


Policy for		
<h1>Racial Equality and Prevention of Racial Harassment</h1>		
Date of policy:	August 2019	Committee: Full Governing Body
Next review:	August 2020 Review period – 1 Year	

Safeguarding:

All staff plan their learning for pupils in this subject by adhering to the guidelines laid out in 'Keeping Children Safe in Education 2019'. All staff are trained and told to adhere to the 'Guidance for Safer Working Practice for the Protection of Children and Staff in Education Settings May 2019

This Policy covers all offline and online activity by the same principles and is used in conjunction with our related policies for HR including Equal Opportunities, Disability Access Arrangements, SEN and Inclusion, Racial Equality and Harassment, Catholic Life (including Prevent strategies and SMSC) and the school's Positive Behaviour Policy/Code of Conduct and School safeguarding policies – reference Appendix 1

MISSION:

“To provide a happy, secure environment in which children will learn respect and tolerance for others and knowledge of and reverence for the Catholic faith, while pursuing a creative curriculum which will enable them to develop their mosaic of intelligences.”

The Ethos of the School

Aims

At St Modwen's Catholic Primary School, we aim to encourage a positive attitude to cultural diversity by:

The Organisation of the School

As school policies are reviewed, they will reflect the need to promote racial equality.

- Parents from all communities are encouraged to be involved in the curriculum and social life of the school
- The policy of the school should continually encourage recruitment from communities representative of the pupil population onto the staff and onto the Governing Body
- All school staff seek to foster individual self-esteem and sense of identity recognising and respecting each person's identity. This is to be incorporated within the curriculum.

This policy will work alongside the school's Behaviour Policy and Catholic Life policy to ensure that:

- Ethnic equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum
- Teachers encourage co-operative and collaborative approaches to learning, which ensure that children's religious, cultural and linguistic experiences are reflected upon and reflected positively in classroom work.

British Values for a Modern British Society:

British Values: We are very proud to have many nationalities in our school with several different home languages such as: English, Polish, Malayalam, Igbo, Lithuanian, Punjabi, Russian Filipino and Italian. We are a Catholic school and Catholicism is an international faith; many families are drawn to our school because of its diverse, welcoming community despite being situated in a rural English town which is predominantly White

British. We are proud to promote British Values in our curriculum and through the implementation of our Equal Opportunities Policy.

The children have opportunities to learn about the current life and times of our Royal Family, as well as its deep history. The children have many opportunities to learn about a range of faiths and how they are both similar and different to Catholicism. Pupils are able to take part in a range of democratic activities with a real purpose such as acting out parliamentary style debating; standing for election and voting for school council places; House Captains and Vice Captains. They learn about what is/is not against the law in an age appropriate way, including with reference to being safe online. Our mission is delivered through Gospel Values which reflect the British values of individual liberty, mutual respect and tolerance of those of different faiths and beliefs however we would go further and say that we celebrate diversity rather than tolerate it!

The government set out its definition of British values in the 2011 Prevent Strategy - values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

and this definition still stands under the new September 2014 standards for schools and the Equality Act.

The Curriculum

This will promote a positive attitude to cultural diversity.

- All curricular and extra curricular activities will be available to all pupils regardless of their ethnic origin
- The school will ensure that curriculum planning resources and content reflect wider society as well as their local community; particularly in areas such as RE and Humanities
- Planning for pupils for whom English is an additional language will take account of factors such as pupil's length of stay in this country, previous educational experiences and their skills in other languages
- Achievement will be monitored across ethnic origin to avoid "grouping", "setting" or "banding" mechanisms producing imbalances with respect to ethnic origin
- The curriculum will enable identification of the various forms of stereotyping, racial prejudice and bias, and it will acknowledge that racism devalues society and that it can affect everyone in the school community
- The curriculum will aid recognition of pupils having first languages other than English and the value that this contributes towards the learning of language in general
- The curriculum and the school environment will provide positive images and role models in resources and displays, which reflect the experiences and backgrounds of all children in our multicultural society. It is also important to ensure that, where possible, curriculum planning builds on pupils' interests and cultural experiences
- Staff aim to critically examine existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated
- Children should feel confident to explore with teachers, issues of racism, harassment and equality in a range of personal, community and global contexts, and be involved in the development of strategies for promoting justice and challenging injustice
- Teachers will encourage co-operative and collaborative approaches of learning which ensure that children's religious, cultural and linguistic experiences are reflected upon and reflected positively in classroom work
- Schools will build positive links with community groups and use support agencies to the full to ensure that the multicultural dimensions to the curriculum are fully developed
- Teachers aim to have high expectations of all children and make known to them their confidence in their ability to achieve, ensuring that the contributions of all pupils from every cultural background are valued and ensuring that each child's individual learning and social needs are met.

What constitutes a racist incident?

The definition of a racist incident, which is in line with the McPherson Report, is:

- Any incident in which it appears to the person reporting the incident, or the investigating officer that the complaint involves an element of racial motivation
- Any incident, which includes an allegation of racial motivation made by any person

Racial means of any race, nationality, colour or ethnicity

NB: gypsy/travellers are recognised with the Race Relations Act as an ethnic minority.

The definition is designed to ensure that not only is a full account taken of what the victim says, but also account is taken of the perceptions of those who may have witnessed the incident or reported it on behalf of another person.

Who can report a racist incident?

1. Victim
2. Any first hand witness to the event
3. A parent
4. Any person in whom the victim or perpetrator has confided

What specific kinds of behaviour are not acceptable?

Racial harassment has two elements:

(Commission for Racial Equality)

- "Violence which may be verbal or physical, and which includes attacks on persons as well as on property, suffered by individuals or groups because of their race, nationality, colour or ethnicity, when a victim believes that the perpetrator was acting on a racial ground and/or there is evidence of racism."
- "Interference with the peace of comfort or safety of any person on the grounds of their race, nationality, colour or ethnicity. This includes incidents of racist graffiti and the use of offensive gestures."

These may include, but are not limited to, the following:

- offensive gestures (eg stereotyping features/behaviour)
- refusal to co-operate with other people because of their race, ethnicity, colour or nationality
- abuse of personal property
- written derogatory remarks, including graffiti
- verbal abuse – insults, racist jokes, derogatory name-calling, racist comments in the course of discussion, ridicule
- actual/threat of physical assault, jostling, punching, hitting
- incitement of others to behave in a racist way
- bringing racist materials into school/wearing racist badges or insignia
- attempts to recruit for racist organisations or groups
- use of weapons (this may include, for example, laser pens or other articles capable of causing injury)

This list is not intended to be exhaustive and may include any incident, which involves an element or racial motivation and is deemed inappropriate by St Modwen's Catholic Primary School.

Role of Staff and Governors

- All school staff have a responsibility for reporting racist incidents wherever and whenever they occur
- Staff should encourage pupils to report all incidents involving racism, racial discrimination and racial harassment
- Racist incidents reported to class teachers or other members of staff must be passed on to a member of the SLT

- All reported incidents and complaints are investigated within three working days of being reported, and, where possible, initiated by the end of the school day. SLT will use the Behaviour Cause for Concern Staff referral form (Appendix A) to log incidents and complaints.
- All racist incidents and complaints against staff and against pupils are formally recorded by the SLT and, where appropriate, reported to the LEA.

Responsibilities of Leadership and Management

- School Improvement Planning will provide for the regular review of its application of the Racial Equality Policy at leadership team meetings and governor meetings.
- The Head Teacher or a member of the school's senior management team has responsibility for monitoring instances of racial harassment and for reviewing the effectiveness of the school's policies
- The school's policy on racial equality has been presented to the school's governing body for endorsement and adoption
- The Head Teacher takes overall responsibility for the implementation of the policy on racial equality

The Role of the Governors

The school's policy on racial equality is endorsed and adopted by the school's governing body.

The school's governing body will ensure that:

- It receives regular reports on the implementation of policies and procedures
- It is kept informed of all racist incidents
- The LEA is kept informed of individual racist incidents and the number of allegations on an annual basis.

Source of advice and support available to staff

All staff, both teaching and non-teaching, are issued with the policy and the statements. They may consult with the named teacher. The governing body is responsible for keeping abreast of developments and ensuring that the policy is effective. The need for training will be reviewed as part of the School Improvement Plan. This may be delivered in house or outside expertise may be sought.

Arrangements for induction of new staff

New staff, both teaching and non-teaching, will be given access to the statement, the policy and procedures for dealing with racial harassment together with the details of the named teacher. The need for training will be reviewed as above.

Arrangements for informing the wider school community:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Governors • Parents • Children | <p>The full policy and the statement is presented to the Governing Body</p> <p>A summary statement is included in the Parent Handbook.</p> <p>Children will be told, in appropriate language, during class discussions of the school expectations regarding racist incidents and associated disciplinary procedures.</p> |
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Procedures and sanctions for dealing with racist incidents

- Miss Joanne Farrar is the named teacher and has responsibility for dealing with incidents and keeping a confidential record of all reported incidents
- All perceived racist incidents and complaints against staff and pupils will be investigated and, if proven, formally recorded
- All recorded incidents and complaints will be investigated within three working days of being reported and where possible initiated on the same school day.

When investigating a potentially racist incident, the member of staff will need to consider:

- Do any of the participants perceive this as being racist?
- Do any of the witnesses perceive this as being racist?
- Is there any reason for considering this to be a racist incident?
- Was the incident intentional or unintentional?

In the case of proven incidents, we will need to assess:

- Whether teachers should explain the circumstances to pupils so as to reduce the danger of distortion and backlash through rumour
- At what stage parents/carers should be informed

The school may contact the LEA, Pupil and Parent Support Manager, to discuss potentially serious incidents. It is recognised that on occasions non-racist incidents can develop into having a racial element. Such incidents will be dealt with appropriately.

Allegations of racial incidents made against staff will be investigated thoroughly and staff made aware that disciplinary action can ensue according to LEA procedures. In less serious incidents where the member of staff is found to be unintentionally racist, appropriate support and guidance should be given by the named teacher. Advice will be sought from the Pupil and Parent Support Manager in proven cases.

The details of any action to be taken against a member of staff cannot be shared with parents/carers.

Principles – Dealing with racist incidents

Self Respect

Racist incidents are less likely to occur in schools which have an ethos which affirms and values all children and their parents. The maintenance of this ethos is important when dealing with racist incidents.

Responsibilities to both parties

It is the school's responsibility both to counsel children who adopt unacceptable forms of behaviour and to support those at the received end of such behaviour.

Empowering children

- The children need to be included in the process of deciding how the school will deal with incidents.
- They have the right not to feel threatened by other people at school.
- They should be helped to understand these rights and to develop their ability to be assertive about them. They should also know that they will receive support from school staff.

The school in the community

As with other forms of unacceptable behaviour, it is the school's responsibility to involve parents in trying to prevent it.

Policy not persecution

Our policy, which has been agreed by the school community as a whole, supports all teachers in dealing with racist incidents. It reinforces the notion that it is the behaviour rather than the child, which is unacceptable.

Supporting victims

Victims of racial harassment may well need immediate help from a member of staff. It may also be appropriate for the school to approach outside agencies for help and advice and/or refer the victim for further support or counselling to, for example, Victim Support or in the case of victims who are members of staff, to the staff counselling scheme through Education Human Resources or their trade union representative. It may also be appropriate to make a referral to the police.

- A member of staff will explain the action taken and express the attitude of the school towards such behaviour, giving the opportunity to the pupils to express their own concerns and feelings. The action taken may differ if the racial harassment appears to have taken place outside school
- In serious cases, the head teacher, deputy or named teacher will meet the parents/carers of victims to explain the action taken and to discuss the matter with them and the appropriateness of action to be taken.

Dealing with Perpetrators

The school has procedures for dealing with perpetrators of racist incidents. For each incident a decision will need to be made:

- Whether parents/carers should be informed of action taken within the school's behaviour/disciplinary code. As above, careful consideration of the interests of staff members needs to be given at all times. This means that the details of any action taken against a member of staff cannot be shared with parents/carers
- Whether the perpetrator is sent to the appropriate senior member of staff to record the incident formally and to respond to the gravity of the incident
- If the incident is of a particularly serious nature which could have repercussions outside the school, on reporting the matter to the Education Service Directorate, Pupil and Parent Support Manager
- Whether appropriate counselling is necessary

It may be in the case of minor incidents that a 'light touch' response is appropriate. If, for example, a very young child uses an unacceptable word, but clearly does not have a full grasp of it's meaning, the school may determine that it would be inappropriate for parents to be informed.

Careful consideration must be given about what information, if any, needs to be placed on the child's file. Consideration will include the seriousness of the behaviour and the age and awareness of the child.

Where the alleged perpetrator is a parent and the alleged incident has taken place within school, the allegation will be discussed with the parent and, if substantiated, it will be confirmed that such behaviour will not be tolerated.

Where the alleged perpetrator is a parent and the alleged incident has taken place away from school premises, this is likely to present the school with a potentially sensitive issue. The school will need to consider whether the matter can be discussed with the parents or whether it may be appropriate to refer the matter to the police. Schools may contact the Pupil and Parent Support Manager to discuss such issues if this is considered helpful.

Recording and Monitoring

Recording and monitoring will help to establish a reliable school-wide picture and to assist the school in reviewing its range of purposes. It is essential therefore that clear recording and monitoring procedures are in place. It may be appropriate to retain details of an incident on a pupil's file and to inform the school to which a pupil is transferring if there are issues outstanding either in regard to the victim or perpetrator.

The following categories are currently used for ethnic background:

African	Bangladeshi	White – British
Black Caribbean	Indian	White – Irish
Black Other (please specify)	Pakistani	White – Traveller Irish Heritage
	Any Other Asian (please specify)	White – Gypsy
		Any Other White background
		White and Black Caribbean
		White and Black African
		White and Asian
		Any Other Mixed background
		Chinese
		Any Other Ethnic Group (please specify)

A racial harassment investigation form for school use is attached as Appendix B This sheet is to be used during an investigation into an alleged incident of racial harassment and is **not** to be returned to the Pupil and Parent Support Manager.

A racial harassment recording form for school use is attached as Appendix C (to be copied to the LEA). This form is to be used when the investigation of an alleged incident of racial harassment has determined that such an incident did take place. A copy of the form must be returned to the Pupil and Parent Support Manager and should be signed by the Head Teacher or other appropriate member of the school's senior management team.

The recording form is for use in regard to instances of racial harassment where the perpetrator is a pupil or member of staff.....

Appendix 1 – List of school safeguarding policies



Safeguarding Policies – St Modwen's Catholic Primary School

Policy	Approved by (Relevant Governing Body/Committee)	Date Approval	Review Cycle	Date of Next Review
Staff Code of Conduct	FGB	Autumn Term 1	Bi- Annually	August 2021
Preventing Extremism & Radicalisation Policy (school does not need to have a separate policy)	FGB	Autumn Term 1	Annually	August 2020
Anti-Bullying (including cyber bullying indicators)	Curriculum & Standards	Autumn Term 1	Annually	August 2020
Behaviour	Curriculum & Standards	Autumn Term 1	Annually	August 2020
Behaviour written principles statement	Curriculum & Standards	Autumn Term 1	Annually	August 2020
Positive Handling and Use of reasonable force (physical intervention)	Premises Health & Safety	Autumn Term 1	Annually	August 2020
Recruitment & Selection	FGB	Autumn Term 1	3 Yearly	August 2021
Whistle-blowing	Personnel	Autumn Term 1	Annually	August 2020
Staff Code of conduct	FGB	Autumn Term 1	3 Yearly	August 2021
Educational visits	Premises Health & Safety	Autumn Term 1	Annually	August 2020
Attendance and Punctuality	Premises Health & Safety	Autumn Term 1	Annually	August 2020
Safe use of internet and E-safety	FGB	Autumn Term 1	Annually	August 2020
School Workforce ICT Policy	FGB	Autumn Term 1	Annually	August 2020
Health and Safety including site security	Premises Health & Safety	Autumn Term 1	Annually	August 2020
Racial equality and Prevention of Racial Harassment	FGB	Autumn Term 1	Annually	August 2020
Meeting the needs of pupils with medical conditions	Health & Safety Committee	Autumn Term 1	Annually	August 2020
Dignity and care	Health & Safety Committee	Autumn Term 1	Annually	August 2020
Mobile Phone Policy	Health & Safety Committee	Autumn Term 1	Annually	August 2020
First aid	Health & Safety Committee	Autumn Term 1	Annually	August 2020
Medical	Health & Safety Committee	Autumn Term 1	Annually	August 2020
Peer on Peer Abuse	Health & Safety Committee	Autumn Term 1	Annually	August 2020
Sexual Harassment	FGB	Autumn Term 1	Annually	August 2020
Safeguarding Policy	Health & Safety Committee	Autumn Term 1	Annually	August 2020

St MODWEN's Behaviour Cause for Concern Staff Referral Form

This form should be completed by a member of staff in any of the following situations:

- *There is a serious behavioural incident which needs passing on to a senior member of staff*
- *To pass on concern about repeated behaviour*

Name of child: _____

Year group: _____

Class Teacher: _____

Date: _____

Member of staff raising concern: _____

Is this a concern regarding an ongoing or repeated issue? YES / NO

If an ongoing behaviour concern, on which dates is this detailed in the behaviour log?

Nature of the concern

Action(s) already taken (prior to referral)

Actions following referral

Name(s) of staff dealing with the referral: _____

Review (impact and progress)

Date of review: _____

**ST MODWEN'S CATHOLIC PRIMARY SCHOOL
RACIAL HARASSMENT INVESTIGATION FORM**

To be used for ALLEGED incident of racial harassment

ALLEGED VICTIM			ALLEGED PERPETRATOR		
Pupil / Staff (delete as appropriate)			Pupil / Staff (delete as appropriate)		
Other eg parent:			Other eg parent:		
If pupil which year:			If pupil which year:		
Gender (please circle)	Female / Male		Gender (please circle)	Female / Male	
Ethnic Background:			Ethnic Background:		
Staff/parent/carer/relation reporting incident:					
Signed:			Date of Alleged Incident:		
TYPE OF ALLEGED INCIDENT – SELECT ONE OR ADD DETAILS					
Physical abuse: Jostling	Physical abuse: Punching/kicking	Verbal abuse: Direct	Verbal abuse: Indirect	Graffiti	Offensive badges
Offensive gestures	Offensive literature and materials	Refusal to co-operate with other pupils/staff	Abuse of personal property	Incitement to other to carry out any of these	Other
Details of Alleged Incident (including view of those involved and events leading up to incident):					
Has the alleged victim/offender been a victim/offender before?					
Victim (please circle): Yes / No / Don't Know			Offender (please circle): Yes / No / Don't Know		
Number of previous incidents:			Number of previous incidents:		
Details of Investigation:					
Details to be recorded by Co-Ordinator			Date:		Signed:

NB Gypsy/travellers are recognised within the Race Relations Act as an ethnic minority

ST MODWEN'S CATHOLIC PRIMARY SCHOOL

RACIAL HARASSMENT INVESTIGATION FORM

To be used for CONFIRMED incident of racial harassment

ALLEGED VICTIM		ALLEGED PERPETRATOR			
Pupil / Staff (delete as appropriate)		Pupil / Staff (delete as appropriate)			
Other eg parent:		Other eg parent:			
If pupil which year:		If pupil which year:			
Gender (please circle)	Female / Male	Gender (please circle)	Female / Male		
Ethnic Background:		Ethnic Background:			
Staff/parent/carer/relation reporting incident:					
Signed:		Date of Alleged Incident:			
TYPE OF ALLEGED INCIDENT – SELECT ONE OR ADD DETAILS					
Physical abuse: Jostling	Physical abuse: Punching/kicking	Verbal abuse: Direct	Verbal abuse: Indirect	Graffiti	Offensive badges
Offensive gestures	Offensive literature and materials	Refusal to co-operate with other pupils/staff	Abuse of personal property	Incitement to other to carry out any of these	Other
Details of Alleged Incident (including view of those involved and events leading up to incident):					
Has the alleged victim/offender been a victim/offender before?					
Victim (please circle): Yes / No / Don't Know			Offender (please circle): Yes / No / Don't Know		
Number of previous incidents:			Number of previous incidents:		
Details of Investigation:					
Details to be recorded by Co-Ordinator		Date:		Signed:	

NB Gypsy/travellers are recognised within the Race Relations Act as an ethnic minority