>PERPETRATOR</p> <p>Name _____</p> <p><input type="checkbox"/> Pupil in school? If yes, pupil number and key stage _____</p> <p><input type="checkbox"/> Member of staff or governor? If yes, please give status _____</p> <p><input type="checkbox"/> Pupil from another school? _____</p> <p><input type="checkbox"/> Other (specify, e.g. parent or visitor) _____</p> <p><input type="checkbox"/> Involved in previous incidents? If yes, how many and when? _____</p> <p>Year Group _____</p> <p>Ethnicity (for pupils only, from pupil records) _____</p> <p>Gender M <input type="checkbox"/> F <input type="checkbox"/></p> |
|--|---|

SECTION 2 – TYPE OF INCIDENT

Location: _____

What type of incident occurred?

| | |
|---|---|
| <input type="checkbox"/> Name calling | <input type="checkbox"/> Threatened assault |
| <input type="checkbox"/> Verbal abuse | <input type="checkbox"/> Attacks on property |
| <input type="checkbox"/> Physical abuse | <input type="checkbox"/> Abuse by electronic means (i.e. Text or instant messaging) |
| <input type="checkbox"/> Refusal to co-operate due to cultural or religious | <input type="checkbox"/> Socially isolated |
| <input type="checkbox"/> Graffiti | <input type="checkbox"/> Other (please specify) |

Please describe briefly what happened.

SECTION 3 – ACTION TO BE TAKEN TO DEAL WITH THE INCIDENT AND DETAILS OF SUPPORT OFFERED TO VICTIM AND PERPETRATOR

What action(s) was / were taken to deal with the incident?

- Warning to the perpetrator
- Discussion with the victim’s parent(s) / guardian / carer
- Discussion with the perpetrator
- Discussion with the perpetrator’s parent(s) / guardian / carer
- Restorative Justice
- Mediation
- Mentoring
- Counselling
- Curriculum change or addition
- Exclusion
- Referral to Police
- Referral to another body
- Other sanction (please specify)
- Other action (please specify)
- No action

If no action was taken, why was this (e.g. allegations were unsubstantiated)?

The school should retain this form.

Grangewood Governing Body will regularly collect and review information about racial incidents.