

# St Mary's Bryanston Square Race Equality Policy

Our school's Equal Opportunities Statement states:

*" We have a policy of equal opportunities for all children and staff at St. Mary's whatever their race, gender, culture, language, economic background, class, religious background, sexuality, ability or special needs.*

*Boys and girls have equal rights in all areas of the curriculum and we aim to identify and discourage any preconceived attitudes about the suitability of any activity or aspiration for either gender. Children with special needs will be given access to the full curriculum with regard to their needs.*

*We celebrate our multi-cultural community and refuse to accept racist attitudes or speech. "*

This philosophy is supported through all of our policies and especially through our Race Equality Policy, which specifically addresses issues of racism.

## **AIMS**

- ◆ To provide within the school, an appropriate and professional service to all members of the school community regardless of their colour, culture, ethnic origin.
- ◆ To challenge discrimination where it manifests itself through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping.
- ◆ To ensure equality of opportunity with reference to the National Curriculum, Foundation Stage Guidance and the whole curriculum as an entitlement for each child.
- ◆ To treat every child as an individual and to create a secure and caring environment in which all members of the school community are valued and given the opportunity to develop and grow.
- ◆ To promote good relations and mutual respect between all members of the school community including:
  - Staff and pupils
  - Staff and colleagues
  - Staff and parents
  - Pupils and peers

### **GROUPS AFFECTED BY THIS POLICY**

St Mary's Bryanston Square Church of England Primary School is committed to safeguarding the needs of all members of the school community with reference to:

Mental or physical disability  
Minority ethnic background  
Culture  
Language  
Religious background  
Gender  
Sexuality  
Economic background  
Social class

St Mary's Bryanston Square School is committed to improving:

Co-operation, good relations and communications with:

- Parents
- Staff and colleagues
- School and outside agencies such as the Social Services, LEA personnel, OfSTED etc.

### **STAFF RESPONSIBILITIES**

All staff at St Mary's Bryanston Square are committed to:

- The implementation of this policy document
- Ongoing monitoring and review of this policy document with a view towards informing future action
- An awareness of the behaviour policy and agreed procedures for recording and dealing with racist incidents, including incidents involving adult members of the school community
- Ensuring that Newly Qualified Teachers and members of staff new to the school including support staff are aware and understand the requirements of this policy document
- Ensuring that parents and children new to the school are aware and understand the requirements of this policy document
- Developing their own understanding and knowledge of world cultures

Staff professional development in this area will be monitored and supported by senior management

### **CURRICULUM**

Curriculum planning at all levels including long, medium and short term will have as one of its points of reference the issue of equality and to ensure that there is an offer of a quality curriculum which is meaningful and accessible for all of our pupils.

In planning for the delivery of a quality curriculum, which includes the National Curriculum, we are committed to reviewing the content, delivery and related resources.

To ensure access to levels of achievement appropriate to each child's age and ability level we are committed to differentiation through resource, task, support, outcome and grouping in our planning and delivery of the curriculum.

We will strive to ensure that the resource material used in the delivery of the curriculum and display is inclusive of all the cultures and uses positive images which are free of any negative stereotypes and which serve to enhance the learning environment for all of our pupils.

### **MONITORING**

Racist incidents will be recorded using the agreed procedure and recording format.

This policy document will be reviewed annually and amended as necessary.

### **ATTITUDES AND ENVIRONMENT**

#### **ETHOS**

1. **A 'whole school' approach is used to promote racial equality and eliminate racial discrimination.**
  - Our role in challenging racial discrimination and promoting racial equality is explicit in all relevant school policies and documentation.
  - Our school publicly supports ethnic, cultural, religious, linguistic and social diversity, and actively promotes good personal, community and race relations.

#### **All staff:**

- Take responsibility for implementing the school's racial equality and racial harassment policies
- Support the school in fostering a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.
- Strive to ensure that play and leisure areas provide a positive environment for pupils from all ethnic groups.
  
- We strive to identify obstacles which prevent ethnic minority pupils, staff or parents from being involved in any of the school's activities. Action will be taken to remove such barriers.
  
- The school provides an induction programme for all new pupils and parents, including those who arrive in the academic year. The programme includes an introduction to the

school's behaviour code, including dealing with racism and racial harassment and the school's racial equality policy

**2. Diversity is recognised as having a positive role to play within the school.**

- Raising understanding of diversity locally, nationally and globally is an integral part of all curricular and extra-curricular activities.
- The school welcomes the diversity of cultures, background, faiths and beliefs in the UK;
  - We actively encourage the involvement of all parents in the school
  - Daily collective worship includes recognising and celebrating the diversity of faith and belief.
- Displays, resources and other materials around the school recognise and promote diversity.

**3. The school recognises the importance of language to a person's sense of identity and belonging.**

Relevant policies make reference to the significance of:

- Languages other than English
- Bilingualism/multilingualism/biliteracy
- Dialects and accents

**The school**

- is aware of each pupil's proficiency in English
- celebrates the home languages, dialects and accents of all pupils
- uses pupils' language abilities as a teaching resource.

**RACISM, RACIAL DISCRIMINATION AND RACIAL HARASSMENT**

**4. Clear procedures ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently.**

- All staff deal with incidents involving racism (including prejudice and stereotyping), racial harassment, and racist name calling whenever they occur.
- Pupils are encouraged to report all incidents involving racism, racial discrimination and racial harassment.
- A named teacher (Peter Hadfield - the Headteacher) has overall responsibility for dealing with such incidents.
- All racist incidents and complaints of racial discrimination and racial harassment against staff and against pupils are formally recorded.
- All reported incidents and complaints are investigated within a specified time period.
- Procedures indicate how specific types of racist incidents should be addressed. Procedures cover:
  - Pupils
  - Parents
  - All staff

- Visitors to the school
  - Governors
- Active steps are taken to protect staff from racist bullying or harassment by pupils or parents.
  - Action is taken to prevent incidents from recurring
  - All incidents and their resolution will be regularly reported to the governing body.
  - The governing body reports all incidents, along with the action taken, to the LEA.
  - Racist incidents and complaints of racial discrimination and racial harassment are monitored and the effectiveness of the action taken to address incidents is assessed.
- 5. Immediate action is taken to remove racist graffiti from all school property**
- Racist graffiti is reported to the Headteacher
  - Racist graffiti on school property is removed within 24 hours of its being reported
  - Those responsible for racist graffiti are subject to appropriate sanctions.
- 6. All staff are trained to deal effectively with racist incidents, racism, racial harassment, prejudice and stereotyping.**
- Staff induction covers the school's policy and procedures for dealing with incidents;
  - All staff are trained on how to implement the school's racial harassment policy and procedures
    - Good practice and effective strategies for dealing with racist incidents are shared between staff
    - All staff who are involved in supporting victims and perpetrators are given appropriate training
  - Staff effectiveness in dealing with racist incidents, racial discrimination, racial harassment, prejudice and stereotyping is monitored and evaluated.
- 7. Sensitive support is made available to victims of racism, racial discrimination, racial incidents and racial harassment.**
- All members of the school community, including pupils, teachers, support staff and parents, are able to obtain appropriate support if they are subjected to racism or racial harassment.
  - The Headteacher, together with the Learning Mentor, co-ordinates the support that is offered to victims
  - Parents of pupils who are victims are always informed of the incident and the action taken to deal with the incidents
  - Action is taken to prevent the victim from being subjected to further incidents
    - Perpetrators are removed from situations which might upset or antagonise the victim
  - A variety of strategies are in place to support victims of racial harassment. These include:
    - Asking the victim what support they need - this may mean the option of getting support from outside the school

- Providing a mentor who can support victims and, if appropriate, establish peer support schemes
  - Using the curriculum to encourage those who witness racist behaviour to report it.
- 8. The school has clear procedures for dealing with perpetrators of racist incidents.**
- Parents of children who are responsible for racist conduct play an active role in dealing with it
  - Perpetrators are subject to appropriate sanctions
  - Perpetrators are encouraged to participate in activities aimed at challenging and changing behaviour.
- 9. The school aims to establish active links, as appropriate, with external organisations dealing with racist incidents and racial harassment.**
- The school aims to support local multi-agency policies and strategies, where they exist, to address racial harassment;
  - The school seeks support from external agencies to deal with racist incidents that affect the school community, whether they take place inside or outside the school.
  - The school keeps the LEA informed of all racist incidents, including racist name calling.

## **RESOURCES**

- 10. The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.**

All books and other media are checked for their suitability for different groups of people

Ways are found to ensure that non-inclusive teaching materials are used in an inclusive way (for example, material, which assumes an 'all white' audience might be used to explore issues of stereotyping, ignorance and prejudice)

- 11. Resources that promote a greater understanding of cultural diversity, racial equality, and the importance of challenging racism and racial discrimination are used, where available, in all areas of the curriculum.**

Topics and displays in all subject areas include, when appropriate, positive images of people from different ethnic minority groups

A range of resources is used in all subject areas to promote racial equality and cultural diversity and to challenge racial discrimination

The effectiveness of resources in promoting racial equality and challenging racial discrimination is reviewed and evaluated

**12. Resources are available to meet the specific needs of pupils from ethnic minority groups and are used as necessary.**

The school makes full use of funding available to meet the needs of ethnic minority pupils, such as the Ethnic Minority Achievement Grant (EMAG)

**13. The school strives to make full use of the resources available within its local ethnic communities.**

The skills and experience of parents, pupils and members of local ethnic minority communities are used to support the school

Responsible teacher:	Peter Hadfield
Policy agreed by staff :	May 2002
Policy agreed by governors:	(pending)
To be reviewed:	Spring 2003