



Learning Together, Learning for Life

## Race Equality Policy

Headteacher:.....Date:.....

Chair of Governors:.....Date:.....

Agreed by FGB: 10.03.2022

This policy is due for review in March 2024.

## Introduction

At Reed First School, we aim to provide a broad and balanced education that will enable all children to develop confidently and learn and achieve to the best of their ability within the context of a caring Christian community.

In an area where the majority of children and staff are from white British backgrounds, with only a small minority of children coming from mixed or other European backgrounds, it is important that our policy on the promotion of racial equality contributes to our school's aims.

We are committed to: actively tackling racial discrimination, and promoting equal opportunities and good race relations by encouraging, supporting, and helping all pupils and staff to develop their potential; working with parents and guardians, and with the wider community, to tackle racial discrimination, promoting good practice; and making sure the Racial Equality Policy and its procedures are followed.

We aim to eliminate unlawful discrimination and to promote equal opportunities and good relations in all areas of school life. Schools have a statutory duty to have a written policy on racial equality. This policy reflects each school's general and specific duties as detailed in:

- Race Relations (Amendment) Act 2000;
- Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
- Framework for a Race Equality Policy for Schools (CRE 2002);
- The Equality Act 2010.

## Aims and Objectives

In our school, and through this policy we aim to:

- eliminate all forms of racism and racial discrimination;
- promote equality of opportunity, regardless of race or ethnicity;
- ensure that all pupils, regardless of race or ethnicity, feel safe and free from harassment in our school and are full and equal members of our school community;
- promote good relations between people of different racial and ethnic groups;
- enable pupils to experience, understand and value racial and ethnic diversity.

## Principles

These three principles underpin all our procedures and practice:

- every pupil should have the opportunity to achieve the highest possible standards;
- every pupil should be enabled to develop a sense of personal and cultural identity, with a confidence and openness to change that allow them to be receptive and respectful with regard to other people's identities;
- every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic and multi-cultural society, but also in the wider context of an interdependent world and in addition every pupil should learn and know about British values.

## **Implementation**

### **Responding to Pupils' Needs**

#### **Data collection**

In order to meet children's needs and in accordance with Departments for Education's guidance, ethnicity data is collected for children who are on the school roll. Pupil profiles/records are regularly updated to enable effective pastoral and academic provision. Information on diet, religious observance, medical treatment, language, and teaching and learning enables the school to respond to pupils' needs.

Individual and group data on attainment and achievement is collected. This will enable the school to identify under-achievement and barriers to pupil attainment and progress and ensure that appropriate individual and group targets are set so that maximum progress and attainment is made by all ethnic groups.

#### **Teaching and learning**

In relation to racial equality, the curriculum may be seen as having two dimensions:

- The development of intercultural awareness
- Education against racism

These dimensions are addressed throughout the curriculum, but especially through PSHE.

Teachers will ensure that opportunities to promote racial equality and counteract bias are taken when planning the curriculum. Teaching methods will take full account of pupils' needs and background experiences and be accessible to individuals and groups, taking account of pupils' differing learning styles. Positive attitudes to difference, cultural diversity and race equality are encouraged. All pupils are made aware that staff have high expectations of them and are encouraged to do their best. Evaluation of assessment data will result in action to address under-performance by any group, including black minority and ethnic (BAME) groups.

Teaching and learning will:

- **ensure equality** of access for all pupils, and prepare them for life in a society of diverse cultures;
- **challenge racial discrimination and stereotyping**, and teach pupils how to recognise bias;
- **provide opportunities** for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity;
- **employ a range of styles**, including collaborative learning, so that pupils can learn to value working together;
- **planned curriculum review** to ensure that different ethnicities are fairly represented;
- take account of the **performance of all pupils**, including those in ethnic minority groups, when planning for future learning, and setting challenging targets;
- **assemblies** are an important part of our school day. Through these we will ensure that we maximise opportunities to develop intercultural awareness and educate against racism;
- **displays** will reflect the welcoming, inclusive ethos of the school representing the cultural diversity of society, avoiding stereotyping and tokenism;
- **resources** throughout the curriculum are regularly reviewed to ensure that they reflect a multicultural, multi-racial and multi-ethnic world and enable us to address the aforementioned dimensions;
- **educational visits** will include opportunities for pupils to extend their awareness and understanding of different races, ethnic groups cultures and religions. Visitors from a variety of races, ethnic groups, cultures and religions will be invited to the school;
- **special events** such as book week and whole school projects will provide further opportunities to promote intercultural awareness and educate against racism.

## **Attendance, behaviour, discipline and exclusions**

### **Managing pupil behaviour**

- Our school makes sure that procedures for managing behaviour are fair and just to pupils from all groups.
- All staff implement the school's Behaviour Policy and use rewards and sanctions consistently.
- Staff are aware that cultural background can influence modes of social behaviour, and take this into account when dealing with unacceptable behaviour.
- Exclusions and the use of rewards and sanctions are monitored, to identify any patterns.

Attendance, records of pupils' behaviour and exclusions are monitored to ensure that effective measures are taken to address any disparities across different ethnic groups and that the methods for dealing with poor attendance, pupil behaviour or exclusions take account of cultural differences and expression. We will be mindful of any possible racial harassment or institutional racism when investigating the causes of any disparities.

### **Tackling racial harassment**

- 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'. It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance or thoughtless and racist stereotyping, all of which disadvantage minority groups.
- A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our schools. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of engagement or co-operation with others, on account of their race or ethnicity.
- Minority ethnic groups include gypsy travellers, refugees, asylum-seekers and, in certain contexts, white Europeans.
- All racist incidents are investigated by the headteacher. Incidents of racism are recorded and the headteacher reports to the governing body and by request from the Local Education Authority (LEA) on the number of incidents, the prevailing trends, and how the issues have been dealt with.
- All pupils, parents/carers and staff are made aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with such incidents.
- Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

### **Key Actions:**

- Take appropriate immediate action to deal with the incident
- Notify headteacher
- Record incident on appropriate form - Prejudice Driven Incident Referral Form (PDI 1)
- Investigate and take statements as appropriate
- Provide support for the victim(s)
  - o In serious cases, the headteacher informs and discusses with parents/carers of victims the actions taken

- Counsel and discuss the incident with perpetrator(s)
  - o In serious cases, the headteacher informs and meets with parents/carers of perpetrators to discuss actions taken
- Deal appropriately with perpetrators
- Advise the police in the case of racist incidents which are considered as crimes
- Take appropriate action in accordance with the school's behaviour and discipline policy
- Address specific issues that have occurred through the curriculum

Racist incidents will be closely monitored. Action will be taken to address issues arising. Any incidents will be drawn to the immediate attention of the Headteacher who will complete a Prejudice Driven Incident form if required. Incidents may be referred to Herts Against Hate if further support of action is required. Any prejudice will be taken seriously and considered in conjunction with our Child Protection policy for the monitoring of potential safeguarding concerns.

### **Partnerships with parents and guardians and communities**

Reed First School aims to work with all parents/carers as partners in their child's education. The school will endeavour to ensure that all parents have access to consultation evenings and reports on their child's progress, and seek to provide relevant translations if required. Communications about the life and work of the school will be accessible to all parents. The school works with parents and carers and the local community to develop positive attitudes towards diversity and to address specific incidents related to race or ethnicity.

The school actively seeks to work in partnership with local minority ethnic community organisations and where possible access the expertise, skills, knowledge and experiences of people from local minority ethnic communities.

### **Staff and governor recruitment and professional development**

We recognise the value of diversity in the school staff, governing body and board of directors. The school does not discriminate against minority ethnic groups and, wherever possible, we take appropriate action to:

- seek staff and governors from a diversity of backgrounds;
- eliminate cultural bias from the recruitment and selection process.

The school will monitor by ethnicity: applications for appointment, training and promotion; the current staff profile; and retention rates.

The school will ensure that all staff have access to professional development. Awareness and understanding of issues related to the promotion of racial equality is addressed through professional development opportunities and performance management. Appropriate training will be available to all governors.

## **Roles and responsibilities**

In our school, we all take responsibility for promoting race equality, but the following have specific responsibilities:

### Governing Body

The governing body seeks to ensure that the school complies with the amended Race Relations Act; and make sure the Racial Equality Policy and its procedures are implemented. The curriculum and standards committee are designated to lead on this issue.

### Headteacher

The headteacher, in collaboration with the governing body, will see that the policy and its procedures are implemented. They will ensure that the Racial Equality Policy is readily available and that governors, staff, pupils and their parents know about it and that its policy and procedures are followed; inform staff and governors about the operation of the policy, their responsibilities in relation to it and ensuring necessary training; take appropriate action against staff or pupils who engage in racial discrimination.

### All staff

All staff will deal with racist incidents in accordance with school procedures and will know how to challenge racial bias and stereotyping. They will promote equal opportunities and good race relations, avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins; keep up to date with the law on discrimination, and undertake any necessary training.

### Teaching staff

Teaching staff will offer full curriculum access to pupils from all racial groups, and will promote diversity and racial equality.

### Visitors and contractors

Visitors and contractors will comply with the Trust's Racial Equality Policy.

## **Monitoring and review**

The Full Governing Body will monitor the impact of the work done by the school to promote racial equality, through reports from the Headteacher.

This policy will be reviewed every three years or sooner if necessary. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded into both policy and practice. Governors will ensure that due regard is given to the promotion of racial equality within all other policies.

## **Evaluation**

We will evaluate the effectiveness of this policy by analysing data to inform future planning, training needs and actions. An action plan will be made to address any shortfalls.

Any breaches of the policy will be dealt in line with, for pupils the schools behaviour policy / anti-bullying policy, and for staff the school's disciplinary procedures.

Pupils will be made aware of its contents.

## **Links with other policies**

This Racial Equality Policy is linked to the:

- Staff Code of Conduct
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection policy
- Equal Opportunities and Accessibility Policy

**PREJUDICE DRIVEN INCIDENT INTERNAL REFERRAL FORM** (internal school use only) *Used to notify headteacher as soon as possible after incident has taken place. Each incident to be referred separately.*

Incident ref. no.

**Nature of alleged incident and those involved**

**Nature of alleged incident** Tick (✓) appropriate box(es) below.

<b>RACISM</b>	<b>RELIGION or BELIEF related</b>	<b>HOMOPHOBIA</b>	<b>SEXIST/SEXISM</b>	<b>SEN/DISABILITY related</b>
<b>AGE</b>	<b>If 'Other', state nature of prejudice</b>			

<b>Name(s) of alleged target(s)/aggrieved person(s)</b> <i>N.B. There may not be a specific person who is targeted</i>
---

<b>Name(s) of alleged perpetrator(s)</b>
--

Alleged victim(s)	✓	M/ F	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent/carer			
Governor			
Visitor			
Other			

Alleged perpetrator(s)	✓	M/ F	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent/carer			
Governor			
Visitor			
Other			

<b>Name(s) of possible witness(es)</b>
--

<b>Type of incident</b> Tick (✓) all boxes in table below that apply. See below for explanation of categories.
--

Possible witness(es)	✓	M/ F	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent			
Governor			
Visitor			
Other			

Physical assault	
Physical harassment	
Graffiti	
Cyber bullying/harassment	
Written comments/drawings (not graffiti)	
Verbal abuse	
Abuse of/damage to personal property	
Non-co-operation/disrespect	
Other	

**Types of incident**

**Physical assault** includes a range of violent actions, from criminal attacks involving hitting, kicking and possibly the use of weapons, to pushing someone or tripping them up.

**Physical harassment** includes 'minor intimidation' which may be cumulative in effect, such as jostling in a queue or using offensive gestures. It also includes physical, non-verbal mimicry.

**Graffiti** includes offensive writing and/or drawings in places where they can be widely seen, such as on walls, on desks and in lavatories.

**Cyber bullying/harassment** includes offensive writing and/or images conveyed through electronic media, e.g. the internet, emails, mobile phones.

**Written comments/drawings (not graffiti or cyber bullying/harassment)** includes offensive writing and/or drawings in places where they cannot be widely seen, such as on pieces of paper, in exercise books or on mobile phones (text messaging).

**Verbal abuse** includes derogatory name-calling, insults and overtly racist 'jokes'; threats and incitement of others to behave in a racist way; and ridicule of a person's speech, background, religion and/or culture.

**Abuse of/damage to personal property** includes hiding a pupil's bag, spoiling or destroying a piece of work, deliberately breaking something, damaging clothing, etc.

**Non-co-operation/disrespect** may be deliberate, such as ignoring or ostracising a person; but acting disrespectfully may also be unwitting, resulting from a lack of awareness or knowledge on the part of the perpetrator. Whether intentional or not, any such incidents need to be taken seriously and referred, recorded and reported.

**Other incidents** includes anything that does not fit into any of the above categories.

## Details of alleged incidents

## Form PDI 1

(cont.)

<b>Date/time of incident</b>
------------------------------

<b>Place where incident occurred</b>
--------------------------------------

<p><b>What happened?</b>  <i>If there is insufficient space below, further papers may be attached to this form.</i></p>
---

<p><b>Action already taken. Please provide brief details, if known.</b>  <i>If there is insufficient space below, further papers may be attached to this form.</i></p>
--

## Person reporting incident

*A third party may need to complete this form on behalf of the pupil/person reporting the incident.*

Name of person completing form

.....

Name of person reporting incident (if different)

.....

How person reporting incident can be contacted (if not at school)

.....

Person reporting incident	✓	Gender (M/F)	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent			
Governor			
Visitor			
Other			

- Was the person reporting the alleged incident the target? Yes  No
  - Did the person reporting the alleged incident witness the incident (i.e. 3<sup>rd</sup> party)? Yes  No
  - Did the person reporting the incident hear about it from someone else? Yes  No
- If 'Yes' to the last question, who informed the person? How did the person get to hear about it?**

.....

- Has the person reporting the incident notified anyone else? Yes  No
- If 'Yes' to the last question, to whom else has it been referred?**

.....

**Signed by person reporting incident** ..... **Date**

.....

-----

**CONFIDENTIAL**

**FORM PDI 2**

**PREJUDICE DRIVEN INCIDENT INTERNAL RECORDING FORM** (internal school use only)

Used to record actions taken by the school in response to allegations of prejudice driven incidents reported through Form PDI1.

Ref. no

(Same as that on Form PDI 1)

**Does the alleged incident constitute a safeguarding/ child protection issue? Yes  No**

If 'Yes', then the incident must not be investigated further by the school, in which case the rest of this form becomes irrelevant. Instead, the incident must be referred **immediately** to the person in the school who is responsible for safeguarding and the SET procedures followed. The incident will need to be logged as a prejudice driven incident if substantiated.

If 'No', then the rest of this form can be used to log actions taken in response to the alleged incident.

Further details of those allegedly involved	Name(s)	Ethnicity (must be entered where known)	Religion	Whether disabled	Whether pupil with SEN	Whether 'looked after' child
Target(s)/aggrieved person(s)						
Perpetrator(s)						

**1. Investigation of alleged incident**

1.1 How was the allegation investigated?

*If there is insufficient space in the grid below, further papers may be attached to this form.*

Date/time	Action	Outcome

1.2 Names of those involved who have been informed of the outcome of the investigation (e.g. the alleged target(s)/perpetrator(s); parents/carers; the person who reported the incident):

1.3 As a result of the investigation, was the allegation substantiated? Yes  No   
*If the allegation was substantiated, section 2. overleaf should be completed*

## 2.Actions taken in response to substantiated incident FORM PDI 2

(cont.)

Record of actions taken.

*If there is insufficient space in the grid below, further papers may be attached to this form.*

Date/time	Action	Outcome

2.1 County support or consultation sought Yes  No

2.2 Police informed (only necessary in incidents of a very serious nature) Yes  No

2.4 Parents/carers of target(s)/aggrieved person(s) informed

Yes  No

2.5 Parents/carers of perpetrator(s) informed

Yes  No

2.6 Parents/carers of witness(es) informed:

Yes  No

**Signed** ..... **Name (printed)** ..... **Date**  
.....

**CONFIDENTIAL  
PDI 3**

**FORM**

**PREJUDICE DRIVEN INCIDENT REPORT FORM**

To be used to report serious and/or persistent prejudice driven incidents to the Police/other agencies where appropriate.

Ref. no.

(School to enter ref. no., corresponding to that on Forms PDI 1 and PDI 2)

**School reporting incident**

Name of school

Telephone number of school

Address of school

Name of school contact

Position in school

Signed

Dated

**Details of incident**

Nature of alleged incident Tick (✓) appropriate box(es) below.

<b>RACISM</b>	<b>RELIGION or BELIEF related</b>	<b>HOMOPHOBIA</b>	<b>SEXIST/SEXISM</b>	<b>SEN/DISABILITY related</b>
<b>AGE</b>	<b>If 'Other', state nature of prejudice</b>			

**Date/time**

**Place**

**Have the Police been informed? Yes / No**  
**Other agencies that have been informed:**

<b>Type of incident</b>	<input checked="" type="checkbox"/>
Physical assault	<input type="checkbox"/>
Physical harassment	<input type="checkbox"/>
Graffiti	<input type="checkbox"/>
Cyber bullying/harassment	<input type="checkbox"/>
Written comments/drawings (not graffiti)	<input type="checkbox"/>
Verbal abuse	<input type="checkbox"/>
Abuse of/damage to personal property	<input type="checkbox"/>
Non-co-operation/disrespect	<input type="checkbox"/>
Other	<input type="checkbox"/>

**Description of incident**

*No personal names are to be used, perpetrator(s) excepted*

**Action taken in response to incident***No personal names are to be used, perpetrator(s) excepted***Details of perpetrator(s)****FORM PDI 3**

(cont.)

*In the status column, please use the appropriate letter:**P - pupil TS - teaching staff OS - other staff P/C - parent/carer G - governor V - visitor O - other*

Name(s) of perpetrator(s)	Gender (M or F)	Status	Ethnicity	Religion	Whether disabled	Whether pupils with SEN	Whether 'looked after' child

If perpetrator is a pupil, have parents/carers been informed that the incident has been reported to the Police/other agencies?

Yes  No

**Details of target(s)/aggrieved person(s)**

Only to be provided with the permission of the target(s)/aggrieved person(s) or, in the case of children under the age of 15, their parents/carers.

**Target(s)/aggrieved person(s) (and parents/carers of victims under the age of 15)**

Please sign in right hand column to indicate that you give permission for the personal details provided below to be shared.

*In the status column, please use the appropriate letter:**P - pupil TS - teaching staff OS - other staff P/C - parent/carer G - governor V - visitor O - other*

Name(s) of target(s)/aggrieved person(s)	Gender (M or F)	Status	Ethnicity	Religion	Whether disabled	Whether pupils with SEN	Whether 'looked after' child	Signed
