Race Equality Policy

Together We Believe, Aspire and Achieve

Equality Statement

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations.

We review all policies and procedures we operate to ensure there are no negative equality impacts based on age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, pLAse tell us about this. PLAse also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

NB: This document sets out the school policy for eliminating unlawful racial discrimination and promoting equality of opportunity and good relations between people of different groups. The policy is not the ultimate objective but is a framework for how we, as a school, intend to fulfil our statutory obligations under the Race Relations (Amendment) Act 2000. The policy outlines the actions the school takes and what mechanisms will be employed to review these.

St Peter's CE Primary School, Swinton
The school has between 220-230 pupils on roll at any one time, with 10 teachers including the Headteacher, 9 Teaching assistants, 1 Secretary/Clerk, 1 Site-Officer and 5 Welfare Assistants. The Governing Board consists of 12 members.

The catchment area consists mainly of social housing and privately owned terraced housing, and is situated in the centre of Swinton, approximately 5 miles from Manchester city centre.

The school adopts the Macpherson Enquiry Report's (into the death of Stephen Lawrence) definition of institutional racism, which is as follows

"The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen in or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racial stereotyping which disadvantage minority ethnic people."

In addition to this the school also adopts the definition from this report of what constitutes a racist incident. The school is committed to preventing and tackling racial incidents and recognises that this issue has been identified as a priority by ethnic minority communities. In terms of this policy a racist incident is defined as *'any incident which is perceived to be racist by the victim or any other person'*. The School has adopted the council-wide system for the recording of racial incidents (both within schools and for employment within schools) and the school will annually report on the numbers of racial incidents reported including what action was taken as a result of the incident.

Currently, one member of the staff team and around 12% of pupils are from minority ethnic backgrounds.

At St Peter's CE we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

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 other's similarities and differences and facing equality issues openly.

- 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.

Roles and Responsibilities

Governors

The ultimate responsibility for this policy rests with the school governors. The school feels that the whole staff group has to play its part to ensure that the policy is effective.

To ensure that our commitments in the policy are honoured, the Governing Board's Buildings, Health and Safety Sub-Committee reviews the topic each term and reports to the full Governing Board meeting.

Head Teacher

The Headteacher will demonstrate through their personal leadership the importance of the policy.
The day to day responsibility will lie with the Headteacher whose responsibility it will be to collate the monitoring data and to ensure that the co-ordination group meets regularly. She/He will ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy.

Subject Leads

Subject leaders will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

Pupils

Pupils will be aware of the race equality policy and be made aware of how it applies to them. They know to treat each other with respect and report incidents of a racial nature to an adult.
The pupil council will be consulted about changes to the policy.

COMPLAINTS PROCEDURE

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Headteacher who will facilitate the appropriate actions, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

Implementing this Race Equality Policy

The race equality action plan will be drawn up by the Race Equality Policy Co-ordinator group and will link to the SIP.

KEY AREAS IN PROMOTING RACE EQUALITY

The ethos of the school

- This race equality policy reflects the ethos of the school and is explicit in all the school's policies.

- Steps are taken to ensure that everyone associated with the school is kept informed about this race equality policy.

- The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.

Pupils' achievements and progress

- Pupils' attainment and progress in individual subjects will be monitored by ethnic group (and by socio-economic circumstances, gender, language and disability).

- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.

- Targets will be set for individual pupils by ethnicity, so teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the underachievement of certain groups.

- The school values the achievements and progress of pupils from all ethnic groups.

- All pupils have equal access to extra-curricular activities.

- Every pupil is offered the support and guidance they need.

- Staff challenge racism and stereotyping and promote race equality in education, employment, training and career choice.

Curriculum, teaching and learning (including language and cultural needs)

- This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.

- Race equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.

- Curriculum planning takes account of the ethnicity, cultural background and language needs of all pupils.

- Subject leaders/HOD provide guidance and examples of good practice for colleagues.

- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.

- The allocation of pupils to teaching groups is fair and equitable to pupils from all ethnic groups.

- Assessment outcomes will be used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.

- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.

- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and challenges racism and racial discrimination in all areas of the curriculum.

- Resources available to meet the specific needs of pupils from minority ethnic groups, including dual language resources, are used appropriately.

- The school makes full use of the resources available within its local minority ethnic communities.

Pupils who have English as an Additional Language (EAL)

- The school recognises and values bilingualism.

- The language and learning needs of black and bilingual pupils are clearly identified and appropriate support identified and used.

- The school will reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school.

- The school will explore a broad range of other media e.g. computer software, the internet, audio and video tapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage.

- The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate pupils' and communities' access to the development of literacy in the first language.

- The school will endeavour to draw on the skills of parents and local communities in producing resources.

- The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate and within the resources available from the LA.

Pupil behaviour, discipline and exclusion

- The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.

- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups.
- The process of excluding a pupil is fair and equitable to all pupils.

- Strategies to reintegrate long term truants and excluded pupils will address the needs of pupils from all ethnic groups.

Racism and racial harassment

- There are clear and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.

- The monitoring system used by the school enables the school to report the relevant details to the LA on request.

Admissions and transfer procedures

- The school will take active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.

- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.

- The school will monitor pupil attendance by ethnic group and use the data to develop strategies to address poor attendance.

- Provision is made for pupils to take time off for religious observance, through leave of absence and authorised absence.

Staff recruitment and career development

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.

- Everyone involved in recruitment and selection adheres to this code.

- Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the school.

- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.

- The school monitors the employment and professional development of staff by ethnic group.

- Staff and governors go through regular and systematic training programmes on race equality issues.

- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.

- Individual staff effectiveness in dealing with race equality issues is addressed through various line management mechanisms.

- The school will take active steps to ensure that selection for redundancy avoids racial discrimination.

Parents, governors and community partnership

- Parents are welcome and respected in school.

- People from minority ethnic communities are encouraged to become school governors.

- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties in relation to the policy.

- The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors, and through access to the LA's Governor Services.

- All parents are regularly informed of their child's progress.

- Proactive steps are taken to involve minority ethnic parents in the life of the school.

Monitoring and Reporting

It is essential that records are kept of racial incidents so that St Peter's CE and Salford LA can identify patterns of behaviour, whereby individuals or groups are shown to be regular victims or perpetrators of racial harassment.

School Records
All incidents that are perceived to be racially motivated should be recorded on the revised incident sheet.

Examination of these records every term provides the school with a picture of the frequency and nature of racial incidents and gives some indication of how effectively the school is combating such behaviour.

Reporting Racial Incidents
A report is made to the Governing Board on a termly basis by the Headteacher.

MONITORING THE RACE EQUALITY ACTION PLAN

The school will monitor the impact of this policy and action plan on pupils, parents and staff from all ethnic groups. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils' attainment, we will collect information about pupils' performance and progress, by ethnic group, compare it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupils' attainment such as:

- Exclusion
- Racism, racial harassment and bullying
- Curriculum, teaching and learning (including language and cultural needs)
- Punishment and reward
- Membership of the governing body
- Parental involvement
- Working with the community
- Support, advice and guidance
- Attendance

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims. In particular it will help us to:

- Highlight any differences in attainment between pupils from different ethnic groups.
- Ask why these differences exist and test the explanations given.
- Review the effectiveness of current targets and objectives.
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups (which might include positive action).
- Rethink and set targets in relevant strategic plans.
- Links will be made with Performance Management objectives which will include quantitative information as well as quantitative data.
- Take action to make improvements.

Assessing the impact of policies

As a school we will assess the impact of this and other policies on pupils, staff and parents from different ethnic groups. We will assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from existing arrangements for developing and reviewing other school policies.

The questions which follow below will be used by us to assess our policies in most areas, including:

- Employment, Promotion, Training and Career Development;
- Involving Parents and Guardians in the school;
- Making sure that the curriculum prepares pupils for life in a multi-ethnic society;
- Dealing with racist incidents.

The main questions for assessing the impact of **all** our school's policies – giving special attention to pupils' attainment levels – will include the following:

1. Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
2. Which groups of pupils are not achieving as much as they can? Why not?

3. Are we making sure that our policies are not having an adverse impact on pupils, parents or staff from some racial groups?

4. How do we explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English as an Additional Language issues?

5. Does each relevant policy include aims to deal with differences in pupils' attainments (or possible differences) between ethnic groups? Do our policies' aims lead to action to deal with differences that have been identified (for example, extra coaching for pupils, or steps to prevent racist bullying)?

6. What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?

7. What are we doing as a school to prepare pupils for living in a multi-ethnic society, promoting race equality and harmony and preventing or dealing with racism?

8. Can any action we take be traced back to individual policy aims and related targets and strategies?

9. Is the action taken appropriate and effective? Are there any unexpected results? If so, how are they being handled?

10. Does each relevant policy include aims to promote race equality and harmony, prevent or challenge racial discrimination, and deal with differences (or possible differences) between racial groups?

11. Do the policy's aims lead to effective action?

12. What changes does the school need to make to relevant polices, their aims and any related targets and strategies?

To answer these questions we as a school will consider the following:

- Collecting and analysing relevant monitoring and other data
- Talking to pupils, parents and staff to find out their needs and opinions
- Carrying out surveys or special research

We will use the results of these assessments to:

- Rethink our race equality aims, targets and strategies (where necessary)
- Influence and guide their planning and decision making

We as a school will consider the views and needs of parents, staff and pupils from different racial groups. We will explain to the groups concerned what the school is doing and why. We will look at how we could communicate better (formally and informally) with pupils, parents and staff from different racial groups and involve them in planning and decision making.

Appendices

Appendix 1 List of polices
Appendix 2 How we make the curriculum more accessible to minority ethnic pupils
Appendix 3 Identifying Racist Behaviour

Appendix 1

List of Polices available in school

General/Safeguarding Policies:
A Guide to School Safeguarding
Attendance and Punctuality
Anti-Bullying
Behaviour and Discipline
CAF
Community Cohesion
Disability Equality Scheme
Equality, Diversity and Cohesion
E-Safety
Gender Equality
Intimate Care
Missing Child & Ch'n Missing Education
Prevent SA and RA
Race Equality
Safeguarding Children (CP) & FGM
Vulnerable Pupils - Procedures
Vulnerable Adults -Procedures (tbc)
Whistleblowing

Medical/H&S Policies:
Asthma
Epilepsy
Fire Exits/Floor Plan
First Aid
Health and Safety
Medicines
Security
Smoking at Work

Staffing Policies:
Code of Conduct
Complaints Procedure
Dress Code
Disciplinary Procedure
Grievance Procedure
Induction
Pay
Performance Management
Sickness Absence
Special Leave of Absence (SFOC)

Appendix 2

Making the curriculum more relevant to minority ethnic groups

The curriculum impacts upon the lives, religion and background of minority ethnic pupils in many ways. We wish to stress the importance of the curriculum reflecting the pupils' cultural backgrounds.

The curriculum should, as the Education Reform Act (1988) states, be broad and balanced. It should also provide continuity and progression and be differentiated to meet individual needs. But most of all it needs to be relevant to the cultural backgrounds of the pupils and to our culturally diverse society. The National Curriculum Council (1992) stated that education pupils for life in a multicultural society means:

- extending pupils' knowledge and understanding of different cultures, languages and faiths;
- valuing cultural diversity by drawing on pupils' backgrounds and experiences;
- offering images and role models from other cultures;
- challenging myths, stereotypes and misconceptions.

The MacPherson Enquiry (1999) into the racist murder of Stephen Lawrence, made a number of recommendations relating to public organisations. Number 67 has direct relevance to education. The recommendation asked The Government, 'to consider amending the National Curriculum to value diversity, prevent racism and better reflect the needs of a diverse society.'

Despite its prescriptive nature, the National Curriculum can be presented in a relevant way to all pupils by the creative planning and commitment of teachers. This will increase achievement and raise self-esteem as pupils perceive themselves to be recognised in a positive way with a curriculum which they can relate to/recognise and which engages their interests.

Creating an inclusive curriculum is not just a question of adding specific bits on to the various school subjects. It incorporates approach, attitudes, learning materials and implicit assumptions. At the level of lesson we take care to ensure the regular use of materials, examples, illustrations, contributions, ideas, insights, names and so on which do not simply reflect mainstream white middle-class norms and lifestyles.

Sir William MacPherson (1999), in the Lawrence report offered a new definition of institutional racism:

"the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people."

An inclusive curriculum will encompass all equality issues, including race culture and religion. All curriculum areas can be made inclusive through planning, preparation, use of a variety of teaching materials and resources, teaching styles, assessment and reporting.

ART

It is good practice to introduce pupils to art from different periods of history and from different cultures. There is a rich diversity of art and artefacts from around the world to choose from. Pupils also need to view a wide selection of art produced by both male and female artists.

Staff are aware that for religious reasons Muslim pupils may be reluctant to draw, paint or model both human and animal figures.

We are aware that topics such as "Ourselves" or "My Family" or "The Body" may cause some Muslim pupils to be unhappy (having been told at home that this may be wrong) to represent human or animal figures. Teachers are aware of this and where necessary make alternative arrangements. When asking children to work on such topics, teachers realise the learning objectives without children having to make drawings of themselves or of others.

PHYSICAL EDUCATION

It is important that all children receive their entitlement to Physical Education. There is no religious or cultural barrier to PE. However we will make provision to meet the needs of pupils from minority ethnic backgrounds to facilitate access to the curriculum.

We are aware that many minority ethnic pupils wear items (clothing and ornaments) which may be interpreted as jewellery. For example Sikhs may wear a steel kara (bangle), a small sword (if baptised), a pagri/turban (girls may also wear one), keep uncut hair and wear special undergarments. Muslims may wear a head cap (boys), modest dress, Hijab/head covering (girls) or a Taweez. Rastafarians may wear tams/crowns (hats), dreadlocks or modest dress. Hindus may wear a sacred thread (boys).

After consultation with the parents appropriate dresswear for PE will be decided. We will not stereotype any ethnic group as either being good or poor at sporting activities.

SWIMMING

As a school we will be sensitive to such issues as:

- private changing facilities
- exclusive use of the pool and viewing areas and
- appropriate gender of swimming instructors

FOOD TECNOLOGY

Food used as part of the curriculum will conform to minority ethnic dietary requirements. The use of ingredients and utensils from other cultures will be built into the curriculum.

MUSIC

A rich variety of recordings of music from around the world is available and in use in school. Musical instruments like tables, maracas, castanets, pipes, drums, recorders, cymbals can all add to the enjoyment of music appreciation and understanding of rhythm.

We will support minority ethnic families, in particular Muslims if they object to:

- singing, listening and dancing
- singing and listening to music during Ramadan

DRAMA

Many pupils enjoy performing to others but staff are aware that a number of pupils would be unhappy at being singled out to perform in front of others in public. This can be for cultural reasons but also for personal reasons. Modesty, especially among minority ethnic girls, can inhibit public performance.

MOVEMENT/DANCE

We shall endeavour to overcome any parental objections by using single sex groupings and by not moving to musical accompaniment.

RELATIONSHIPS AND SEX EDUCATION

Parents will need to know about the school's relationship and sex education policy. Under Section 46 of the Education Act 1986, 'schools should take such steps as are reasonably practicable to ensure that sex education is given in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life'.

Parents have the right to withdraw their children from all or part of the sex education syllabus (Section 17A of the Education Reform Act 1988) unless it

forms part of the science curriculum. Parents do not have to give reasons for their decision to withdraw.

RELIGIOUS EDUCATION

The law stipulates that RE must be taught in accordance with principles and policies determined by the LA and set out in the form of an Agreed Syllabus.

All parents have the right to withdraw their children from RE lessons if they wish to do so and all teachers (including headteachers) have the right to refuse to teach RE. It is the only area of the entire school curriculum to which this right applies. Neither parents nor teachers are required to give any reason for their request to withdraw. The only thing that is necessary is for the arrangement to be formalised and, where such an application is properly made to the headteacher, it cannot be refused. Nor can any teacher or parent (or child) be penalised for making it. The headteacher cannot reject the application on the ground that he or she thinks it is unjustified, although there is no reason why the matter should not be discussed in a professional manner.

Parents who wish their children to follow a different form of religious teaching from that offered within the school cannot insist that an alternative is provided. The school has fulfilled its legal obligations by offering what is set out in the Agreed Syllabus. If the parents want something else they have to provide it themselves at their own expense, though the LA must allow it to take place on school premises, provided that it is not an unreasonable request and that the alternative is unavailable locally.

ACT OF WORSHIP

All state maintained schools must provide an act of Christian collective worship for their children every day. This act of worship can take place at any time within the normal school day. As in the case of RE, parents have the right to withdraw their children and teachers have the right to refuse to participate in those parts of the assembly which are identifiable as worship. Schools can organise the Act of Collective Worship in a more flexible way than under previous legislation. There must now be either a single gathering of all pupils or there may be separate acts of worship for pupils in different classes or age groups. There are a number of ways in which the term 'Act of Worship' can be used e.g. prayer, silent reflection, turning to God etc. Certainly all pupils have a spiritual entitlement which lies at the heart of the quality of worship that can be offered. This spiritual entitlement can be found in providing experiences, which evoke the following:

- a sense of awe, wonder and mystery
- a sense of transience and constant change
- a sense of pattern, order and purpose
- an awareness of, and relationship with, the natural world
- an awareness of, and relationship with, others as feeling, thinking persons

- an awareness of community its demands, values and rituals
- an awareness of achievement, celebration and joy
- an awareness of loss, sadness and suffering
- an awareness that life involves choices – between good and bad, right and wrong, being outgoing and being selfish

Worship which reflects the above can be used with pupils who come from a range of religious backgrounds and still remain within the law.

Appendix 4
Identifying Racist Behaviour

At St Peter's CE, all children and adults are encouraged to respect each other's:

- culture heritage
- beliefs and practices

and to understand that there are similarities and differences between all people.

Should a child or adult exhibit racist behaviour towards another person, this is dealt with swiftly.

Racist behaviour can take a variety of forms. Some are more blatantly offensive than others; however, some apparently harmless incidents can be damaging in the long term. Below are examples of the kinds of incidents that St Peter's CE might encounter.

1. Derogatory name-calling, insults, racist jokes and language.
2. Racist comments during discussion in lessons.
3. Ridicule of an individual for cultural differences, for example food, music, dress.
4. Refusal to co-operate with others because of their ethnic origin.
5. Verbal abuse and threats.
6. Physical assault against a person or group because of colour and/or ethnicity.
7. Racist graffiti.
8. Inciting others to behave in a racist way.
9. Bringing racist material, such as LAflets, comics or magazines into school.
10. Provocative behaviour, such as wearing racist badges or insignia.
11. Attempts to recruit other children to racist organisations and groups.

Procedures for Dealing with and Reporting Racial Incidents

Category	Suggested Actions
1. Derogatory name-calling, insults, racist jokes and language.	• Explain fully to the perpetrator that verbal racist abuse is not tolerated. • Individuals who are persistently abusive should be referred to the Head Teacher. • Parents should be informed. • Offer support to the victim and counselling to the perpetrator. • Record the events on whatever form is provided locally by the LA/other Advisory Body/CRC/ Network. • Exclude the perpetrator if the behaviour persists.
2. Racist comments during discussion in lessons.	• Racist statements should not go unchallenged. • Pupils who persist in making inappropriate comments should be referred to the Head Teacher. • Parents/guardians should be informed. • Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network.
3. Ridicule of an individual for cultural differences, for example food, music, dress, etc.	• Members of staff should not ignore any form of ridicule. • Explain fully to the perpetrator that racist behaviour is not tolerated. • Individuals who are persistently abusive should be referred to the Head Teacher. • Parents should be informed. • Offer support to the victim and counselling to the perpetrator. • Modify the planned Curriculum to address this matter through <e.g. PSHE>, timetable, carefully constructed teaching and LArning. • Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network. • Exclusion if appropriate.
4. Refusal to co-operate with others because of their ethnic origin.	• Explain that pupils should work collaboratively. Every pupil has the right to take part in school activities and the school should not exclude any pupil on racial, cultural or linguistic grounds. • Pupils who refuse to co-operate should be referred to the Head Teacher. • Parents/guardians should be informed. • Offer support to the victim and counselling to the perpetrator. • Draw other pupils into being proactive in situations where co-operation is possible and highly visible. • Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network. • Exclusion if very serious.

5. Verbal abuse and threats.	• Members of staff should not ignore any form of verbal racist abuse in the school. • Explain fully to the perpetrator that verbal racist abuse is not tolerated. • Individuals who persistent should be referred to the Head Teacher. • Parents/guardians should be informed. • Offer support to the victim and counselling to the perpetrator. • Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network. • Exclusion if very serious.
6. Physical assault against a person or group, because of colour and/or ethnicity.	• Report to the class teacher, or HT as appropriate. • Full report to the Head Teacher. • Full report to parents/guardians. • Act to prevent recurrence. • Offer support to the victim and counselling to the perpetrator. • Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network. • Fixed-term exclusion.
7. Racist graffiti	• All racist graffiti in the school should be reported to the Head Teacher and should be removed immediately. • Regular checks should be made and steps taken to discourage reappearance of graffiti. • Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network.
8. Inciting others to behave in a racist way.	• Pupils should be referred to the Head Teacher. • Offer support to the victim, if one exists, and counselling to the perpetrator. • Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network. • Exclusion if appropriate.
9. Bringing racist materials, such as Leaflets, comics or magazines into school.	• All forms of racist literature and materials should be destroyed. • Pupils should be referred to the Head Teacher. • Parents/guardians should be informed. • Depending on the nature of the material, consider calling in the local Community Relations staff and/or the police. • Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network.
10. Provocative behaviour, such as wearing racist badges or insignia.	• Pupils wearing such badges or insignia should be referred to the Head Teacher. • Parents/guardians should be informed. • Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network.
11. Attempts to recruit other children to racist organisations	• Report immediately to the Head Teacher. • 'Recruiter' should be interviewed.

and groups.	• The parents/guardians should be informed. • Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network. • Fixed-term or even permanent exclusion to be considered.

Incidents Involving Staff

An allegation of racist behaviour by any member of the teaching or non-teaching staff is a serious disciplinary matter and is under the jurisdiction of the Governing Body. There are specific procedures for dealing with racial harassment as part of staff grievance procedures.

Where the victim of racist behaviour is a pupil, the Head Teacher should investigate carefully and seek to resolve the matter. The school will investigate the case fully and take the appropriate action: if necessary, formal disciplinary procedures. A guidance leaflet is available from the Local Authority setting out procedures to be followed in all such cases.

Where a member of staff is the victim of racist behaviour by pupils, it is important that full support is given to the member of staff concerned and the pupil(s) dealt with as set out in the previous section of this policy.

Incidents Outside School

Racial incidents occurring outside school, or involving outside perpetrators, should be brought to the attention of the Head Teacher. These incidents should be reported to the appropriate authorities, which might well wish to take action under Section 5A of the Public Order Act 1986. Such incidents will be condemned publicly in whole-school forums, such as Assembly.

Racial Tension

It is vital that teachers are sensitive to any sign of possible victimisation of individual pupils or groups of pupils and report this to the Head Teacher, even where there is no discernible incident. Similarly, behaviour that can be viewed as possible indicating racial tension within the school as a whole should be reported; for example, small groups of pupils forming isolated groups within the playground or the classroom.

Supporting the Victims

It is imperative that St Peter's CE creates a climate in which victims of racial incidents feel able to report them. All staff and pupils should report incidents that they witness, and all such reports should be investigated. The particular vulnerability of pupils with special educational needs, who might also be prey to racism within the school, should be considered, as they could find communicating their position and feelings difficult.

Staff dealing with such incidents should be alert to the issue of retaliation by the victim, which can be a reaction to a long series of relatively minor incidents that have not been reported or dealt with appropriately.

St Peter's CE considers involving parents when offering support to victims. It could be appropriate, in some cases, to involve the Education Welfare Service and other agencies. We need to recognise that the victims of racial incidents might require pastoral support over a lengthy period in order to regain self-confidence. The school should demonstrate its willingness and ability to address the issue of racial harassment. For staff who experience racism, support is available through the staff Welfare Section, as well as from colleagues.

Wider implications

In dealing with a racial incident, it is important to recognise the wider implications for the school and the local community. School procedures should set out clear lines of internal communication to ensure that all appropriate members of staff are aware of any incident. Formal procedures for involving Senior Management and Governing Bodies should be considered.

Similarly, there should be clear policies about the involvement of outside agencies, such as the Police, Racial Equality Councils, local community groups, Racial Attacks Response Forums, and also policies regarding the involvement of parents/guardians.

St Peter's CE takes advice from appropriate Salford LA Officers or Advisers before responding to approaches by the media over alleged racial incidents.

Measures are taken to limit the impact of racial incidents; these involve the immediate removal of racist graffiti and the confiscating of racist literature, badges, etc. The serious nature of such incidents should be clearly impressed on the school as a whole.

St Peter's CE seeks the advice of Salford LA when dealing with a potentially damaging incident, and confers with the School Improvement Officer to draw up strategies to reduce racial tension through the Curriculum or the organisation of the school. St Peter's CE co-operates with other local schools for mutual support and consistency in the approach to racial issues.

Approved by:

Chair of Governors (Fr J Sheehy) _____

Designated Governor for Safeguarding (Mr H WIlliams) _____

Pastoral Lead (Mrs L Royle) _____

Headteacher (Mr P Wright) _____

Reviewed: Autumn 2022