

# DOVE FEDERATION

## Policy for Racial Equality

---

### **Principles and Objectives**

This policy reflects the principles of the Norfolk Learning Statement, the Race Relations Act (1976) The Race Relations (Amendment) Act (2000) and the recommendations of the MacPherson Report (1999). This policy should be read in conjunction with our policies on Anti-Bullying, Equality of Opportunity and Single Equality.

### **Introduction**

In the Dove Federation we believe that:

- All pupils are damaged by the holding of racist views
- All pupils have the right to access culturally diverse learning opportunities
- Our school needs to be proactive in promoting race equality
- We need to have a curriculum which promotes cultural diversity and prevents racism
- We must challenge the ignorance which lies at the root of prejudice and racism
- Our curriculum should reflect the fact that all areas of knowledge and understanding have been shaped by contributions from people of all races and cultures
- Where there are limited opportunities for pupils to regularly meet people from diverse cultural traditions, other resources and sources of information should be carefully chosen to reflect cultural diversity and enrich pupils' experience

This will help us to promote our whole school aims of maintaining a thriving and purposeful community where all pupils and staff can work together in providing equality of opportunity and equality of regard for every pupil. The school aims to reflect the highest standards of our society, giving children an opportunity to learn about its procedures and develop their own responsibilities towards it. As a Church of England Federation we aim to foster the development of Christian ethics and principals within the curriculum and the day to day running of the school, through the relationship between those who are part of the school community; children, staff, parents and governors. We exist for the purpose of educating the whole child: intellectually, physically, morally and socially, according to Christian principles.

### **Statutory Duty**

The Dove Federation has a statutory duty to have a written policy on racial equality. This policy reflects the school's general and specific duties as detailed in:

- Race Relations (Amendment) Act 2000;
- Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality ("CRE");
- Framework Race Equality Policy for Schools (CRE 2002);
- The Equality Act 2010

### **Responsibilities**

The Headteacher will be responsible for:

- Monitoring the implementation of the anti-racist policy and reporting to the governing body
- Co-ordinating support from LEA and other agencies where appropriate
- Ensuring that records and reports are correctly administrated and maintained

- Co-ordinating review and feedback from other staff and pupils
- Communicating the implications of our policy to pupils, parents, staff, governors, and the local community

The Teaching Learning Committee will be responsible for:

- Monitoring records of racist incidents and reporting the effectiveness of our policy to the governing body

All members of the school are responsible for identifying and seeking solutions for the unacceptable behaviour, which contravenes our policy.

### **Who is covered by this policy?**

Our policy covers:

- Pupils: our curriculum will strive to fully equip pupils to take part in the world of the future by heightening their awareness of cultural diversity and challenging racist attitudes.
- Staff: all staff will be full aware of the implications of our anti-racist policy and will recognise their duty to implement it.
- Governors: the policy was approved by the governing body on 18<sup>th</sup> May 2017 and the Chair of Governors and the safeguarding governor were elected to support the headteacher in its implementation and monitoring of its effectiveness.
- Parents: admissions information and home/school agreements. The school will make use of the INTRAN service wherever this is necessary.

### **Definition**

We will use the definition of a racist incident provided by the MacPherson Report:

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

Common forms of racist incident are: racist name-calling, racist bullying, graffiti, slogans, etc.

### **Recording and Reporting**

We have adopted the LA's recommended format for recording racist incidents.

Anyone witnessing a racist incident should report it to the Headteacher (or in the event of her absence, the Deputy Head) who will ensure that the necessary form is completed. Details of people involved will be subject to the school's normal confidentiality procedures.

The Teaching & Learning Committee will regularly monitor the record of racist incidents.

We will report incidents to parents of pupils involved, the school governors and the LA. (Recording and reporting forms attached).

### **Training**

We will arrange for training to be provided for any member of staff or the governing body who needs it to meet the requirements of this policy.

### **Curriculum**

Curriculum planning is reviewed annually. During such reviews we will ensure that criteria for evaluation and planning for development include:

- i) Ensuring that the curriculum allows sufficient opportunity for pupils to learn about a broad range of cultural influences and heritage;
- ii) Offering teachers regular opportunities to construct learning activities which directly challenge racist attitudes and behaviour.
- iii) Celebrating the fundamental British values of mutual respect, democracy, rule of law, individual liberty and a tolerance of those of different faiths and beliefs.

Where pupils' access to people from ethnic minority backgrounds is limited, we will seek to ensure that other resources and sources of information reflect cultural diversity and are carefully chosen to enrich young people's experience.

We will encourage positive attitudes to ethnic difference, culture and race equality through our curriculum planning and teaching methods and further support this ethos through SMSC, RE, PSHE, Circle Time and collective worship topics.

### **Procedures**

Pupils will be encouraged to report any racist incident to the person responsible for them at the time. That member of staff should begin to resolve the incident by indicating to the perpetrator that their behaviour is unacceptable, and by ensuring the safety of the victim.

That member of staff will report the incident to the Headteacher (or in case of absence the Deputy Head) who will follow the recording and reporting procedures, and note the action to be taken by the school. In most circumstances, we expect such action to be implemented within two working days.

### **Perpetrators**

Our principal aim will be to educate, and build towards more harmonious relationships. We recognise that pupils may be influenced by the outside world and the media and may not have a full understanding of the implications of their actions. We will encourage the perpetrator to apologise to the victim if we can do so without causing further distress.

However, we will explain why the behaviour is unacceptable, and leave the perpetrator in no doubt that it is contrary to the school policy and against the law. We will use the school's behaviour policy if necessary, and certainly in the case of repeated incidents.

We will take advice and involve external agencies if necessary.

### **Victims**

We will take complaints seriously and offer support. We recognise that hurt can be real even when the cause may be unintentional. We will try to reconcile victim and perpetrator if possible. We will continue to monitor the victim's situation and frame of mind and continue to offer support if necessary. We will make available support from other agencies if necessary.

### **Partnerships**

All parents and carers are encourage to take a full part in the life of the school. The school works with parents and carers and the local community to develop positive attitudes towards diversity and to address specific incidents related to race or ethnicity.

We consult with staff, parents/carers and pupils about their opinions on the impact of their policies. Parents and carers receive an annual questionnaire about the school, and this now includes questions about the success of our policies in promoting their involvement children's learning.

### **Staff Recruitment and Professional Development**

All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that the Federation promotes racial equality. Induction for new staff includes the area of racial equality, and members of the governing body have identified their own training needs in relation to this.

Governors and members of staff involved in the selections and appointment of other staff will ensure that the principles and practices of racial equality and non-discrimination are adhered to. The Federation will supply the Norfolk County Council and/or the Dioceses of Norwich with data relating to the ethnic groups of people appointed to employment within the Federation, where such optional information is provided by job applicants.

### **Monitoring and Reviewing**

The effectiveness of this policy will be monitored on an ongoing basis, and reported as part of the updating of the school self-review profile on an annual basis. Our curriculum is reviewed (annually) and the extent to which it reflects cultural diversity and offers opportunities to challenge racist attitudes will form a central part of our review criteria. When evaluating the performance of our school, we will monitor by ethnicity such aspects as pupil achievement, attendance, exclusions, membership of the SEN-D register.

### **Success Criteria**

We will know that our policy is effective when:

- All member of staff are able to recognise racist behaviour of any kind and take action as described in this policy
- Reports to the governing body give full account that the intended actions described have been implemented and backed up by clear evidence
- Curriculum reviews show good levels of cultural diversity
- OFSTED and other monitoring noted the effects of our policy

Reviewed: November 2018

Ratified: November 2018

Future Review Date: November 2020