

HARRIS MIDDLE SCHOOL

RACE EQUALITY POLICY

CHAIR OF GOVERNORS: _____

MINUTED: _____

DATE OF REVIEW: **AUTUMN TERM 2010**

Harris Middle School -Race Equality Policy

The School Context

Harris Middle School is located close to the centre of Lowestoft, a seaside town in the district of Waveney on the East Suffolk coast. The vast majority of our pupils are from the white British background with the exception of a few pupils from other ethnic minorities. This presents challenges to the school to ensure our pupils have an awareness of other ethnic groups and cultures and recognise the value of diversity.

Aims and Values

At Harris Middle School we are committed to the promotion of equality of opportunity and the promotion of good relations between people of different racial groups.

We believe that individual differences, in need and ability, should be respected and that everyone is of equal value. We endeavour to create a culture and ethos which is inclusive, and that everyone is of equal value. We endeavour to create a culture and ethos which is inclusive and welcome diversity within the school.

Racist Incidents

In the light of the Stephen Lawrence Inquiry, Suffolk LEA and Harris Middle School have adopted the advised definition of racism of the Home Office:

“A racist incident is any incident which is perceived to be racist by the victim or any other person.”

Staff are obliged to inform the Head Teacher/Deputy Head Teacher of any racist incidents which they encounter in executing the duties of their job. This includes, again to quote the Stephen Lawrence Inquiry, “conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin. Its more subtle form is as damaging as its overt form”. Such conduct could be pertaining to pupils, staff or visitors to the school. The following are some examples of racism:

- Name-calling and verbal abuse
- A malicious or supposedly entertaining comment made in class
- Ostracism in the class, playground or grounds
- Graffiti
- Telling racist jokes
- Physical threats and intimidation
- Physical assault

The school must submit a “Racist Incident Monitoring Form” to the LEA on an annual basis, detailing any racist incidents that have taken place. The pastoral team will also wish to inform parents/carers if their child has been the victim of perpetrators of a racist incident, as well as dealing with the perpetrators and victims in

a constructive and rehabilitary way. It is therefore imperative that racist incidents are referred on and not dealt with in isolation by individual members of staff.

School Commitment to Race Equality

The aim of this policy is to contribute towards implementing the following principles, which have been agreed by all members of staff:

- Progress, attainment and assessment
- A commitment to high expectations for all pupils
- The monitoring and analysis of pupil performance data by ethnic background
- A commitment to take action where underachievement is identified
- Recognition of all forms of achievement

Racism and racial harassment

The school has a public commitment to promote good community relations and to counter discrimination, racism and prejudice. This commitment is evident through displays around the school, assemblies and home/school agreement.

Incidents of racism and racial harassment are recorded, investigated and reported to the LEA.

All school staff are able to deal firmly, consistently and effectively with racist incidents.

Pupils, parents and staff are made aware of the procedures for dealing with the reporting racist incidents (Headteacher).

Staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.

Visitors to the school include people from a range of ethnic backgrounds

Behaviour, discipline and sanctions

We expect high standards of behaviour from all our pupils.

Procedures for disciplining and managing behaviour are fair and applied equitably and consistently to pupils from all racial groups.

We recognise that cultural background may affect behaviour e.g. a newly-arrived asylum seeker or a traveller pupil with interrupted schooling.

We monitor exclusions by ethnicity with a commitment to reduce any disparities between different groups of pupils

Pupil's personal development and pastoral care

Our pastoral support takes into account the religious and ethnic differences and the experiences and needs of particular groups of pupils such as Gypsy/Roma, refugees and asylum seekers.

We encourage all our pupils to consider the full range of career opportunities in later life.

Teaching and learning

The school believes the classroom should be an inclusive environment where contributions from all pupils are valued:

- Linguistic needs and different learning styles
- The allocation of pupils to teaching groups will be analysed by ethnicity to ensure no prejudice
- The teaching environment will allow all pupils to contribute fully and feel their culture and experience is valued
- Teaching will encourage pupils to express their point of view, listen to the views of others and examine critically a range of viewpoints
- Teaching will be supported by books and materials which reflect ethnic and cultural diversity

Admissions and attendance

- At Harris Middle School the admission process is monitored to ensure that it is administered fairly and consistently, making sure all parents understand the procedures for school admission and transfer. This may require the provision of translation or interpretation facilities for parents whose first language is not English. We seek help from the LEA if needed.
- We collect information at admission about pupils' ethnicity, first language, religion, physical needs and diet
- Provision will be made for leave of absence for pupils and staff for special religious festivals
- Provision will be made for any mobile pupils on extended leave of absence so that they are able to continue their learning

Curriculum and race equality

At Harris Middle School we believe in promoting race equality and countering racism. It is very important that all pupils learn about their rights and responsibilities for life in a multi-cultural society. Pupils need to acquire the knowledge and skills to accept differences of race, culture and religion, to challenge prejudice and injustice and to resolve conflict. The curriculum which we deliver has a central role to play in this process. The content of such a curriculum should bear in mind:

Diversity and the promotion of positive attitudes to diversity

Opportunities for pupils to understand the damaging effects of racism and how racism can be countered

The diverse background of pupils in the school

In assemblies and certain subjects we celebrate the achievements of diverse groups

At Harris Middle School books, topics and units of work are used (e.g. in RE, PSHE, History) to explore and value issues of similarity and differences. These materials challenge prejudice, racism and discrimination as well as promoting equality of opportunity and justice.

Staffing, recruitment and professional development

All procedures for the recruitment of staff, including non-teaching staff, will incorporate the principles of racial equality, by being open, fair and accessible to the widest pool of applicants. This will involve:

- Ensuring that all those involved in the recruitment and selection of staff at all levels avoid direct or indirect racial discrimination
- Taking positive action to encourage under-represented groups to apply for positions at all levels in the school
- Monitoring by ethnicity, applications for employment, training and promotion, along with details of staff in post

Partnerships with parents and communities

We encourage all parents to be involved and participate in the life of the school.

We ensure that information and material for parents is accessible in user-friendly language, and where possible in languages and formats other than English.

We provide opportunities, by setting different dates and times, for parents consultation meetings.

We challenge any racist views or comments which may be expressed by parents in discussion with a member of staff or on the school premises, and draw their attention to the school policy, County guidelines and national legislation.

Responsibilities towards the policy

The Governing Body and the Headteacher will ensure that the school complies with all relevant equalities legislation.

The Governing Body and the Headteacher will ensure that the policy and related procedures and strategies are implemented.

The Headteacher will ensure staff are aware of their responsibilities under the policy. Visitors and contractors are reminded of the school policy and are asked to comply.

Senior staff will act if people do not comply with the policy.

Assessment, monitoring and review

Form RR1 (Appendix 1) will be used for racist incidents at the school.

All racist incidents are reported to the Headteacher and recorded, however minor they may appear at the time.

Staff should be aware of the need to record all incidents and the form to be used.

Report forms are given to the Coordinator to be kept in a secure file.

The Coordinator is responsible for overseeing the reporting procedure and monitoring the incidents of racial harassment on a regular basis.

The information provided by these records forms the basis of the school's annual statistical return to the LEA.

Appendix 1

RACIST INCIDENT REPORT FORM

1. School:
2. Person who reported incident:
3. Date and time of Report:
- 4.(a) Victim(s) name: Year Group: Ethnic Origin: Gender:
(i) M / F
(ii) M / F
4. (b) Perpetrator(s) name: Year Group: Ethnic Origin: Gender:
(i) M / F
(ii) M / F
5. Date, time and place of incident:
6. Type of incident (*tick any that apply*):

Verbal abuse	<input type="checkbox"/>	Written abuse	<input type="checkbox"/>	Abuse graffiti	<input type="checkbox"/>
Physical attack	<input type="checkbox"/>	Damage	<input type="checkbox"/>	Other	<input type="checkbox"/>
Ostracism	<input type="checkbox"/>	Threats	<input type="checkbox"/>		
7. Details of incident:
.....
.....
.....
8. Witness(es):
(i)
(ii)
9. Action taken:
.....
Have parents of victim been informed? YES NO
Have parents of perpetrator been informed? YES NO
10. Record completed by:
11. Signature of Headteacher:
12. Date: