



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 35

Single Equality Scheme (SES) Appendix 5b

RACE EQUALITY POLICY

“This policy should be read as part of a collection of policies that together form the overall Safeguarding Policy and procedure for Abbey Court School.”

This policy forms part of a group of policies which outline how Abbey Court School promotes equal opportunity and deals with discrimination. It should be read in conjunction with:-

The Community Relations Equality and Diversity Policy

The Race Equality policy

The Multi-cultural policy

The Equal Opportunities and Gender Equality policy

The Community Cohesion policy

I. Introduction

The Race Equality policy enables our school to meet the statutory obligations under the Race Relation Amendment Act (2000).

Through the policy the school is working in line with the Commission of Racial Equality Standards Learning for All (2000), and working toward meeting the recommendation of The Stephen Lawrence Inquiry (2000). This policy is also designed with reference to the ‘Framework for a Race Equality Policy for schools; Commission for Racial Equality, 2002.

The policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community.

The Equality Act 2010 says you must not be discriminated against because of your race.

In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. For example, you may have Chinese national origins and be living in Britain with a British passport.

Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race.

A racial group can be made up of two or more distinct racial groups, for example black Britons, British Asians, British Sikhs, British Jews, Romany Gypsies and Irish Travellers.

You may be discriminated against because of one or more aspects of your race, for example people born in Britain to Jamaican parents could be discriminated against because they are British citizens, or because of their Jamaican national origins

The Stephen Lawrence Inquiry defines racism as:

“the conduct of words which advantage or disadvantage people because of

their colour, culture or ethnic origin.”

Medway Local Authority states that:

“a racist incident is not just an attack on the individual or on aspects of that person’s personality, but on the person’s family, community and heritage.”

Under Section 71(1) of the race relations act public authorities are expected to have due regard:

- to promote racial equality
- to eliminate unlawful racial discrimination
- to promote equality of opportunity
- to promote good relationships between different racial groups.

2. SMSC

Abbey Court School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning and thus promotes the development of the whole child and the pertinence of British Values. Abbey Court School values highly its work in personal, social, health, economic and careers, sex and relationship education, and citizenship. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people, therefore, we actively promote and evaluate pupils’ spiritual, moral, social and cultural development.

The four SMSC aspects are connected and the school’s provision for one area will often make an impact on another, eg. when pupils listen to music from different cultures this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils’ development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC Exemplar.

3. Aims and Objectives

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

We aim to achieve this by:

- Taking active measures to investigate, report and act on incidents of racial abuse.
- Treating all those within the whole school community (eg staff, pupils, Governors, parents, contractors 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.

- Identifying and removing all practices, procedures and customs which are discriminatory, and replacing them with practices which are fair to all.
- Promoting mutual respect and valuing each others similarities and differences, and facing equality issues openly.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

4. Curriculum and Learning

Pupils' achievements and progress

- Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).
- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- When setting targets for individual pupils, teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the under achievement of certain groups – eg African, Caribbean, Bangladeshi and Pakistani boys, white working class boys and, in particular, Gypsy and Traveller Pupils.
- 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, stereotyping and promote racial equality in education, employment, training and career choice. Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

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

- This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society;
- Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- Subject leaders and Senior Leadership Team provide guidance on an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are 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 t 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 racial equality. There is acknowledgement of the importance of challenging 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 (See appendix 3).
- The school makes full use of the resources available within its local minority ethnic communities.
- The PSHE and Citizenship curriculum coverage aims to teach pupils about mutual respect, tolerance for others and to celebrate the similarities and differences amongst us. It provides opportunities for pupils to reflect on these points and encourage healthy debate.

Guidelines for working with pupils who have English as an additional language

- The school recognises and values multi-lingualism and employs EAL assistants to support with this.
- The language and learning needs of multi-lingual 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. For example multilingual signs, notices, children's writing.
- The school will explore a broad range of other media, for example computer software, the Internet, audio and videotapes, 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 access for pupils and communities who are developing literacy in their first language.
- The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.
- The school has a duty to promote community cohesion as well as enable children of families to develop skills in English so they have a fair opportunity to access all aspects of society/life.

5. Pupils' Behaviour and Discipline

The school procedure for managing, rewarding and disciplining pupils is fair and applies equally to all pupils, irrespective of ethnicity.

6. Staffing

The Headteacher ensures that, where additional funding is available for raising the achievement of minority ethnic pupils, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

All staff (teaching, support, administrative and supervisory) will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Teachers will know the implications of the policy for their planning, teaching and learning strategies, as well as for behavioural issues.

7. Complaints Procedure

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

8. Staff Recruitment

- Recruitment and selection procedures are consistent with the Race Relations Code of Practice in Employment, and other equality legislation and interviewers are aware of this..
- Everyone involved in recruitment and selection adheres to the Code.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place, and to identify examples of good practice.
- Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the school.

9. Parents, Governors, School Leaders and Community Partnerships

- Parents are welcome and respected in school.
- Governors are encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- All parents are regularly informed of their child's progress.
- Pro-active steps are taken to involve minority ethnic parents in the school.
- People from minority ethnic communities are encouraged to become school Governors.

10. Training

Staff receive training and professional development as appropriate.

11. Evaluation and Review

The policy will be reviewed bi-annually.

Monthly returns including nil returns are made to Medway local authority on the appropriate monitoring sheet (See Appendix 3).

This policy should be read in conjunction with the Equal Opportunities Multi-cultural policy.

Updated November 2020 (JB)

Appendices:

Appendix 1: Racist Incident Monitoring Sheet

Appendix 2: Local Organisations/Agencies

Appendix 3: Resource Evaluation Checklist

APPENDIX I

ABBAY COURT SCHOOL

RACIST INCIDENT MONITORING SHEET

Time and Date of Incident:		Number and Gender of Victim(s):	
Time (hh.mm)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Number of Males:	<input type="checkbox"/>
Date (dd/mm/yy)	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	Number of Females:	<input type="checkbox"/>
Where did the incident happen (playground, classroom, etc)			
Persons involved in the incident (tick one box)			
Pupil/pupil	<input type="checkbox"/>	Non-teaching staff/pupil	<input type="checkbox"/>
Pupil/teacher	<input type="checkbox"/>	Parent/non-teaching staff	<input type="checkbox"/>
Parent/teacher	<input type="checkbox"/>	Other (please specify)	_____

Ethnic Group of Victim(s): (if more than one victim put the number in relevant boxes)			
White			
White British	<input type="checkbox"/>	Black Caribbean	<input type="checkbox"/>
White Irish	<input type="checkbox"/>	Black African	<input type="checkbox"/>
Any other white background	<input type="checkbox"/>	Any other Black background	<input type="checkbox"/>
		Chinese Traveller	<input type="checkbox"/>
Asian or Asian British Mixed			
Indian	<input type="checkbox"/>	White and Asian	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>	White and Black Caribbean	<input type="checkbox"/>
Bangladeshi	<input type="checkbox"/>	White and Black African	<input type="checkbox"/>
Any other Asian background	<input type="checkbox"/>	Any other mixed background	<input type="checkbox"/>
Any other ethnic group	<input type="checkbox"/>		
Category of Incident: (tick more than one box if appropriate)			
Name Calling	<input type="checkbox"/>	Possession/distribution of racist material	<input type="checkbox"/>
Insults	<input type="checkbox"/>	Graffiti	<input type="checkbox"/>
Jokes	<input type="checkbox"/>	Abusive Letters	<input type="checkbox"/>
Damage to property	<input type="checkbox"/>	Physical Assault	<input type="checkbox"/>
Refusal to co-operate with people because of their cultural/ethnic origin	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

Brief Description of Incident:			
Action(s) taken: (tick more than one box if appropriate)			
a) Oral reprimand	<input type="checkbox"/>	g) Exclusion from activities	<input type="checkbox"/>
b) Formal apology	<input type="checkbox"/>	h) Temporary exclusion	<input type="checkbox"/>
c) Removal of graffiti	<input type="checkbox"/>	i) Permanent exclusion	<input type="checkbox"/>
d) Detention	<input type="checkbox"/>	j) Confiscation of racist literature	<input type="checkbox"/>
e) Internal report to (eg classteacher, Head of Year Headteacher)	<input type="checkbox"/>	k) Police intervention	<input type="checkbox"/>
		l) Other (please specify)	<input type="checkbox"/>

To Whom _____ <input type="checkbox"/>
f) Report to parents/carers of victims/perpetrators _____
Which? _____

Report submitted by: Date:

APPENDIX 2

ABBAY COURT SCHOOL

Local Organisations/Agencies

Medway Race Equality Council
Municipal Buildings
Canterbury Street
Gillingham
Kent ME7 5LA

Tel: 01634 333880
Fax: 01634 333889
E-mail: mrec51@hotmail.com

Medway Diversity Forum Contact details

- Website: <http://www.medwaydiversityforum.co.uk>
- Email: office@memf.co.uk
- Tel: 07875503708
- The Whitehouse, Chatham Waterfront Bus Station, Chatham, Kent, ME4 4SL

Kent ME1 1LX

Sarah Hall
Vulnerable Pupil and Virtual Head
Children's Services
Gun Wharf
Dock Road
Chatham
Kent ME4 4TR

Tel: 01634 338553
E-mail: sarah.hall@medway.gov.uk

Education and Leisure Policy Unit
Medway Council
Gun Wharf
Dock Road
Chatham
Kent ME4 4TR

Tel: 01634 331409
Fax: 01634 332440
E-mail: education.policy@medway.gov.uk

MAARA - Medway Action Against Racial Attacks

Contact: Medway Workforce: Employee Engagement Manager
sanda.steel@medway.gov.uk

Contact: Community Profile: Redmond Hartop, Business Intelligence Analyst
redmond.hartop@medway.gov.uk

APPENDIX 3

ABBNEY COURT SCHOOL

Resource Evaluation Checklist

- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.
- The policy on purchasing and using resources refers to the need to check that resources are inclusive.
- All books and other information media are checked for their suitability for different groups of people.
- Ways are found to ensure that non-inclusive teaching materials are used in an inclusive way (for example, material, which assumes an 'all white' audience might be used to explore issues of stereotyping, ignorance and prejudice).
- Resources that promote a greater understanding of cultural diversity, racial equality, and the importance of challenging racism and racial discrimination are used in all areas of the curriculum.
- Positive images of people from various ethnic groups and their cultural backgrounds are displayed in all parts of the school.
- Topics and displays in all subject areas include positive images of people from different ethnic minority groups.
- A wide range variety of resources is used in all subject areas to promote racial equality and cultural diversity and to challenge racial discrimination.
- The effectiveness of resources in promoting racial equality and challenging racial discrimination is regularly reviewed and evaluated.
- Resources are available to meet the specific needs of pupils from ethnic minority groups and are used as necessary.
- The school makes full use of funding available to meet the needs of ethnic minority pupils, such as the Ethnic Minority Achievement Grant (EMAG).
- The school makes full use of the resources available within its local ethnic communities.

- The skills and experience of parents, pupils and members of local ethnic minority communities are used to support the school.
- Pupils, parents and representatives from local ethnic minority groups are consulted regularly about the curriculum.