



## Race equality act Policy

This race equality policy enables our school to meet our statutory obligations under the Race Relations Amendment Act 2000. Through this policy the school is working in line with the Commission for Racial Equality Standards 'Learning for All' (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community.

### **Rationale**

Sitwell Junior School is committed to a policy of inclusion, to racial equality and justice and we are opposed to all forms of racist prejudice and unfair discrimination.

Genuine equality of opportunity cannot be promoted without dealing with racist behaviour. In addition, to positive relationships and learning and teaching strategies, we believe that it is essential to have a clear policy to deal with racist behaviour.

This school will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self image and high self esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing each others' similarities and differences and facing equality issues openly.
- Monitoring racist incidents and recording them in a designated log book which is kept in the school office.

- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

### **Aims**

Within Sitwell Junior School we want:

- All children and learners to feel safe to learn, play or be with others free from racial harassment or prejudice.
- All children, learners, parents and carers to be treated fairly with respect and dignity.

### **Principles**

We define racist behaviour or harassment as any unpleasant or bad behaviour against others because of their skin colour, religion, language, accent or cultural background.

*Different types of harassment or behaviour might include:*

- Physical: hitting, kicking, spitting, taking or damaging belongings and threats of violence.
- Verbal or visual: name calling, insults, teasing, making fun or jokes about (including graffiti, leaflets, magazines, comics, books and badges).
- Indirect: excluding (leaving out on purpose), humiliating, spreading nasty rumours, laughing at

Such behaviour can severely affect a child's ability to learn effectively and the effect of harassment can remain with a person throughout their life.

### **Making a Judgement**

Judging whether racism is intentional is difficult in all circumstances. Some children can be racist without knowing what racism means.

**Often the most important indication of racist behaviour is whether the victim (or family particularly for young children) themselves believe that they have been subjected to racial harassment.**

**We want children to tell us if they have a problem with racist behaviour and what they say will be taken seriously.**

We will try to make sure that those who deal with the problem understand and take care in handling the issues.

### **Sanctions**

If a child acts in an anti-racist manner or racially harasses someone Disciplinary action may be taken in line with the schools behaviour management policy. This could include:

- a) *explaining why their actions are wrong and warn them not to do it again;*
- b) *loss of a privilege*
- c) *parents/carers being notified by a telephone call in the first instance;*

- d) *if it is very serious or the child has repeated the behaviour after being warned, a letter will be sent to their parents/carers and they will be invited in to discuss the racist behaviour with the Head Teacher or Senior Leader.*
- e) *in very cases the child will be excluded immediately, parents informed and the police may be contacted;*

The appropriate sanction will relate to the severity of the incident.

### **Reporting an Incident**

#### Incidents in which children are involved:

If a child is a recipient of racial harassment on school premises or outside of school if this is deemed to be a relevant and important issue, from another pupil, he or she should report this to the Class Teacher.

**The incident will be reported to the Head Teacher recorded in the Racial Incident Log (located in the school office), and the information passed on to the local authority.**

#### Incidents in which an adult is involved:

If a pupil is a recipient of racial harassment on school premises, from an adult or a member of staff, he or she should report this to the Class Teacher.

If the complaint is against the parent for racial harassment on school premises the incident should be reported by the victim to the Head Teacher.

If the Head Teacher is implicated the complaint should be reported to the Chair of Governors.

**The incident will be reported to the Head Teacher, recorded in the Racial Incident Log (located in the school office), and the information passed on to the local authority.**

#### Incidents in which a Governor is involved:

If a Governor is a recipient of racial harassment on school premises from a pupil, member of staff or other member of the Governing Body, then he or she should report this to the Head Teacher. If the complaint is against a Governor then the incident should be reported to the Corporate Director of Education (CDE).

#### Incident which involve outside contractors.

The incident should be reported to the individual's line manager or supervisor, with a clear expectation of an investigation and report back. This may include a subsequent meeting with all those involved.

#### Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school and any incidences of racial harassment reported to the Governing body.