

# Race Equality Policy

Published September 2002

Reviewed April 2004, October 2010



## 1. INTRODUCTION

The governing Body are ultimately responsible in overseeing that this policy is being effectively implemented.

Their agents at school are The Head Teacher, Senior Management Team and all staff. All staff will be involved in the implementation of this policy.

## 2. PUPIL ENTITLEMENT

All pupils at Molescroft Primary School have the right to be treated with respect and to feel safe with regard to their individual ethnic background. They have the right to receive their education in an environment, which is free from humiliation, oppression or abuse on racial grounds. Parents should feel confident that if racist incidents occur, they will be thoroughly investigated and dealt with and that help and support will be given to all involved.

## 3. DEFINITION OF TERMS

Personal Racism is when a person has deliberately been abused, harassed, or discriminated against or perceives this to be the case, in relation to their racial, ethnic or religious identity.

Institutional Racism is when organizations, systems, customs or routine practices have the effect, though not necessarily, the intention, of excluding and disadvantaging individuals and groups on the basis of their culture, religion, ethnicity or appearance.

## 4. GOOD PRACTICE

- Our school community recognises and nurtures the identity of children of all races
- Our school strives to develop positive anti-racist language, awareness, images and strategies in order to create policies, practice and an environment which reflect that all people are equally valued and that no harassment will be tolerated
- Our school will be proactive in celebrating achievements, both of individuals and groups of all ethnic backgrounds. All children need to see and share a range of cultures which is positively valued
- Through appropriate Personal Social and Health Education and Development and through school assemblies and within the curriculum, pupils will be shown that racism, in any form, is unacceptable

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- Children of every ethnic background yearn for personal worth. Every child yearns for significance. It is the aim of Molescroft Primary School to achieve this.

## 5. GENERAL RESPONSIBILITIES

### A Governing body

The Governors are responsible for:

- Making sure the school complies with the amended Race Relations Act 1976 (the Act); and
- Making sure the race equality policy and its procedures are followed.

### B Head Teacher

The head teacher is responsible for:

- Making sure the race equality policy is readily available and that the governors, staff, pupils, and their parents and guardians know about it;

## 6. RESPONSIBILITIES WHEN INCIDENTS OCCUR

- All staff, teaching and non-teaching, should be vigilant in class and in the playground at all times, in order that racist behaviour does not go undetected
- All staff should investigate any allegations of racism and take the child's concerns seriously. Racist attitudes must be challenged
- All staff should take action as soon as possible and ensure that all interaction is carried out privately, i.e. away from the group
- Staff should remain calm and take time to listen impartially to all involved
- Staff should avoid labelling pupils as 'racist' and 'victim' – after an incident both pupils may need support to rebuild or reinforce self image and esteem
- All reports of racist incidences must be recorded and a note made of any action taken. This is completed using the LA form. The Head Teacher or his/her representative will be involved in this process. The school will invoke sanctions as detailed in the Behaviour Policy
- Information relating to all incidences of racism should be forwarded to the local education authority on a termly basis. This data will be used for analysis
- All racist incidents will be brought to the attention of the Diversity, International, Eco, Disability, Race Equality group. D.I.E.D.R.E

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- D.I.E.D.R.E also monitors statistics and policies for any signs of institutional racism.

## 7. PUPIL RESPONSIBILITIES

- All children should adhere to our school's code of conduct (see Molescroft Primary School Good Behaviour Policy). Children who perceive themselves to be the victims of racism, and children who witness incidents of racism have a responsibility to report this
- Pupils should ask for help from staff in defusing a difficult situation. They should not retaliate, but should ask for help from staff.

## 8. ADDITIONAL SUPPORT

All staff (both in a group and individually) at Molescroft Primary School will be given in-service support and training on the causes, effects and methods of dealing with racism.

Other agencies will be involved as appropriate including Anti-Bullying, Bilingual Support Service, Behaviour Support Service and Community Groups.

Molescroft Primary School has an effective support mechanism for pupils with concerns about racism.

## 9. DIVERSITY, INTERNATIONAL, ECO, DISABILITY, RACE EQUALITY GROUP

The D.I.E.D.R.E group will meet at least termly and submit a report to the Governing Body.

The Group will perform the following tasks (in relation to racism), receiving information provided by the Senior Management Team.

- Review, monitoring and assess the effects of all the schools policies and strategies.
- Investigating these policies and strategies to see how effective they are in tackling unlawful, racial, discrimination in school and promoting equal opportunities and good race relations.
- Ensure the Governing Body studies ethnic data to monitor pupils' attainments and progress and to set targets.

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- Study ethnic data on exclusions, sanctions and rewards to inform planning and decision-making.
- Inform the Governing Body and Staff of the findings and to summarise issues, which may be raised.
- Thus influence the priorities and plans for this school in this year ahead. This may include recommendations for training.
- Evaluate the effectiveness of strategies employed to redress issues and problems highlighted
- To celebrate diversity in the school community and in the context of the wider society

## 10. REVIEW

Termly by the D.I.E.D.R.E Group

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## I. RESOURCES