

The Oval School



Race and Ethnicity Policy

Date Ratified: May 2017

Signed by: C. C. Hayes
On behalf of School Governors

Signed by: R. K. Chahal
Headteacher

Review Date: May 2020

RACE AND ETHNICITY POLICY

Race Equality and Cultural Diversity

'Together we are achieving success'

1. Legal duties

This school welcomes its duties under the Race Relations Amendment Act 2000, as also the recommendations to schools in the Stephen Laurence Inquiry report of 1999. Accordingly we are committed to:

- promoting good relations between members of different ethnic, cultural and religious communities, and a common sense of belonging;
- preventing and addressing racism;
- eliminating unlawful discrimination, and promoting equality of opportunity with a view to achieving equality of outcome.

2. Guiding principles

In fulfilling the commitments listed above, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident but open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understandings and skills that they need for taking responsibility to help Britain flourish as a multi-ethnic democracy locally as well as nationally, and within the wider context of an interdependent world. In line with Government policy we shall ensure that we support fundamental British values.

3. The curriculum

We keep each curriculum area under review in order to ensure that teaching and learning reflect the three principles in paragraph 2 above. Staff will try to eliminate any bias towards or against any particular group or individual.

4. Ethos and organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment
- pupils' personal development and pastoral care
- teaching styles and strategies
- admissions and attendance
- staff recruitment and professional development
- behaviour, discipline and exclusions
- working in partnership with parents and communities

5. Addressing racism and xenophobia

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and against Travellers, refugees and asylum-seekers.

6. Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

7. Information and resources

We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

All staff and governors have access to a selection of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail.

8. The Duty to promote Community Cohesion

From September 2007 onwards, schools are under a duty to promote community cohesion (Education Act 2002, Section 78). We, at The Oval School, consider that this is a fundamental part of our role and that we work continuously to promote community cohesion, and are building on our existing good practice in the light of this duty.

Community cohesion means nurturing links between different ethnic or religious groups and tackling various forms of discrimination. The DCSF guidance states, 'The main focus of the duty is cohesion across different cultures, religious or non-religious, ethnic and socio-economic groups.' At The Oval Primary School, we work to ensure that our children are educated about the diverse make-up of British Society. We do this through our stated ethos, Mission and Aims and through the curriculum and extended services we provide. We are working to build further links with other schools and communities in order to promote a common sense of identity and to show children how different communities can be united by shared values and common experiences.

8. Religious observance

We respect the religious beliefs and practice of all staff, pupils, and parents, and comply with all reasonable requests relating to religious observance and practice. We will ensure that all have the right to freedom of expression however we will challenge extremism.

9. Identifying Racist Behaviour

At The Oval School, all children and adults are encouraged to respect each other's:

- ◆ cultural 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 our School 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 leaflets, 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.

It is essential that records are kept of racial incidents so that The Oval School and the LA can identify patterns of behaviour, whereby individuals or groups are shown to be regular victims or perpetrators of racial harassment.

10. 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 alleged 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. 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.

11. 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.

12. 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 possibly 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.

13. Supporting the Victims

It is imperative that The Oval School should create 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. The School should consider involving parents when offering support to victims. It could be appropriate, in some cases, to involve other agencies. The school should demonstrate its willingness and ability to address the issue of racial harassment.

14. 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.

The Oval School takes advice from appropriate 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 confiscation of racist literature, badges, etc. The serious

nature of such incidents should be clearly impressed on the school as a whole. The Oval School seeks the advice of the Local Authority when dealing with a potentially damaging incident, and confers with the school's relevant specialist adviser to draw up strategies to reduce racial tension through the Curriculum or the organisation of the school. The School co-operates with other local schools for mutual support and consistency in the approach to racial issues.

15. Monitoring and Reporting

It is essential that records are kept of racial incidents so that The Oval School and the LA can identify patterns of behaviour, whereby individuals or groups are shown to be regular victims or perpetrators of racial harassment.

16. School Records

All incidents that are perceived to be racially motivated should be recorded on an 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.

17. Reporting Racial Incidents

It is viewed as appropriate for a report to be made to the Governing Body in response to the McPherson report.

Category	Suggested Actions
1. Derogatory name-calling, insults, racist jokes and language	<p>Explain fully to the perpetrator that verbal racist abuse is not tolerated.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individuals who are persistently abusive should be referred to the Head Teacher. <input type="checkbox"/> Parents/guardians/carers should be informed. <input type="checkbox"/> Offer support to the victim and counselling to the perpetrator. <input type="checkbox"/> Record the events on the form in the HT office <input type="checkbox"/> Exclude the perpetrator if the behaviour persists.
Racist comments during discussion in lessons.	<ul style="list-style-type: none"> <input type="checkbox"/> Racist statements should not go unchallenged. <input type="checkbox"/> Pupils who persist in making inappropriate comments should be referred to the Head Teacher. <input type="checkbox"/> Parents/guardians/carers should be informed. <input type="checkbox"/> Record on the form provided in the HTs office
3. Ridicule of an individual for cultural differences, for example food, music, dress, etc.	<ul style="list-style-type: none"> <input type="checkbox"/> Members of staff should not ignore any form of ridicule. <input type="checkbox"/> Explain fully to the perpetrator that racist behaviour is not tolerated. <input type="checkbox"/> Individuals who are persistently abusive should be referred to the Head Teacher. <input type="checkbox"/> Parents/guardians/carers should be informed. <input type="checkbox"/> Offer support to the victim and counselling to the perpetrator. <input type="checkbox"/> Modify the planned Curriculum to address this matter through e.g. PSHE, assemblies, timetable, carefully constructed teaching and learning. <input type="checkbox"/> Record on the form provided in the HTs office <input type="checkbox"/> Exclusion if appropriate.
4. Refusal to co-operate with others because of their ethnic origin.	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Pupils who refuse to co-operate should be referred to the Head Teacher. <input type="checkbox"/> Parents/guardians/carers should be informed. <input type="checkbox"/> Offer support to the victim and counselling to the perpetrator <input type="checkbox"/> Draw other pupils into being proactive in situations where co-operation is possible and highly visible. <input type="checkbox"/> Record on the form provided in the HT' s office <input type="checkbox"/> Exclusion if very serious.

<p>5. Verbal abuse and threats.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Members of staff should not ignore any form of verbal racist abuse in the school. <input type="checkbox"/> Explain fully to the perpetrator that verbal racist abuse is not tolerated. <input type="checkbox"/> Individuals who persist should be referred to the Head Teacher. <input type="checkbox"/> Parents/guardians/carers should be informed. <input type="checkbox"/> Offer support to the victim and counselling to the perpetrator. <input type="checkbox"/> Record on the form provided in the HT's office. <input type="checkbox"/> Exclusion if very serious.
<p>6. Physical assault against a person or group, because of colour and/or ethnicity.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Report to the class teacher, or Head Teacher as appropriate. <input type="checkbox"/> Full report to the Head Teacher. <input type="checkbox"/> Full report to parents/guardians. <input type="checkbox"/> Act to prevent recurrence. <input type="checkbox"/> Offer support to the victim and counselling to the perpetrator. <input type="checkbox"/> Record on the form provided in the HT's office. <input type="checkbox"/> Fixed-term exclusion.
<p>7. Racist graffiti.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All racist graffiti in the school should be reported to the Head Teacher and should be removed immediately. <input type="checkbox"/> Regular checks should be made and steps taken to discourage reappearance of graffiti. <input type="checkbox"/> Record on the form provided in the HT's office.
<p>8. Inciting others to behave in a racist way.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils should be referred to the Head Teacher. <input type="checkbox"/> Offer support to the victim, if one exists, and counselling to the perpetrator. <input type="checkbox"/> Parents/guardians/carers should be informed. <input type="checkbox"/> Record on the form provided in the HT's office <input type="checkbox"/> Exclusion if appropriate.
<p>9. Bringing racist materials, such as leaflets, comics or magazines into school.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All forms of racist literature and materials should be destroyed. <input type="checkbox"/> Pupils should be referred to the Head Teacher. <input type="checkbox"/> Parents/guardians/carers should be informed. <input type="checkbox"/> Depending on the nature of the material, consider calling in the local Community Relations staff and/or the police. <input type="checkbox"/> Record on the form provided in the HT's office.
<p>10. Provocative behaviour, such as wearing racist badges or insignia.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils wearing such badges or insignia should be referred to the Head Teacher. <input type="checkbox"/> Parents/guardians/carers should be informed. <input type="checkbox"/> Record on the form provided by the HT's office. <input type="checkbox"/> Material to be removed
<p>11. Attempts to recruit other children to racist organisations and groups.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Report immediately to the Head Teacher. <input type="checkbox"/> 'Recruiter' should be interviewed. <input type="checkbox"/> The parents/guardians/carers should be informed. <input type="checkbox"/> Record on the form provided by the HT's office. <input type="checkbox"/> Fixed-term or even permanent exclusion to be considered.

