



**Viaduct Federation of Schools
Race Equality Policy**

Reviewed & Approved by Governors via Governor Hub – Spring 2019

Introduction

At the VFS Schools the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards, regardless of their nationality or ethnic background. This includes travellers, asylum seekers and refugees. We are committed to combating racial discrimination and harassment.

We are aware that some of our pupils, as well as members of the local community have minimal direct contact with people outside their own ethnic circle and may be ignorant or misinformed of different cultures and the effect of racism. It is for this reason that this policy has particular relevance. Being **'equal but different'** is our philosophy.

Aims

- To make our schools a safe and welcoming place for all their members, providing an environment in which racist assumptions, attitudes and behaviour are constantly challenged.
- To comply with Section 17 of the Race Relations Act 1976 'to eliminate racial discrimination and promote equality of opportunity, and good race relations...' and the more recent Race Relations (Amendment) Act 2000 and its requirements to promote racial equality. We aim to do this across all areas of the schools' activities.
- To make explicit to pupils, parents and the wider community that racism of any type will not be tolerated at VFS schools
- To provide staff with guidance in ways to tackle incidents of racial harassment within the schools.

Implementing the Policy

The Headteacher has overall responsibility for the implementation of this policy. Staff will show their acceptance and compliance with this policy by demonstrating the action they are taking to implement it. This should be evident in subject and aspect policies as well as day-to-day teaching practices and approaches. An annual action plan is drawn up, taking into account the priorities of the School Development Plans, outlining the targets or actions to be taken by all stakeholders to promote racial equality.

The policy underpins the schools' ethos and as such all stakeholders i.e. staff, pupils, parents and, where relevant, members of the local community will be given opportunities to contribute to, review and formulate it. Its content will be revised annually and revisited by staff at the beginning of each academic year. The impact of the policy and action plans will also be assessed annually. The following areas will be considered at this stage:

1. Staff recruitment
2. The schools' values/ethos
3. Pupil behaviour
4. Racist incidents
5. Admission and transfer procedures
6. Pupil's attainment and progress
7. Curriculum, teaching and learning
8. Access, care and assessment

Roles and Responsibilities

The Governing Board, particularly the governor responsible for Race Equality within the school, will ensure that the school complies with race relation legislation and that the policy and its related strategies are implemented. The Race Equality Governor will also liaise with the EMACo in order to keep abreast of any developments within the schools.

The Headteacher has overall responsibility for its implementation but more specifically he will ensure that all staff are aware of their responsibilities and that they are given appropriate training. In cases of racial discrimination, the Headteacher will support staff and take necessary action. Breach of the policy by staff will result in a verbal, then written warning from the Headteacher and, in extreme cases, the Headteacher needs to assess whether a suspension from duties is necessary.

All staff are expected to promote racial equality and good race relations using the guidelines outlined in this policy. They should also know how to deal with racist incidents (see suggested guidelines) and know how to challenge racial bias. All teaching staff will attend any appropriate training and information opportunities.

The Headteacher, is responsible for monitoring and assessing the impact of the policy and informing the Governing Board of any findings.

Visitors to the schools and contractors are also expected to adhere to the policy.

Curriculum, Teaching and Assessment

We aim to take account and/or promote racial equality and ethnic diversity within the curriculum. The curriculum draws on the cultural backgrounds and experiences of all pupils. For example, when pupils are studying particular religions and/or festivals, those with experience of these will be given the opportunity to share this; for example in the celebration of the Chinese New Year or the acknowledgement of events such as Ramadan in the Islam faith. Ethnic minority issues are incorporated into the curriculum where possible.

Tasks are set which raise awareness and promote different cultures and challenge prejudices and stereotypes. The curriculum encourages pupils to challenge and deal with racism. This can be achieved by expressing personal opinions which reinforce positive behaviour and by reporting racist incidents to staff members.

Classroom management ensures positive action is taken to promote mutual respect. Resources are aimed to be inclusive and steps are taken to ensure reading materials are available in a range of languages, thereby meeting the needs of pupils with English as a second language. We also aim to provide reading materials by authors from different cultures and through book studies such as 'Journey to Jo'burg' by Beverly Naidoo. The skills and experiences of parents, pupils and members of the community are used to support the schools.

The language needs of all ethnic minority pupils, especially those with English as an additional language are taken into account and pupils will be supported in their first language where possible. When new pupils arrive at the school, languages other than English spoken at home are noted. Using the NASSEA levels and scales, assessments are made, targets set and then reviewed accordingly. Master copies of these are kept by the teachers. All targets are shared with pupils and when relevant their parents/carers. The schools aim to group/set newly arrived EAL pupils by their cognitive ability level rather than by their stage of language acquisition, though it is recognised that this may not always be possible. Records of the language acquisition levels are also kept as spreadsheets on the computer as is data about ethnic background for basic monitoring purposes.

Where there exists more than 10 pupils from any one ethnic group in a given cohort, test results must be analysed. We recognise however that ethnic group data analysis can be done regardless of the cohort size as it serves to provide an insight into the impact of the policy.

Admission and Transfer Procedures and Attendance

It is the schools' policy that the admission process is fair and equitable to pupils from all ethnic groups. For data collection purposes all new entrants to the school are requested to complete an ethnic monitoring form. This allows the school to remain updated with data about the ethnic mix and also serves to identify languages and cultures which may need to be taken into account when planning activities, lessons or as part of the everyday schools routines. Minority ethnic pupils will be placed in classes initially according to numbers, but particular support envisaged to be able to be gained from particular staff or pupils will also be taken into consideration. It is the schools' aim to create a balance of cultures/ethnic groups within each of the classes.

Academic data or otherwise will be forwarded to the next school in the transfer process. Where particular needs need to be taken into consideration, discussions are held between the Y6 co-ordinator and the relevant member of staff from the secondary school. Likewise when transfer takes place between ourselves and the first schools, notes and data on specific children are passed on. This will include their NASSEA levels where appropriate.

Behaviour, Discipline and Exclusions

The schools' procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils. Individual needs are taken into account but this is irrespective of ethnicity.

The schools have a general policy of encouraging attendance and avoiding exclusion. The process of excluding pupils is fair to pupils from all ethnic groups and exclusion rates are monitored by ethnicity.

Pastoral Care

The school recognises the right of pupils to take time out of school for religious observance and aims to minimise any disruption this may create to the pupils' education. Such absences will be authorised.

The school also recognises the differences in cultural backgrounds experienced by some of our pupils and will, therefore, consider their needs in terms of dress codes, religious activity and access to the curriculum,. The particular needs of newly arrived refugees or asylum seekers are treated with sensitivity.

Promoting Racial Equality

The schools are committed to the promotion of racial equality and to combating racial discrimination. To this end we have clear procedures when dealing with racist behaviour within the schools and it is an expectation that all members of the school communities comply with them.

Racial Harassment and Bullying

Racist behaviour may be defined as 'any act or expression which causes harm or offence, directed by a member of one racial or ethnic group to others where the motivation or effect is to perpetuate racial dislike or hatred.

It must be noted that it is not the presence or otherwise of ethnic minority pupils in the classroom that determines whether or not a comment is racist or offensive. In any discussion an offensive comment cannot go unchallenged.

Racist behaviour can be categorised:

- Physical assault because of colour and/or ethnicity
- Derogatory name calling, insults, racist jokes and racist language
- Racist graffiti
- Provocative behaviour e.g. wearing of badges or symbols belonging to known racist organisations
- Distributing racist literature
- Verbal abuse
- Incitement of others to behave in a racist way
- Racist comments in the course of discussions in the lessons
- Teasing in relation to language, religion or cultural background
- Refusal to co-operate with others because of their skin colour or ethnicity
- Racism by omission i.e. when people's heritage, religion or language is silenced or minimised sometimes for fear of drawing attention to the difference or through not showing ignorance

Dealing with Racist Incidents

The schools have procedures for dealing with racist incidents which all staff are expected to adhere to. We use the guidance provided by Milton Keynes Council for dealing with and reporting such incidents. All staff are expected to follow these guidelines (see Appendix 1) in addition to procedures such as a verbal/written apology by the perpetrator and a subsequent discussion with parents of the perpetrator. It is the responsibility of individual staff members to deal with racial incidents and, in turn, to record such incidents on the relevant forms (see Appendix 2). The record sheet should then be copied and placed in both the perpetrators file and a copy given to the EMACo, whose role it is to monitor the frequency and nature of these incidents.

Supporting Victims or Racial Harassment

It is essential that attitudes and values of the schools are shared with and reinforced to the victims. An appropriate member of staff will explain the action to be taken and give him/her the opportunity to express their own concerns or feelings. In serious cases, the Headteacher will meet with parents or relations of the victims to explain the action taken and to discuss the matter with them.

Dealing with Perpetrators

All racist incidents should be dealt with no matter how trivial they may appear. Appendix 2 outlines possible actions to be taken, but where specific incidents are continuously repeated by the same person, the Head may need to consider exclusion, permanent or otherwise. A copy of the incident form will be kept in the child's file.

Involving Parents/Carers and Community within the School

We recognise that this policy is one in which all members of the school community need to have opportunities to be involved. To that end, parents are invited to contribute to it at the review stages and the content of the agreed policy is subsequently shared with all pupils and the wider school communities.

Staff Recruitment and Training

The policy for staff recruitment is equitable to all regardless of gender or race. It is encouraged that staff from ethnic minorities use any knowledge and expertise in order to support colleagues. The schools will, where finances allow, make use of the expertise of Language Assistants whose responsibility will be to support the learning of any EAL pupils.

It is the schools' aims to train all its' members in ways to deal with racist incidents as well as the promotion of race equality and good race relations. At the beginning of each academic year all members of the

school communities revisit the policy ensuring all are aware of its content. This will apply to new staff members too as part of their induction. Staff will be kept informed of current/topical issues related to the promotion of race equality and the development of the teaching of pupils from different minority ethnic groups and/or English as an additional language.

Monitoring, Assessment and Review of the Policy

We recognise the need to assess the impact of this policy. The implementation of the policy will be monitored by the use of qualitative questions (see suggested questions in the Statutory Code of Practice – a guide for schools).

The policy will be reviewed annually.

Appendix 1

Categories	Suggested Actions
a) Physical Assault	<ul style="list-style-type: none"> • Report to the class teacher, Head of Year or Headteacher as appropriate • Record on the Racist Incident Report Form • Full report to the named person / Headteacher • Inform parents/carers • Take necessary action to prevent recurrence
b) Derogatory Name Calling	<ul style="list-style-type: none"> • Never ignore any derogatory name calling, insults and racist form of verbal abuse in the school • Explain fully to the perpetrator that verbal racial abuse will not be accepted • Refer persistent offenders to the named person/Headteacher as appropriate • Record on the Racist Incident Report Form • Inform parents/carers
c) Racist Graffiti	<ul style="list-style-type: none"> • Report all racist graffiti in the school to the named person/Headteacher • Take action to remove racist graffiti immediately • Check regularly and take steps to remove and discourage reappearance of graffiti
d) Wearing Racist Badges or Insignia	<ul style="list-style-type: none"> • Do not permit wearing of racist badges or insignias • Refer offenders to the named person/Headteacher as appropriate • Record on the Racist Incident Report Form
e) Bringing racist materials	<ul style="list-style-type: none"> • Remove all forms of racist literature such as leaflets, comic materials or magazines • Refer pupils to the named person / Headteacher as appropriate • Inform parents/carers
f) Verbal Abuse	<ul style="list-style-type: none"> • As in b
g) Incitement of others to behave in a racist way	<ul style="list-style-type: none"> • As in b
h) Racist comments in the course of discussions in the lessons	<ul style="list-style-type: none"> • Challenge racist comments / statements • Record racist incidents occurring in each lesson as a separate incident as outlined in the schools' policy • Inform parents/carers
i) Attempts to recruit to organisations or groups	<ul style="list-style-type: none"> • Report immediately to the named person/Headteacher • Recruiter should be interviewed • Record on the Racist Incident Report Form

	<ul style="list-style-type: none"> • Inform parents/carers
j) Ridicule an individual for cultural differences e.g. food, music, dress etc.	<ul style="list-style-type: none"> • As in b
k) Refusal to co-operate with other people because of their race, colour, ethnicity or language	<ul style="list-style-type: none"> • Explain that pupils should work collaboratively. Every pupil should have the right to be included in school activities • Refer offenders to the named person/Headteacher as appropriate • Record on the Racist Incident Report Form • Inform parents/carers

The Viaduct Federation of Schools

Date of Incident:.....

Perpetrator	Pupil/staff/outside person/s, including parents (please state) Ethnicity.....Gender..... Age or year group.....
Victim	Pupil/staff/outside person/s, including parents (please state) Ethnicity.....Gender..... Age or year group.....
Victimless Incident (please tick)	Yes <input type="checkbox"/> No <input type="checkbox"/>

Nature of incident (please tick or state)

Racist Incident **Religious discrimination incident**

Physical assault <input type="checkbox"/>	Name calling <input type="checkbox"/>	Racist graffiti <input type="checkbox"/>	Offensive badges <input type="checkbox"/>
Racist literature <input type="checkbox"/>	Incitement of others <input type="checkbox"/>	Refusal to co-operate <input type="checkbox"/>	Other <input type="checkbox"/>

Brief description of the incident

Action Taken / Victim Support

Name..... **Position**.....

Signature..... **Date**.....