

The Ryde School

Race and Equality Policy

*To be read with: The Equality Act 2010 and
The Equality Act 2010(Specific Duties)*



Reviewed: March 2022
Next Review: March 2024

Policy for Promoting Race Equality

Definition The definition of a racist incident is "any incident which is perceived to be racist by the victim or any other person."

Racist Incidents May Include

- Threatened or actual physical assault.
- Verbal abuse, name-calling.
- Expressions of prejudice.
- Racist graffiti/literature/insignia.
- Teasing about language, religion, culture.
- Isolation, ignoring.
- Hurtful humour.
- Intimidation.

We respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to race equality will be demonstrated through:

Fostering respect for all groups and individuals, within the context of Human Rights.

Promoting positive non-discriminatory behaviour.

Ensuring appropriate support for isolated individuals of different ethnic groups within the school.

Ensuring high expectations for all.

Ensuring representation of a wide range of heritages within our curriculum and school community.

Encouraging links with the wider community.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

Monitoring Pupil Achievements

We will collect group and individual data on attainment by ethnicity, based on the new national population census ethnic categories, as used in Hertfordshire. We will analyse and assess this data in order to measure the school's performance, our effectiveness and to examine trends in progress and development. The results of such analyses will be used to plan positive changes, to address the challenges they present and to maintain and develop our successes. Other areas of the whole curriculum which may have an adverse impact on pupils' attainment will also be monitored.

These will include:

- Behaviour management (including exclusions.)
- Racist incidents, racial harassment and bullying.
- Curriculum, teaching and learning (including responses to diverse language and cultural needs.)

Pupils' Attitudes, Values and Personal Development

In the school we will:

- Enable our pupils and staff increasingly to develop a critical awareness of diversity and equality.
- Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination.
- Equip our pupils and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts.
- Ensure a willingness by pupils and staff to learn from different cultures, backgrounds, faiths and beliefs.
- Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength.
- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual.
- Ensure that pupils have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

Teaching and Learning

The school will ensure that:

- Teaching methods and styles take full account of the needs of pupils' background experiences.
- Access to optional subjects and out of school hours learning activities is fair and equitable across all ethnic groups.

- Teaching methods encourage positive attitudes to difference, cultural diversity and race equality.
- Diverse learning styles are catered for.
- The skills to learn in a range of different styles and contexts are developed and encouraged.
- The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning.
- All staff receive training on strategies for helping bilingual and multilingual pupils to improve their English.
- Teaching methods used are accessible to individuals and group (monitored by ethnicity and background.)
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards.
- A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe.
- Classrooms and other common spaces in the school, where work is displayed, present positive and challenging images that are non-stereotypical and reflect the multiethnic, multilingual and multicultural society and world.
- Learning is a collaborative and co-operative enterprise.

The Curriculum

All teachers will ensure that curriculum content and resources and classroom environments present and value Britain as a culturally diverse society and develop pupils' understanding of the wider world. In presenting this diversity, all staff and volunteers will take care not to present different cultures in stereotyped ways.

All teachers will develop the dimension of cultural diversity as appropriate to their subject and care responsibilities. Collectively the school curriculum will:

- Support the development of personal, social and cultural identities in all pupils.
- Teach pupils respect and value for diversity.
- Teach pupils the nature of cultural diversity in Britain and globally.
- Teach pupils the nature of inequality as it affects various groups, within the context of the rights and responsibilities of being a member of society.

Admission and transfer procedures

As a Community school our admissions policy is that of the LEA and is operated by the CSF. We will provide CSF with the appropriate data as necessary for them to monitor the policy.

As a school we are conscious of the vulnerability of our pupils at times of transfer into and out of the school. Appropriate guidance and support will be provided for all parents

and pupils in relation to the new context in which the children will learn. We will seek to ensure that all vulnerable pupils are nurtured and supported in a safe environment.

Leadership and Management

Staff recruitment and retention

1. The school recognises the value of diversity in the school staff and governing body and will ensure that its recruitment policy:
 - ~ does not discriminate against minority ethnic groups.
 - ~ takes appropriate action to seek staff and governors from a diversity of backgrounds.
2. Steps will be taken to ensure that cultural bias is removed from recruitment and selection processes and that all involved in recruitment and selection understand how to ensure race equality in the process.
3. A demonstrated commitment to race equality will be a criterion for the selection of all new staff.
4. The school will seek to ensure that diversity represented in the school staff and the governing body is valued, maintained and built on.
5. The school will monitor its support practices to ensure that retention rates for minority ethnic staff and governors match the retention rates for the staff and governing body as a whole.
6. The school will provide data for CSF to enable them to monitor staff recruitment and retention by ethnicity.

Staff career structure and development, guidance and support

1. We are concerned to encourage people from under-represented minority ethnic groups to apply for positions at all levels in the school.
2. We will ensure that all staff have access to professional development opportunities, to support and guidance as appropriate and to career progression opportunities. Such access will be monitored by ethnicity.
3. We recognise the potential vulnerability of isolated minority ethnic staff and will ensure that appropriate support and networking opportunities are available.
4. Our awareness of issues related to cultural diversity and staff effectiveness in dealing with issues of race equality is directly addressed in staff induction and training sessions, staff meetings and/or performance

management meetings as appropriate. The school strives for consistency of approach and effective practice.

Commitment

Managers will actively promote race equality as a school priority ensuring high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are respected and valued, and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

Parents and the wider community

Active steps will be taken to involve ethnic minority parents, including as appropriate:

- ~ the use of translations especially for key documents (e.g. Home School Agreements), statements of special educational needs and school reports, and for basic labelling across the school buildings.
- ~ the use of interpreters at parents consultation evenings, annual reviews, preparation for transition and PSP meetings.
- ~ active recruitment of such parents as classroom helpers, mentors and school governors.

The school seeks actively 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. We will promote the community's access to school facilities.

Principles for Response

- All incidents will receive an immediate response.
- All incidents will be treated as serious disciplinary matters.
- Staff will respond consistently.
- All parties will be kept fully informed.
- All incidents will be recorded, including the date, names, ethnicity, nature of incident and the action being taken. Incidents will be recorded in the school Racist Incident Log. (Proforma appendix 1)
- Where a racist incident occurs which involves any of the following: (MECSS must be contacted):
 - i) physical violence or serious damage to property
 - ii) repeated or orchestrated harassment, including text messaging and cyber bullying.

- iii) Links with extremist groups, including distributing of racist literature.
- iv) Absence related to a racist incident.
- v) Exclusion related to a racist incident.

Contact can be made by phone or by faxing or e-mailing outline details. An optional report format to assist this process is included in Appendix 2.

Reports should be marked

RACIST INCIDENT NOTIFICATION:

MECSS Unit, Hertfordshire Development Centre

Tel: 01583 830280

Fax: 01582 830249

On receipt of any such report, MECSS staff will advise schools in responding effectively to the incident and in ensuring that legal responsibilities have been met. Support will include:

- i) provision of advice on dealing with the incident and its consequences , including legal advice where appropriate.
- ii) Recommendations related to contacts with other agencies, including the police.
- iii) Recommendations related to contacts with parents/carers and the community.
- iv) Follow up support for policy development and/or training.

The support will be confidential to the school and will continue to be funded by Children, Schools and Families.

The Ryde School

Integrated Bullying and Racist Incident Record

Date of incident:

Name and ethnicity of pupils involved:

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

*See County Guidelines on Dealing with Racist Incidents

2. Manifestations of Bullying/Harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please record, where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)

Targeted/wronged/distressed person/s (including ethnicity)	Person/s giving offence (including ethnicity)

4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses.
Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

5. Action taken:

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers informed school by <i>letter/telephone/in person</i>		

'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers informed school by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
Local Authority: SEA/SIP, Bully advisor or MECSS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially.

Date.....

8. Reporting member of staff:

Name Date

APPENDIX 2

CSF Report Form for Serious Racist Incidents

This form can be used to report without delay all incidents which fall into the categories listed in section 1 below. This is in response to the OfSTED [Nov 2005] recommends "when dealing with serious incidents [such as repeated verbal abuse, or physical intimidation] the views of the Headteacher and the relevant LA officer should be sought, before determining sanctions"

Reports should be marked RACIST INCIDENT NOTIFICATION and sent to
MECSS Unit, Hertfordshire Development Centre
Tel: 01582 830280
Fax: 01582 830249
e-mail: Karin.hutchinson@hertscc.gov.uk

PLEASE ATTACH THIS FORM TO A COPY OF THE SCHOOL'S SUMMARY
RECORD AS COMPLETED TO DATE:

School:

Contact name in school:

Position in school:

Date of incident/s:

1. Please identify the nature of the serious racist incident by ticking as appropriate from the following list:

- physical violence or serious damage to property
- repeated or orchestrated harassment, [including repeated text messaging and cyber bullying]
- links with extremist groups, including distributing of racist literature
- absence related to a racist incident
- exclusion related to a racist incident

2. About the victim/s

Ethnic Group:

Gender:

Year Group:

3. About the perpetrator/s

Ethnic Group:

Gender:

Year Group:

5. Progress of dealings to date [please tick as appropriate from the following list:]

- | | | | |
|--------------------------|----------------------|--------------------------|-----------------------------|
| <input type="checkbox"/> | Fully investigated | <input type="checkbox"/> | Parents informed/involved |
| <input type="checkbox"/> | Governor involvement | <input type="checkbox"/> | Resolution already in place |