

# Tas Valley Church Schools Federation

## Race Equality Policy



## 1. **Legislative Context**

- 1.1 This policy has been written to meet the school's statutory duty under the Race Relations (Amendment) Act 2000. This legislation imposes a general duty requiring us to have 'due regard' to the need to:
- eliminate unlawful racial discrimination;
  - promote equality of opportunity;
  - promote good relations between people of different racial groups.
- 1.2 It also introduces specific duties requiring schools to:
- prepare a written policy on racial equality;
  - set out how we will gather information on race equality in relation to employment, services and performance of our functions;
  - use this information to review the implementation of the policy's objectives;
  - assess the impact of our policies on pupils, staff and parents on the promotion of racial equality as well as 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.
- 1.3 On 1st October 2010, the Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:
- In relation to admissions;
  - In the way it provides education for its pupils;
  - In the way it provides pupils access to any benefit, facility or service; or
  - By excluding a pupil, or subjecting them to any other detriment.
- 1.4 The protected characteristics are:
- Sex
  - Race
  - Disability
  - Religion or belief
  - Sexual orientation
  - Gender reassignment
  - Pregnancy or maternity
- 1.5 A person's age is also a protected characteristic in relation to employment but not in the provision of education. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge.
- 1.6 To meet our statutory duties we publish a written scheme identifying all our functions/policies that are relevant to race equality. The scheme is a timetabled and realistic plan, setting out objectives and arrangements for meeting the general and specific duties.
- 1.7 Our obligations under legislation are entirely congruent with the school's obligations to deliver high quality learning opportunities and provision of care for every member of the

school community.

## **2 Definitions**

- 2.1 A racist incident is 'any incident which is perceived to be racist by the victim or any other person' (MacPherson Report 1999).
- 2.2 The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin'.
- 2.3 A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. It can take the following forms:
- physical harassment, which includes violent physical attacks, and incidents of physical intimidation. These can be relatively minor, but are cumulative in effect;
  - verbal harassment, which includes name calling, ridiculing a persons background or culture, pulling faces, and other examples of body language;
  - casual remarks of a racist nature which cause offence;
  - non-cooperation and disrespect. This can include deliberate ostracism, refusing to work with an individual or show respect. It could also include inadvertent disrespect, e.g. if an individual is made to feel harassed or uncomfortable because of ignorance shown towards their cultural practices;
  - stereotyping cultural or ethnic groups;
  - use of inappropriate materials in the Curriculum;
  - racist jokes and vocabulary, graffiti, racist badges and literature.
- 2.4 Some racist incidents will be subtly perpetrated or of a minor type resulting from ignorance, insensitive attitudes and lack of thought. We will therefore develop strategies in our teaching and in our dealings with all in the school community to ensure that all are sensitive to such incidents and are prepared to take responsibility for reporting and dealing with them.

## **3. Procedures**

- 3.1 Any member of staff who witnesses or has to deal with a racist incident, however trivial it seems, must follow these agreed procedures:
- stop the incident;
  - report the matter to the Headteacher for investigation;
  - all racist incidents will be responded to immediately, even if some aspects of the response is dealt with at a later stage;
  - dealing with racist incidents is a learning experience for the victim and perpetrator. There is no one correct way of responding;
  - support the victim with understanding and reassurance and, where appropriate, seek the support of external agencies;
  - reprimand the aggressor and inform the victim what action has been taken.
- 3.2 The perpetrator will be interviewed and the incident discussed in detail with the aim to be clear about what happened, to educate, to repair damage and to build toward a better understanding:
- teachers will understand that their reactions to racist incidents would influence the attitudes of students in the classroom;

- if the incident is witnessed by other pupils, tell them why it is wrong. Intervention strategies should, as far as possible, empower pupils and adults who have suffered harassment;
- all racist incidents are considered as serious. As with any other serious incident, the way it is dealt with should be appropriate to the incident itself. We will ensure that procedures for disciplining pupils and managing behavior are fair and just to pupils from all racial groups.

#### **4. Recording and Reporting Racist Incidents**

4.1 Our school follows the Local Authority Guidelines in dealing with incidents of racial behaviour:

- any incident is noted on a 'Record of Racist Incident' form, using the guidelines on the reverse of the form. This form is retained in school in a central file. A copy is made for the file of the perpetrator.
- parents of both victim and perpetrator are informed.
- a separate form, 'Report of Racist Incident to the LA', is also completed using the agreed guidelines for this form, to be found on the reverse of the form.
- governors are informed through the Headteacher's report at a governors' meeting of all racist incidents, prevailing trends, and how the issues have been dealt with.

#### **5. Single Equality Policy**

5.1 Our Single Equality Policy and Action Plan form an essential part of this policy and contain our current objectives. This will run in conjunction with the School Improvement and Development Plan and Premises Management Plan and is subject to regular revision and amendment.