**MONKSDOWN PRIMARY SCHOOL ANTI RACISM & RACIAL EQUALITY POLICY**

# INTRODUCTION/RATIONALE

Monksdown Primary School values the individuality of all our children. We aim to create a positive ethos based on a climate of mutual respect, encouraging equality and fairness. The schools’ policies and practices help to identify and change those attitudes which lead to negative discrimination against anyone on the basis of their race, nationality or ethnic origin, encouraging all children to be responsible, tolerant and enabling them to be valuable citizens.

This policy reflects the general and specific duties on schools as detailed in the amended Race Relations Amendment Act 2000. This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities and Special Educational Needs.

# Aims of Anti Racism Policy

* Monksdown Primary School will support equality, justice and mutual respect
* It is the right of every child to an education that is aimed at developing the personality, talents, mental and physical abilities of the individual to their fullest potential
* Monksdown Primary School will promote race equality and all pupils will be provided with • Opportunities to study their own values and those of others,

• Appreciate diversity and develop respect for others

* The school aims statement includes a commitment to the promotion of equality of opportunity, tackling racial discrimination and promoting good race relations.
* All staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping.

# Good Practice

* Senior Management and staff show a strong commitment to equality and fairness.
* The curriculum promotes access and success for all pupils and reflects ethnic, cultural and religious diversity.
* Pupils’ progress and achievements are monitored effectively and appropriate steps are taken to ensure that all pupils fulfil their potential.
* Pupils who are bilingual, or those with English as an additional language, have their specific needs addressed.
* Staff have high expectations of pupils’ achievements and pupils have high expectations of themselves and others.
* Pupils have self-respect, show respect for others and recognise and value diversity.
* Parents and other positive role models from the community are encouraged to share their knowledge, skills and expertise.
* Create an ethos in which pupils and staff feel valued and secure.
* Build self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others.
* Actively tackle racial discrimination and promoting racial equality through our School Prospectus, Governors Annual Report to Parents, newsletters to parents and displays of work.
* Make clear to our pupils what constitutes aggressive and racist behaviour.
* Make pupils and staff confident to challenge aggressive and racist behaviour.

# Staffing, Recruitment and Training

* The school is required to supply the LA with employment data related to racial groups employed within the school.
* The school is committed to attracting and developing a workforce on a basis of merit.
* The recruitment process will be monitored to ensure that there is no ethnic bias.
* Professional development opportunities are offered to all staff.
* The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

**Curriculum, Teaching and Assessment**

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

* ensure equality of access for all pupils and prepare them for life in a diverse society;
* use materials that reflect a range of cultural backgrounds, without stereotyping;
* promote attitudes and value that will challenge racist behaviour;
* provide educational visits and extra-curricular activities that reflect all pupil groupings;
* take account of the performance of all pupils when planning for future learning and setting targets;

**Racial Bullying/Harassment**

This can include:

1. Physical assault
2. Derogatory name-calling, insults and racist jokes, abuse or threats
3. Racist graffiti, Wearing racist badges
4. Carrying or distributing racist material such as leaflet comics or magazines
5. Incitement of others to behave in a racist manner
6. Ridicule an individual for cultural differences
7. Refusal to co-operate with others because of their colour, ethnicity or language
8. Accessing racist material on the Internet\*

\*unless part of a study of racism within curriculum

All racist incidents, including those which could be deemed to be racist bullying must be recorded. Where there is evidence that a number of individual racist incidents have been perpetrated against the same child/young person, staff should be vigilant to the possibility that the individual could be experiencing the effect of bullying (i.e. a sense of powerlessness, isolation and distress). The steps taken to resolve alleged racist and bullying incidents are the same i.e. reviewing the situation and providing support to, and challenging the behaviour of, those involved. Please refer to the anti-bullying policy for more information.

Any incident of racial harassment is unacceptable in our school. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

* stop the incident and comfort the pupil who is the victim;
* correct the aggressor and inform the victim what action has been taken;
* if the incident is witnessed by other pupils, tell them why it is wrong;
* report the incident to the head teacher or deputy head teacher and inform him/her of the action taken
* inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
* inform both sets of parents, if appropriate.

All racist incidents will now be recorded and reported to the governing body by the head teacher.

# Racist Incidents Involving Staff

Racist incidents can sometimes involve members of staff as perpetrators or victims. When a member of staff is implicated in a racist incident (either as a victim or perpetrator) the headteacher must seek advice from School Improvement Liverpool.

# Incidents Occurring in the Local Community

When racist incidents occur outside school and are brought to the attention of staff via a third party the Headteacher may consider discussing such situations with the police.

# Involving Parents of Alleged Victims or Perpetrators

Parents of alleged victims and perpetrators will be informed of allegation by telephone and this will be followed up with an appointment with a senior member of staff. Parents will be given regular progress reports when an alleged incident is being reviewed and will be informed of the outcomes. Concerns from parents will be responded to in an appropriate manner. Some parents can prevent staff from carrying out a detailed review of an incident by refusing to allow their child to participate in the process. Senior Management will stress that lack of cooperation will not prevent SIL from reviewing and resolving the alleged incident.

**Violence against Staff**

Staff who are threatened by a parent or pupil must report the incident immediately.

# Access to Translation/Interpreting Services

Some parents may require interpreting/translation support in order to engage in a meaningful way with discussion and decision making. Senior Management should endeavour to ensure that appropriate support is provided. Parents should always be informed of their right to be supported by translation/interpreting services where needed.

# Supporting Pupils through Positive Intervention

Pupils and parents should understand that all allegations of racist incidents will betreated with the utmost seriousness. Senior Management are responsible fordeciding how to respond to particular incidents and should seek cognisance of;

* the age of the individuals
* the nature of the incident
* whether there are any behavioural needs which could affect an individual’sbehaviour towards others
* whether there have been any previous racist incidents involving thoseindividuals
* what action should be taken
* their duty of care to all pupils involved (both victim(s) and perpetrator(s))

**Pupil Progress**

We make regular assessments of pupils’ learning and use this information to track pupil progress. As part of this process, we monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Parents receive an annual questionnaire about the school and this will include some questions about the success of our policies in promoting their involvement in their children’s learning.

**Policy Review**

This policy was agreed by governors, the headteacher and staff. The headteacher and governing body are responsible for ensuring that the policy is communicated, implemented and monitored.

Agreed on:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Review date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# FLOW DIAGRAM

This flow diagram gives a summary of the actions which education establishments must follow whenever an allegation of a racist incident is reported. 