

RACE EQUALITY POLICY

‘Civilisation should be judged by its treatment of minorities.’ [Ghandi]

This Race Equality Policy outlines our approach to one key element of the school’s promotion and delivery of equal opportunities for all. Finham Park’s equal opportunities policy confirms our commitment to eliminating discrimination and promoting equality of opportunity.

In developing this policy we at Finham Park School feel it imperative that we create a school ethos where bullying and harassment of any kind is challenged and deemed totally unacceptable. We are committed to building an anti-racist ethos where we promote equal opportunities for all irrespective of their colour or ethnicity. We assert that we will reflect the multi-ethnic nature of our society and deliver an education that will foster positive attitudes towards all people and will not tolerate racist behaviour. It is our belief that the school curriculum, both hidden and overt should reflect a multi-cultural and anti-racist perspective no matter what the ethnic composition and religious denomination of the school population.

Aims and Objectives

We are categorically opposed to all forms of racism and racist behaviour and to illustrate our commitment we will therefore:

- Create an ethos of shared values in which students and staff feel equally secure, valued and entitled to seek support.
- Give equal status to all students as individuals and as members of ethnic and cultural groups.
- Actively encourage students to work together in mixed ethnic groups. [where appropriate]
- Ensure that our expectations of students’ roles and abilities will not differ for reasons of cultural background.
- Give all languages and cultures equal respect.
- Build self-esteem and confidence in all students so that they can use these qualities in their relationships with others.
- Ensure the needs and experiences of minority ethnic students are addressed in our schemes of work and our lesson plans.
- Monitor and assess the impact of our race equality policy on students and staff.
- Identify and plan the removal of all barriers to learning.
- Provide an environment that reflects the diversity of people in our society and prepares our students for life in a multi-cultural society.
- We will publicly convey the message that diversity is celebrated.

- Clearly define the range of student behaviours that are aggressive and oppressive.
- Increase the understanding of how these behaviours affect others.
- Establish clear and consistent procedures and sanctions for dealing confidently and effectively with racist behaviour.
- Identify support mechanisms for the 'victim' and ensure that the 'perpetrator is dealt with in a way that will enable them to recognise how their behaviour is discriminatory, hurtful and unacceptable.
- Ensure that issues are addressed in a planned, co-ordinated approach identifying strategies that will help the victim to tell what has happened.
- Ensure that vulnerable times and high-risk areas are properly staffed.
- Encourage all students to overcome and challenge racist behaviour without doing so at the expense of others.
- Ensure that parents and the community are informed of our policy and procedures and have opportunities for feedback.
- Ensure that all students, parents and staff know that they can report any act of racial harassment and that it will be acted upon immediately.
- Ensure that everyone understands that racial harassment is not acceptable and will not be tolerated and that all staff are aware of their responsibilities in challenging discriminatory practice and offensive behaviour. No-one, staff or students, will ignore racist behaviour.
- Ensure that everyone knows what to do if they experience, see or hear racial harassment. This will include new students and parents/carers.
- Be clear of our criteria for allocating students to specific sets, streams or groups.
- Enable students and staff, where possible, to observe their religious customs and practices.
- Ensure all other policies and action plans reflect this policy.

Racial Harassment

As this policy directly addresses racial harassment we feel that it is important to outline the differences between bullying and harassment.

Harassment is often impersonal directed at people because of what they are rather than who they are. People are racially harassed because they are seen as different from the majority ethnic community.

This explanation is given by Sereena, aged 9 years, 'when they call me 'Paki' its not just me they're trying to hurt but all my family and all other people like me'.

Bullying is usually directed at people because of who they are and comprises an intensely personal mistreatment of an individual. It usually involves dominance of one student by another or group of others, is pre-meditated and usually forms a pattern of behaviour rather than an isolated experience.

Racial Harassment includes:

- Physical assault which includes jostling intimidation, punching, kicking, fighting and the use of a weapon,
- Abuse which includes;
 - offensive weapons,
 - ridicule of clothes, food etc.,
 - jokes,
 - insulting gestures,
 - derogatory comments in the course of a discussion or lesson relating to ethnicity colour etc.,
 - threats relating to colour of skin or ethnic background,
 - name calling including 'paki', 'thick paddy', 'nigger', 'blackie', 'wog', 'gyppo', etc., we could go on but all are equally offensive,
- Damaging people's property.
- Refusal to sit by or co-operate with others because of ethnic origin, skin colour etc.,
- Exclusion from activities.
- Provocative behaviour such as: - graffiti, National front or British National Party insignia and literature. [It is a criminal offence to publish and distribute offensive material likely to stir up racial hatred].
- Incitement to racist behaviour [incitement to racial harassment is against the law]
- Recruitment to racist organisations.

We are aware that not all conflict between students from different ethnic backgrounds is of a racist nature.

Procedures

The following procedures will be carried out by any member of staff witnessing or being informed about any form of racial harassment.

- Act immediately to stop or prevent any incident.

- If incident is 'indirect' i.e. refusal to co-operate with, or avoidance of, another student or member of staff because of their ethnicity, restructure the group and discuss within PSE work.
- Comfort and support the 'victim' immediately ensuring they feel safe. Tell them what you have done with the 'perpetrator'.
- Challenge and reprimand the 'perpetrator'/s aiming not to undermine their self-worth.
- Invoke the school sanctions as agreed by staff.
- Ensure any audience is aware that the act is wrong and has been dealt with.
- Ensure that the audience is aware that being a bystander can make them equally culpable.
- Record the incident on a referral slip so that Year Heads and Heads of Departments are informed.
- Follow up the incident with appropriate colleagues.
- Having received a referral, Year Heads should follow up incident with other students as part of the PSE programme ensuring that students know the procedures and that they exist to protect them.
- Work with the perpetrator to ensure the offence is not repeated.
- Discuss incident with parent/guardian of both victim and perpetrator and inform them of what follow up work will be done.
- Assure parents that we will keep them informed of any actions taken to protect the student.
- Serious incidents will be reported by Headteacher to the Strategic Director Lifelong Learning.

The following actions should be taken when other forms of racist action are involved:

Graffiti

- This should be removed as soon as possible.
- Perpetrators should be reprimanded and the incident logged.

Racist insignia

- Offenders should be asked to remove these immediately and the incident logged.
- Parents/guardians informed

Literature

- All offensive literature should be removed.
- Incident logged.
- Parents/guardians informed.
- Issue discussed with all students.

- Materials should be sent to the Strategic Director for Lifelong Learning and the Police if necessary.

Incitement [This is against the law]

- Perpetrator should be reprimanded and informed of the legal position.
- Incident should be logged.
- Parents, Governors, the Strategic Director and the Police should be informed.

Recruitment to racist organisations.

- The perpetrators should be challenged.
- Parents/Guardian informed.
- Incident logged.

It is important that our procedures and our reporting system are consistently applied, using the School referral system. All incidents will be reported to the Head/SMT.

Monitoring

The senior management will undertake monitoring and evaluation to identify

- If problems are developing.
- The full picture of frequency and nature of the incidents.
- The progress being made.
- If certain students or groups are particularly vulnerable.

We will regularly survey students' views and experiences to ensure that we are aware of the whole picture.

Governors will be kept fully informed.

Each year the number of incidents will be reported to the Strategic Director Lifelong Learning

Whole School Development

As well as reacting to racial incidents, the school will continue to develop a curriculum that:

- Broadens students' experiences, boosts their self confidence and prepares students for life in a diverse society.
- Is free from stereotypes and reflects the experiences, over time, of the different ethnic groups within Britain.

- Promotes attitudes and strategies that will challenge racist behaviour.
- Ensures equality of access and opportunity for all students.
- Enables students to appreciate their own cultural traditions and the diversities and richness of other cultures.
- Helps students understand the causes of inequality and oppression, its effects on certain groups of people in this and other countries, now and in the past.
- Encourages students to consider a range of perspectives relevant to an increasingly global society rather than a dominance of a single, narrow perspective.
- Provides opportunities both within the subject and the pastoral curriculum for students to discuss issues of inequality and injustice and discrimination.
- Ensures that all areas of school life reflect the diverse ethnic and cultural nature of Britain.
- Where possible, involves all parents, including those from minority ethnic backgrounds and especially those who do not speak English as their first language, in supporting their children's learning.
- Ensures the effective use of the additional staffing support from EMAG.
- Meets the needs of students with English as an additional language.
- Seeks solutions that will enable students who have practices relating to religious observance to access their full curriculum entitlement.
- Provides extra curricular activities that reflect the needs of the various groups of students.
- Tracks the performance of all students and use this data to inform our planning and teaching strategies.
- Monitors and assess the levels of attainment of minority ethnic students using this data to identify any discrepancies between groups.
- Provides targets for individuals and groups of students which are based on fair assessments.
- Ensures challenging targets for all our students.
- Sets targets that will reduce any differences between the performance of different groups.

Staff development and training

The implementation of this policy will require sensitivity and total commitment from staff. We need to constantly remind ourselves that 'anti-racism' is about getting society to come to terms with its diversity. It is about ensuring that all groups within a society, whether they are the majority or a minority, benefit from consistency, justice and equality. We will therefore ensure that all staff, whatever their role within school, will receive regular and relevant training relating to these issues.

Evaluation and Review

We will use our self-assessment procedure [incorporating the Commission for Racial Equality audit tool – 'Learning for All'] to identify our good practice and areas of weakness. Priorities for action will be outlined in our School Development Plan. This will include explicit objectives and targets against which we can measure our progress.

Monitoring

This policy and the priorities for action will be monitored each year by Heads of Year, Heads of Department, Equal Opportunities Group, Headteacher and feedback will be reported to the governing Body and staff.

This policy was approved by the Governing Body on [date]

It was developed by [responsible person]

After consultation with staff, students, governors, parents, others.

Publication

- Summer newsletter.
- Annual Governors Report to Parents, September
- Annual Meeting, November

Development of Finham Park's Race Equality Policy

- Historical context of developing equality of opportunity work at Finham Park.
- Importance of the Race Relations Policy in promoting equal opportunities in general.
- Stages in the development of the policy during current academic year.
- Key issues:

- Should we meet 31st May deadline?
- What do we need to do to achieve this?
- Who in SMT is responsible?
- Reporting
- Monitoring
- Staff and Governor training
- Relationship to inclusion policy