



# Walkwood

Church of England  Middle School

## Race Equality Policy

Governing Body Committee responsible:	Ethos, Inclusion and Care		
Approval granted:	07 March 2022	Review date:	Spring 2025

“We know that God is always at work for the good of everyone who loves him. They are the ones God has chosen for his purpose.”

*Romans 8:28*

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

*SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012*



## Background

This policy is in response to and in line with the Worcestershire LA Guidance to schools of Racial Harassment, following the Stephen Lawrence enquiry report, in particular Recommendation 68.

## Aims

At Walkwood Church of England Middle School, we aim to encourage a positive attitude to cultural diversity by:-

### The Organisation of the School

- a) Parents from all communities are encouraged to be involved in the curriculum and social life of the school.
- b) The policy of the school should continually encourage recruitment from communities representative of the pupil population onto the staff and onto the Governing Body.
- c) All school staff seek to foster individual self-esteem and sense of identity recognising and respecting each person's identity. To be incorporated within relevant curriculum areas such as PSHE within citizenship framework.
- d) Ethnic equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum;
- e) Teachers encourage co-operative and collaborative approaches to learning which ensure that children's religious, cultural and linguistic experiences are reflected upon and reflected positively in classroom work.

### The Curriculum

This will promote a positive attitude to cultural diversity.

- a) All curricular and extra curricular activities will be available to all pupils regardless of their ethnic origin;
- b) The school will ensure that curriculum planning resources and content reflect wider society as well as their local community, particularly in areas such as RE, PSHE, Citizenship, History and Geography.
- c) Planning for pupils for whom English is an additional language will take account of factors such as pupil's length of stay in this country, previous educational experiences and their skills in other languages.
- d) Achievement will be monitored across ethnic origin to avoid "grouping", "setting" or "banding" mechanisms producing imbalances with respect to ethnic origin;
- e) The curriculum will enable identification of the various forms of stereotyping, racial prejudice and bias, and it will acknowledge that racism devalues society and that it can affect everyone in the school community;
- f) Ethnic equality and ethnic diversity will be promoted and racism and discrimination challenged in all areas of the curriculum;
- g) The curriculum will aid recognition of pupils having first languages other than English and the value that this contributes towards the learning of language in general;
- h) The curriculum and the school environment will provide positive images and role-models in resources and displays which reflect the experiences and backgrounds of all children in our multicultural society. It is also important to ensure that, where possible, curriculum planning builds on pupils' interests and cultural experiences.
- i) Staff aim to critically examine existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated;



- j) Children should feel confident to explore with teachers, issues of racism, harassment and equality in a range of personal, community and global contexts, and be involved in the development of strategies for promoting justice and challenging injustice.
- k) Teachers will encourage co-operative and collaborative approaches to learning which ensure that children's religious, cultural and linguistic experiences are reflected upon and reflected positively in classroom work;
- l) Schools will build positive links with community groups and use support agencies to the full to ensure that the multicultural dimensions to the curriculum are fully developed;
- m) Teachers aim to have high expectations of all children and make known to them their confidence in their ability to achieve, ensuring that the contributions of all pupils from every cultural background are valued and ensuring that each child's individual learning and social needs are met.

### What constitutes a racist incident?

The definition of a racist incident, which is in line with the McPherson Report is:

- a) Any incident in which it appears to the person reporting the incident and/or any other person that the incident involves an element of racial motivation.
- b) Any incident which includes an allegation of racial motivation made by any person.

“Racial” means of any race, caste, nationality, colour or ethnicity.

NB Gypsy/travellers are recognised within The Race Relations Act as an Ethnic Minority.

The definition is designed to ensure that not only is a full account taken of what the victim says, but also account is taken of the perceptions of those who may have witnessed the incident or reported it on behalf of another person.

### Who can report a racist incident?

1. Victim
2. Any first hand witness to the event
3. A parent
4. Any person in whom the victim or perpetrator has confided.

### What specific kinds of behaviour are not acceptable?

Racial harassment has two elements:

- “Violence which may be verbal or physical, and which includes attacks on persons as well as on property, suffered by individuals or groups because of their race, nationality, colour or ethnicity, when a victim believes that the perpetrator was acting on a racial ground and/or there is evidence of racism.”
- “Interference with the peace or comfort or safety of any person on the grounds of their race, nationality, colour or ethnicity. This includes incidents of racist graffiti and the use of offensive gestures.”

(Commission for Racial Equality)

These may include, but are not limited to, the following:



1. offensive gestures (eg stereotyping features/behaviour);
2. refusal to co-operate with other people because of their race, ethnicity, colour or nationality;
3. abuse of personal property;
4. written derogatory remarks, including graffiti;
5. verbal abuse – insults, racist jokes, derogatory name-calling, racist comments in the course of discussion, ridicule;
6. actual/threat of physical assault, jostling, punching, hitting;
7. incitement of others to behave in racist way;
8. bringing racist materials into schools/wearing racist badges or insignia;
9. attempts to recruit for racist organisations or groups;
10. use of weapons (this may include, for example, laser pens or other articles capable of causing injury).

This list is not intended to be exhaustive and may include any incident which involves an element of racial motivation and is deemed inappropriate by staff at Walkwood Church of England Middle School.

### Role of staff and governors

1. All school staff have a responsibility for reporting racist incidents wherever and whenever they occur.
2. Staff should encourage pupils to report all incidents involving racism, racial discrimination and racial harassment.
3. Pastoral Managers have overall responsibility for dealing with such incidents and this role is widely publicised.
4. Racist incidents reported to class teachers or other members of staff must be passed on to the above.
5. All reported incidents and complaints are investigated within 3 working days of being reported, and where possible initiated by the end of the school day.
6. The above will use the LA Appendix A and/or the school's own recording system to log incidents and complaints.
7. All racist incidents and complaints against staff and against pupils are formally recorded by the named teacher and, where appropriate, reported to the LA using Appendix A.

The recording form is for use in regard to instances of racial harassment where the perpetrator is a pupil or member of staff.

### Responsibilities of Leadership and Management

- School development planning will provide for the regular review of its application on the racial harassment policy at senior leadership team meetings and governors meetings.
- The Principal or a member of the school's senior management team (Deputy, Pupil Well-Being) has responsibility for monitoring instances of racial harassment and for reviewing the effectiveness of the school's policies.
- The school's policy on racial harassment has been presented to the school's governing body for endorsement and adoption.



- The Principal takes overall responsibility for the implementation of the policy on racial harassment.

### The role of Governors

The school's policy on racial harassment is endorsed and adopted by the school's governing body.

The school's governing body should ensure that:

- It receives regular reports on the implementation of the policies and procedures;
- It is kept informed of all racist incidents;
- The LA is kept informed of individual racist incidents and the number of allegations on an annual basis.

### Sources of advice and support available to staff

All staff, both teaching and non-teaching, are issued with the policy and the statements. They may consult with the named teacher. A named governor is responsible for keeping abreast of developments and ensuring that the policy is effective. The need for training will be reviewed as part of the School Development Plan. This may be delivered in-house or outside expertise may be sought.

### Arrangements for the induction of new staff

New staff, both teaching, and non-teaching, will be given access to the statement, the policy and procedures for dealing with racial harassment together with the details of the named teacher. The need for training will be reviewed as above.

### Arrangements for informing the wider school community

- **Governors:** The Principal has presented the full policy and the statement to the governing body.
- **Parents:** The document is included on the schools website.
- **Children:** Children will be told in appropriate language, during class discussions of the school expectations regarding racist incidents and associated disciplinary procedures.

### Procedures and sanctions for dealing with racist incidents

- Pastoral Managers have responsibility for dealing with incidents and keeping a confidential record of all reported incidents.
- All perceived racist incidents and complaints against staff and pupils will be investigated and if proven formally recorded.
- All reported incidents and complaints will be investigated within 3 working days of being reported and where possible initiated on the same school day.

When investigating a potentially racist incident, the member of staff will need to consider:

Do any of the participants perceive this as being racist?

Do any of the witnesses perceive this as being racist?

Is there any reason for considering this to be a racist incident?

Was the incident intentional or unintentional?



In the case of proven incidents, we will need to assess:

- Whether teachers should explain the circumstances to pupils so as to reduce the danger of distortion and backlash through rumour;
- At what stage parents/carers should be informed.

The school may contact the LA, Pupil and Parent Support Manager to discuss potentially serious incidents. It is recognised that on occasions non-racist incidents can develop into having a racial element. Such incidents will be dealt with appropriately.

Allegations of racial incidents made against staff will be investigated thoroughly and staff made aware that disciplinary action can ensue according to LEA procedures. In less serious incidents where the member of staff is found to be unintentionally racist, appropriate support and guidance should be given by the named teacher. Advice will be sought from the Pupil and Parent Support Manager in proven cases.

The details of any action to be taken against a member of staff cannot be shared with parents/carers.

### Supporting Victims

Victims of racial harassment may well need immediate help from a member of staff. It may also be appropriate for the school to approach outside agencies for help and advice and/or to refer the victim for further support or counselling to, for example, Victim Support or the Worcestershire Race Equality Council or, in the case of victims who are members of staff, to the staff counselling scheme through Education Human Resources or their trade union representative. It may also be appropriate to make a referral to the police.

- A member of staff will explain the action taken and express the attitude of the school towards such behaviour, giving the opportunity to the pupils to express their own concerns and feelings. The action taken may differ if the racial harassment appears to have taken place outside school.
- In serious cases, the Principal, deputy or named teacher will meet the parents/carers of victims to explain the action taken and to discuss the matter with them and the appropriateness of action to be taken.

### Dealing with Perpetrators

The school has clear procedures for dealing with perpetrators of racist incidents and such procedures will be set out in the school prospectus.

For each incident a decision will need to be made:

- Whether parents/carers should be informed of action taken within the school's behaviour/disciplinary code. As above, careful consideration of the interests of staff members needs to be given at all times. This means that the details of any action taken against a member of staff cannot be shared with parents/carers.





- Whether the perpetrator is sent to an appropriate senior member of staff to record the incident formally and to respond to the gravity of the incident after investigation by Pastoral Managers.
- If the incident is of a particularly serious nature which could have repercussions outside the school, on reporting the matter to the Education Services Directorate, Pupil and Parent Support Manager.
- Whether appropriate counselling is necessary.

It may be in the case of minor incidents that a ‘light touch’ response is appropriate. If, for example, a very young child uses an unacceptable word, but clearly does not have a full grasp of its meaning, the school may determine that it would be inappropriate for parents to be informed. Careful consideration must be given about what information, if any, needs to be placed on the child’s file. Consideration will include the seriousness of the behaviour and the age and awareness of the child.

Where the alleged perpetrator is a parent and the alleged incident has taken place within school, the allegation will be discussed with the parent and if substantiated, it will be confirmed that such behaviour will not be tolerated.

Where the alleged perpetrator is a parent and the alleged incident has taken place away from school premises, this is likely to present the school with a potentially sensitive issue. The school will need to consider whether the matter can be discussed with the parents or whether it may be appropriate to refer the matter to the Police. Schools may contact the Pupil and Parent Support Manager to discuss such issues if that is considered helpful.

### Recording and Monitoring

Recording and monitoring will help to establish a reliable school-wide picture and to assist the school in reviewing its range of responses. It is essential therefore that clear recording and monitoring procedures are in place. It may be appropriate to retain details of an incident on a pupil’s file and to inform the school to which a pupil is transferring if there are issues outstanding either in regard to the victim or perpetrator.

The following categories are currently used for ethnic background:

- Black or Black British
- Black African
- Black Caribbean
- Black Other (please specify)
- Asian or Asian British
- Bangladeshi
- Indian
- Pakistani
- Any other Asian
- White
- White-British
- White-Irish
- White-Gypsy
- Any other White
- Mixed





White and Black Caribbean  
White and Black African  
White and Asian  
Any other mixed  
Chinese  
Any other ethnic group (please specify).

A racial harassment investigation form for school use is attached as Appendix A. This sheet is to be used during an investigation into an alleged incident of racial harassment and is not to be returned to the Pupil and Parent Support Manager.

A racial harassment recording form for school use is attached as Appendix B (to be copied to the LEA). This form is to be used when the investigation of an alleged incident of racial harassment has determined that such an incident did take place. A copy of the form must be returned to the Pupil and Parent Support Manager and should be signed by the Principal or other appropriate member of the school's senior management team.

The recording form is for use in regard to instances of racial harassment where the perpetrator is a pupil or member of staff.

