

***SAINT THOMAS MORE  
CATHOLIC VOLUNTARY ACADEMY***

***OUR GUIDING PRINCIPLES ON EQUALITY***

1. All learners and their parents/carers are of equal value.
2. We recognise, respect and value difference.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We ensure policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continual professional development.
5. We aim, wherever possible, to reduce and remove inequalities and barriers that already exist.
6. When constructing a policy, we aim to consult and involve all those groups affected by it in its design and review.
7. All policies and activities should benefit society as a whole both locally and nationally fostering greater social cohesion and greater participation in public life.

## ***SAINT THOMAS MORE CATHOLIC PRIMARY SCHOOL***

### ***Single Equality Policy***

#### **Our Vision**

In the area of 'Equality' we take as our starting point the words of Saint Paul to the Romans:

“All of us in union with Christ form one body and as part of it we belong to each other. Love each other as much as brothers and sisters should and have a profound respect for each other.”

As a school we are committed to enabling all children to achieve their full potential in all areas of their lives. We believe in the unique, individual worth of every child and that all members of our learning community have a right to high standards in all areas of the school's life.

**Partnership, respect and community** are at the heart of our vision for a school that is centred around the gospel values of love, care and respect for all.

As a matter of course, Saint Thomas More Catholic Voluntary Academy staff are reminded about the compliance and importance of the Equality Act and ensure that all work undertaken complies and promotes equality of access and participation for all.

Our school takes a proactive and transparent approach to eliminate discrimination, advancing equality of opportunity and fostering good relations.

We endeavour to engage with our school community to assist in understanding the barriers different people/groups/communities face.

Our school's Equality Policy sets out the accepted standard and principles by which the school conducts itself e.g. in recruitment and selection processes, in addressing bullying and prejudice related incidents etc.

Our School Equality Policy makes clear the responsibilities of every member of the school community in ensuring equality of opportunity is realised for all and the process of addressing issues when they arise. (See Appendix A)

## **POLICY STATEMENT**

**Our full Equality and Diversity Statement can be found at Appendix A**

Every member of Saint Thomas More Catholic Voluntary Academy is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality or ability. Every person is valued and we strive for equality, justice and fair treatment to all.

We celebrate our differences and work together to develop common grounds of understanding and acceptance, ensuring that all members of the school community feel valued and appreciated for the contribution that they make. Through working together we seek to ensure that all members of our community have an understanding and an awareness of their own individual responsibilities and contributions to both the school community and the wider local, national and global communities in which we live and work. It is this celebration of diversity and a belief in the individual worth of each person in the sight of God that we believe gives all the opportunity to achieve their full potential and to enrich the communities in which we live.

A good education for all our pupils is possible only if equal opportunities practices are an integral feature of all aspects of the life of the school.

Equality should be evident in:-

- The formal curriculum (the programme of lessons)
- The informal curriculum (extra-curricular activities)
- The hidden curriculum (the ethos of the school, the equality of personal relationships etc;)

**All members of the school should be aware of our single equality policy; this includes pupils, teaching and non-teaching staff, governors, parents, carers and the wider community.**

### **Guiding Principles**

In fulfilling the legal obligations referred to by the legal framework outlined at the end of this document, we are guided by seven key principles:

1. All learners and their parents/carers are of equal value
2. We recognise, respect and value difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging
4. We ensure policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continual professional development
5. We aim, wherever possible, to reduce and remove inequality and barriers that already exist

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6. When constructing a policy, we aim to consult and involve all those groups affected by it in its design and review
7. All policies and activities should benefit society as a whole both locally and nationally fostering greater social cohesion and greater participation in public life.

## **INTEGRATING THE PRINCIPLES INTO OUR KEY AREAS**

### **Creed**

- As a Catholic Primary School we acknowledge that members of our community come from different backgrounds. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others.
- We enable pupils to observe festivals and other religious events and, particularly through assemblies, encourage all pupils to understand and respect such festivals and events.
- We expect all staff to foster a positive ethos of mutual respect and trust among all pupils.
- We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater community cohesion and greater participation in the public life of people with a wide range of religious backgrounds.
- Treating people equally does not necessarily involve treating them the same. We need to differentiate as appropriate. We do not discriminate but as appropriate take into account that people from different religious backgrounds and experiences of prejudice are recognised.
- We take opportunities to maximise positive impacts and minimise negative aspects of our policies by reducing and removing inequality and barriers that may already exist between people of different religious backgrounds.
- We aim to involve people from a range of religious backgrounds in the design and review of policies which affect them by direct invitation to comment or posting the policy on the school's website and invite contribution.
- Pupils in Year 6 are actively involved in the 'Interfaith Dialogue Project' which promotes the sharing of their faith, culture and ethnicity with a local school in Leicester with pupils from very different faith backgrounds.
- Pupils in Year 3 are linked with the Gambia Project.

### **Culture**

- We value the history, experience and contribution of our multicultural community and seek to express this in the curriculum and life of our school; all members should feel that their language or dialect is valued and that bilingualism is regarded as advantageous.

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- We understand the need to be different without being excluded.
- Our policies, procedures and activities must not discriminate but are differentiated as appropriate to ensure that people from different cultural backgrounds and experiences of prejudice are recognised.
- Policies, procedures and activities should promote positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, national origin or status.
- We take opportunities to maximise positive impacts and minimise negative aspects of our policies by, wherever possible, reducing and removing inequality and barriers that may already exist between people of different ethnic and cultural backgrounds.
- We aim to involve people from a wide range of ethnic and cultural backgrounds in the design and review of policies which affect them by posting the policy on the website and invite contribution.
- We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater community cohesion and greater participation in the public life of people with a wide range of ethnic and cultural backgrounds.
- Our Year 3 pupils are involved with the Gambia Project which links our primary school with a school/schools in Gambia.

### **Socio-Economic Status**

- We recognise the inequality of opportunity which exist within society for individuals and groups and are determined to take positive action to enable every individual to raise his/her self esteem, expectations and performance so as to have wider choices in life.
- We intend that our policies should benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life.
- We acknowledge that members of the school come from different cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help promote a school and a society in which there is social, religious and racial harmony.
- We take opportunities to maximise positive impacts and minimise negative aspects of our policies by, wherever possible, reducing and removing inequality and barriers that may already exist between people of different socio-economic backgrounds.
- We aim to involve people from a range of socio-economic backgrounds in the design and review of policies which affect them by posting the policy on the website and invite contribution.

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- We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater community cohesion and greater participation in the public life of people with a wide range of socio-economic backgrounds.
- Treating people equally does not necessarily involve treating them the same, we need to differentiate as appropriate. We do not discriminate but as appropriate, take into account difference in life experience, outlook and background.

## **Ethnicity**

- We will not tolerate racist behaviour in any form.
- Pupils are encouraged to contribute experiences from their own ethnic, religious or cultural backgrounds.
- Staff endeavour to challenge stereotypes and build awareness so that they can detect bias and challenge racial discrimination.
- We acknowledge that members of the school come from different cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help promote a school and a society in which there is social, religious and racial harmony.
- We take opportunities to maximise positive impacts and minimise negative aspects of our policies by, wherever possible, reducing and removing inequality and barriers that may already exist between people of different ethnic, cultural and religious backgrounds.
- We aim to involve people from a wide range of ethnic and cultural backgrounds in the design and review of policies which affect them by posting the policy on the website and invite contribution.
- We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater community cohesion and greater participation in the public life of people with a wide range of ethnic and cultural backgrounds.
- Treating people equally does not necessarily involve treating them the same. We need to differentiate as appropriate. We do not discriminate but as appropriate, take into account difference in ethnicity so that different cultural backgrounds and experiences of prejudice are recognised.

## **Gender**

- As a school, we accept that there are gender inequality in our society which impose limits on expectations and behaviour, so we constantly examine our curriculum procedures and materials for gender bias or inequality.

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- We encourage pupils to be aware of the rigid sex stereotypes presented by for example, the media. We try to ensure that our resources include non-sexist books which value the achievements of both sexes equally.
- We are committed to providing a broad and balanced curriculum which incorporates the principles of equal opportunities, to promote positive role models and self esteem for all learners.
- We try to ensure that teachers allocate their time fairly between sexes.
- We try to ensure that all pupils have opportunities working with pupils from both sexes.
- We try to ensure that pupils have opportunities for examining and challenging their own preconceived ideas of gender roles and stereotypes and build pupil awareness so that they can detect bias and sex discrimination.
- We try to avoid stereotyped assumptions about the behaviour of boys and girls as these can often influence identification and assessment procedures.
- Treating people equally does not necessarily involve treating them the same, we need to differentiate as appropriate. We do not discriminate but as appropriate, take into account difference in gender so that the different needs of girls and boys, and women and men are recognised.
- We take opportunities to maximise positive impacts and minimise negative aspects of our policies by, wherever possible, reducing and removing inequality and barriers that may already exist between people of different genders.
- We aim to involve both males and females in the design and review of policies which affect them by direct invitation to comment or posting the policy on the website and invite contribution.
- We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater community cohesion and greater participation in the public life of people of different genders.
- The governing body regularly reviews attainment levels and learning outcomes of boys and girls, monitoring the difference. They frequently seek advice and implement strategies to differentiate needs to ultimately pursue equality in learning and attainment.
- Policies, procedures and activities should promote mutual respect between boys and girls, women and men and an absence of sexual harassment.
- Treating people equally does not necessarily involve treating them the same; we need to differentiate as appropriate. We do not discriminate but as appropriate, take into account difference in gender.

## **Sexuality**

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- As a school, we make no assumptions about the sexuality of any of our members.
- The school aims to encourage boys and girls to value themselves as ‘Children of God’ and their bodies as God’s gift to them.
- In the teaching of Relationships and Sex Education (RSE) teachers will focus on activities that will actively promote sexual equality and eliminate gender stereotyping or discrimination.
- Derogatory name calling (of any sort) is unacceptable.
- Policies, procedures and activities should promote mutual respect between boys and girls, women and men and an absence of sexual harassment.
- Treating people equally does not necessarily involve treating them the same; we need to differentiate as appropriate. We do not discriminate but as appropriate, take into account difference in sexuality.

### **Disability – see Appendix B for further information**

- We welcome pupils with additional needs (learning and physical). We undertake to assess and meet the need of all our pupils as far as we are able. We aim to create a happy and educationally exciting environment in which all pupils can prosper.
- Because pupils develop at different rates for different activities, we adopt a child-centred approach to learning which is based on each pupil’s needs.
- Pupils with additional needs constitute a very diverse group: they include pupils with physical, emotional, behavioural, sensory or learning needs. We acknowledge that especially able pupils have additional needs too.
- We seek assistance from a wide range of agencies where appropriate: for example speech and language therapists, occupational therapists, medical practitioners, social workers, psychologists etc:
- We try to ensure that pupils with additional needs are facilitated in participating in schools curriculum to the fullest possible extent.
- We try to make reasonable adjustments to ensure pupils with additional needs are treated equally.
- We intend that our policies, procedures and activities should promote positive attitudes towards people with additional needs, good relations between those with and without additional needs and an absence of harassment of people with additional needs.
- We take opportunities to maximise positive impacts and minimise negative aspects of our policies by, wherever possible, reducing and removing inequality and barriers that may already exist between people of different abilities.

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- We aim to involve people from a wide range of abilities in the design and review of policies which affect them by direct invitation to comment or posting on the website and invite contribution.
- We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater community cohesion and greater participation in the public life of people with a wide range of abilities.
- Treating people equally does not necessarily involve treating them the same, we need to differentiate as appropriate. We do not discriminate but as appropriate, take into account difference in abilities and experiences of prejudice are recognised.
- We welcome all parents, carers and those in the wider community who have additional needs, we aim where possible to assess and accommodate their requirements.

## **EQUAL OPPORTUNITIES AND THE SCHOOL STRUCTURE**

### **RECRUITMENT AND SELECTION**

- We endorse in full the Leicester City Council's Equal Opportunities in Employment Policy.
- The school's staff development and recruitment and selection policies are based on good single equality practice.
- We ensure that policies and procedures should benefit all employees and potential employees for example in recruitment, promotion and continual professional development whatever their ability, ethnicity, culture, religious affiliation, national origin, national status, gender or sexuality.
- As a Catholic Voluntary Academy we unequivocally state that our admissions criteria will give precedence to Catholic applicants and that we will follow the Catholic Bishops' Conference of England and Wales guidance on the appointment of staff.

### **ACTION PLANS**

- We recognise that the actions resulting from this policy are what make a difference.
- We acknowledge the importance of the effective links with local primary schools and St Paul's Catholic Secondary School in monitoring and furthering the progress of this policy.
- The school identifies vulnerable groups and aims to make reasonable adjustments and put in place intervention strategies to support progress.

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- Each year we put in place action plans within the school's improvement plan, setting out specific actions and projects to implement this policy.
- All subject areas across the school develop a range of intervention strategies where lack of progress has been identified for individual pupils in vulnerable groups and appropriate action is taken to address the balance and then monitored.
- All success achieved is celebrated and rewarded.
- Where progress is slow or stalled monitoring is continued and further strategies are implemented.

## **OUR EQUALITY PRACTICE WILL ENSURE THESE BENEFITS**

- All pupils achieve their full potential and that the performance and progress of all children is broadly similar.
- Challenging discrimination in all forms whilst at the same time celebrating diversity across all areas of the curriculum.
- The school utilises the experiences and expertise of children, parents, staff and members of the local community.
- There are no disparities for the benefit of all in rewards and sanctions across different racial groups.
- All members of the governing body are fully aware of their responsibilities in relation to equality.
- Incidents of racism and racial harassment and other acts motivated by discrimination in any form, are dealt with promptly, sensitively and effectively. (See Appendices 1 – 4)
- All members of the school community feel valued and able to contribute fully to all aspects of the school's work.
- There is a rich sense of community within the school.
- The school is respected for its commitment and effectiveness in the promotion of equality and inclusion for all.

## **ETHOS AND ORGANISATION**

- We ensure that the guiding principles apply to the full range of policies and practices including those concerned with:
  - Learners' progress, attainment and achievement
  - Learners' personal development, welfare and well-being
  - Teaching styles and strategies

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- Admissions and attendance
- Staff recruitment, retention and professional development
- Care, guidance and support
- Good behaviour and Anti-bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

## **ADDRESSING PREJUDICE AND PREJUDICE RELATED BULLYING**

- The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties referred to within the legal framework.
- The school is opposed to prejudices around ability or additional needs.
- The school is opposed to prejudices around racism and those directed at travellers, migrants, refugees and those seeking asylum.
- The school is opposed to prejudices reflecting sexism.
- There is guidance for staff on how prejudice related incidents should be identified, assessed, recorded and dealt with.
- We take seriously our obligation to report regularly to the local authority about numbers, types and seriousness of prejudice related incidents at our school and how they are dealt with.
- The school works closely with other schools in the local area and with the local Community Police Department to improve Community Cohesion not only locally but nationally.

## **COMMITMENTS**

- Responsibility for the full implementation of the Single Equality Policy belongs to the governing body.
- The governing body is wholly responsible for ensuring that the school fulfils its legal responsibility in accordance with the Equality Act 201 and the new Public Sector Equality Duty 2011.
- The governing body and senior management team will be proactive in promoting equality and good community relations and addressing unlawful discrimination in any form.
- The governing body will maintain an overview of implementation of the equality policy and equality will be a regular agenda item at curriculum and personnel meetings.

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- The senior management team will work in partnership with others to challenge and resolve discrimination and establish, promote and disseminate equality good practice.
- The governing body will seek to ensure that the school's demographic profile, including staffing, parental involvement, and the make up of the governors reflects that of the local community.
- The governing body and senior management team will encourage and support all pupils and staff to reach their full potential.

## **ROLES AND RESPONSIBILITIES**

### **A. GOVERNORS**

- The governing body is responsible for ensuring that it complies with Race Relations legislation, including the general and specific duties arising from the Race Relations Amendment Act 2000 and the Equality Bill 2011.
- The governing body is responsible, with assistance from the Headteacher, for ensuring that the policy and its related procedures and strategies are implemented.
- There is a governor who had lead responsibility for equality.

### **B. HEADTEACHER**

- The Headteacher is responsible, with the governing body for ensuring that the policy and its related procedures and strategies are implemented.
- The Headteacher is responsible for ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil them.
- The Headteacher is responsible for disciplinary action being taken against staff, pupils or parents who discriminate against any group or person.
- The person responsible for dealing with reported incidents or racism and racial harassment is the Headteacher supported by our Deputy Head and F2/KS1 Co-ordinator.

### **C. PEOPLE WITH SPECIFIC RESPONSIBILITIES**

- The name of the person responsible for co-ordinating equality work is the Headteacher.

### **D. TEACHING STAFF**

- Teaching staff are responsible for ensuring that pupils from all groups are included in appropriate activities and have full access to the curriculum through both planning and implementation.
- Teaching staff are responsible for promoting equality and diversity through teaching and through relations with pupils, staff, parents and the wider community when they are encountered.

#### E. ALL STAFF

- All staff should not discriminate on any grounds.
- All staff should know how to deal with incidents of all forms of discrimination, and how to identify and challenge bias and stereotyping.
- All staff should keep themselves up to date with Equality legislation, and are required to attend appropriate training and information events organised by the school, governors, local authority and Diocese.

#### F. VISITORS AND CONTRACTORS

- Visitors and contractors are responsible for complying with the school's equality policy.

#### G. PARENTS

- Parents are responsible for supporting the school ethos, policies and procedures.

## **POLICY PLANNING AND REVIEW**

### **Policy Planning**

- All policies support and reflect the values set out in the school's Single Equality Policy ensuring that children have equal access to the curriculum.
- The impact of the equality policy will be assessed and evaluated on an ongoing basis by the Curriculum Sub-committee.
- Policy evaluations and auditing tools e.g. Young, Gifted and Equal and/or Learning for All, will be used to identify specific targets for action on equality issues.
- Equality targets will be included in relevant strategic plans such as the School Improvement Plan and School Self Evaluation Form.

### **Monitoring**

- The school will use monitoring data to monitor the attainment and progress of pupils and to set targets for removing any identified disparities between different groups of pupils.
- Data, supplied by parents on admissions, attendance, exclusions, rewards and sanctions will be used to inform planning and decision making.

### **Reviewing and Evaluating Policies**

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- All policies and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in:
  - Promoting community cohesion and building capacity to support equality.
  - Promoting equality and fostering good relations
  - Eliminating discrimination in all forms and tackling inequality in supporting vulnerable groups.
- The implications of equality will be considered when reviewing all school policies and will be built into school self-review and evaluation frameworks.
- Equality issues arising from reviews and evaluation will be used to inform planning and decision making.

### **Monitoring and Evaluation**

- We collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate.
- In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to abilities and additional needs, ethnicity, gender and other vulnerable groups as identified by the school.
- We use the data collected to form strategies for improvement to try to ensure equality in learning.

### **Monitoring and Evaluation Process**

Monitoring and evaluation in our school takes a number of different forms.

- All staff have varying degrees of responsibility for this ongoing process which provides for constant and regular review and discussions amongst staff and in particular year group teams.
- Regular assessments are carried out across the school and the progress of all children is closely monitored to support the individual learning of all. Statistical patterns for every type of group are monitored and compared to both LA and national performance to ensure that all pupils are making appropriate performance compared to all schools and to schools in similar circumstances.
- Once a term the Headteacher meets with all teachers to review progress made by individual pupils and to plan strategies used across the school to support and extend individual's learning. This review process ensures that these strategies are effective and that the expected progress is being made by the children involved.
- Our SENCo monitors closely all pupils with learning difficulties and ensures appropriate measures are in place to address their needs and monitor their progress.

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- Our EAL Co-ordinator ensures that language levels of our EAL children are assessed at their point of entry to our school and termly after that. Class teachers are fully involved in this process to ensure appropriate work is provided for these children.
- The Headteacher and Assistant Headteacher make regular classroom observations and subject co-ordinators monitor all the year group global plans and carry out classroom observations as part of the school's agreed monitoring and assessment structures. Curriculum policies are reviewed on a regular basis and the school budget commits funds to support curriculum enrichment for all.

All the above will include equal opportunities issues and the promotion of equality. This is also supported by the school's SEND inclusion policy.

### **Publishing Results of Monitoring and Assessment**

- Adjustments are made to plans as an ongoing process.
- Individual pupil results are reported to all parents.
- Parents in Years 2 and 6 also receive the percentages of the whole year group achieving each level.
- Ongoing assessments, end of year SATs results are monitored in terms of equality.
- Racial incidents are reported termly.
- Confidentiality – information passed to governors and LA about equality incidents is in general terms and individuals will not be identified.

### **Religious Observance**

- We respect the religious beliefs and practices of all staff, pupils, parents and carers and comply with reasonable requests relating to religious observance and practice.

### **Staff Development and Training**

- We ensure that all staff, teaching and non teaching, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Implementing the Policy**

- The policy will be monitored and evaluated annually.
- It is the responsibility of the governors to review the policy fully every 3 years.
- It is the responsibility of all members of the school community to implement the policy.

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- The results of all monitoring will be reported to the governors.

### **Breaches of the Policy**

Our aim is for everyone associated with our school community to **ACTIVELY PROMOTE EQUALITY**.

If there are incidences of the policy being breached the matter will be discussed with the individuals concerned and appropriate action will be taken.

It is the duty of everyone to challenge incidences of inequality or discrimination in any form if they feel confident to do so. In any event the Headteacher must be informed so appropriate action may be taken.

This action will include some or all of the following:

- Discussion with child(ren) or adult(s).
- Support for victims.
- Contact with parents or victims and perpetrator.
- Record of incident kept and reported termly to the governors.
- Grievance procedure.
- Action within employment legislation.
- Legal action in conjunction with the School's/Corpus Christi Trust legal advisors.

Report forms for use in this process form part of the appendices of this policy.

### **Availability and Promotion**

- This policy is made available to all governors and staff and is reviewed annually.
- Copies for parents and visitors are available in the school office and on the school website.
- Along with our policies and practices it underpins all that we do.

### **Consultation List**

- All staff
- All governors
- All parents
- Special Needs Teaching Service
- Members of the School Council

### **Legal Framework**

- We welcome our duties under the 'Disability Discrimination Acts 1995 and 2005'; the 'Race Relations Act 1976' as amended by the 'Race Relations Amendment Act 2000', the 'Sex Discrimination Act 1975' as amended by the 'Equality Act 2006' and the expectation in the 'Equality Bill 2011' that we should promote equality, diversity and good relations in relation to age (as appropriate), faith and religion, gender, reassignment and sexual gender identity.

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- We welcome our duty under the ‘Education and Inspections Act 2006’ to promote community cohesion.
- We recognise that these duties are essential for achieving the five outcomes of the ‘Every Child Matters’ framework and that they reflect international human rights standards as expressed in the ‘UN Convention on the Rights of the Child’, the ‘UN Convention on the Rights of People with Disabilities’ and the ‘Human Rights Act 1998’.

Approved by the Governing Body

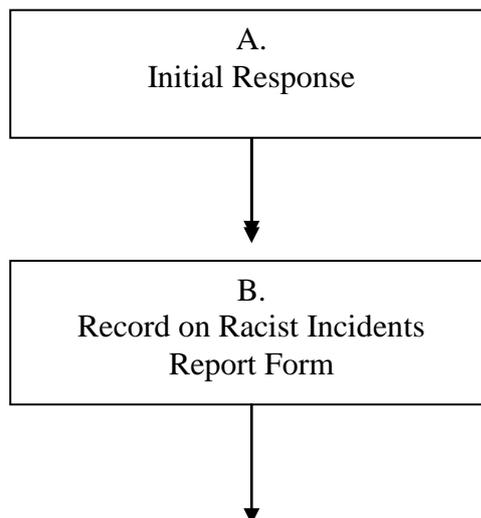
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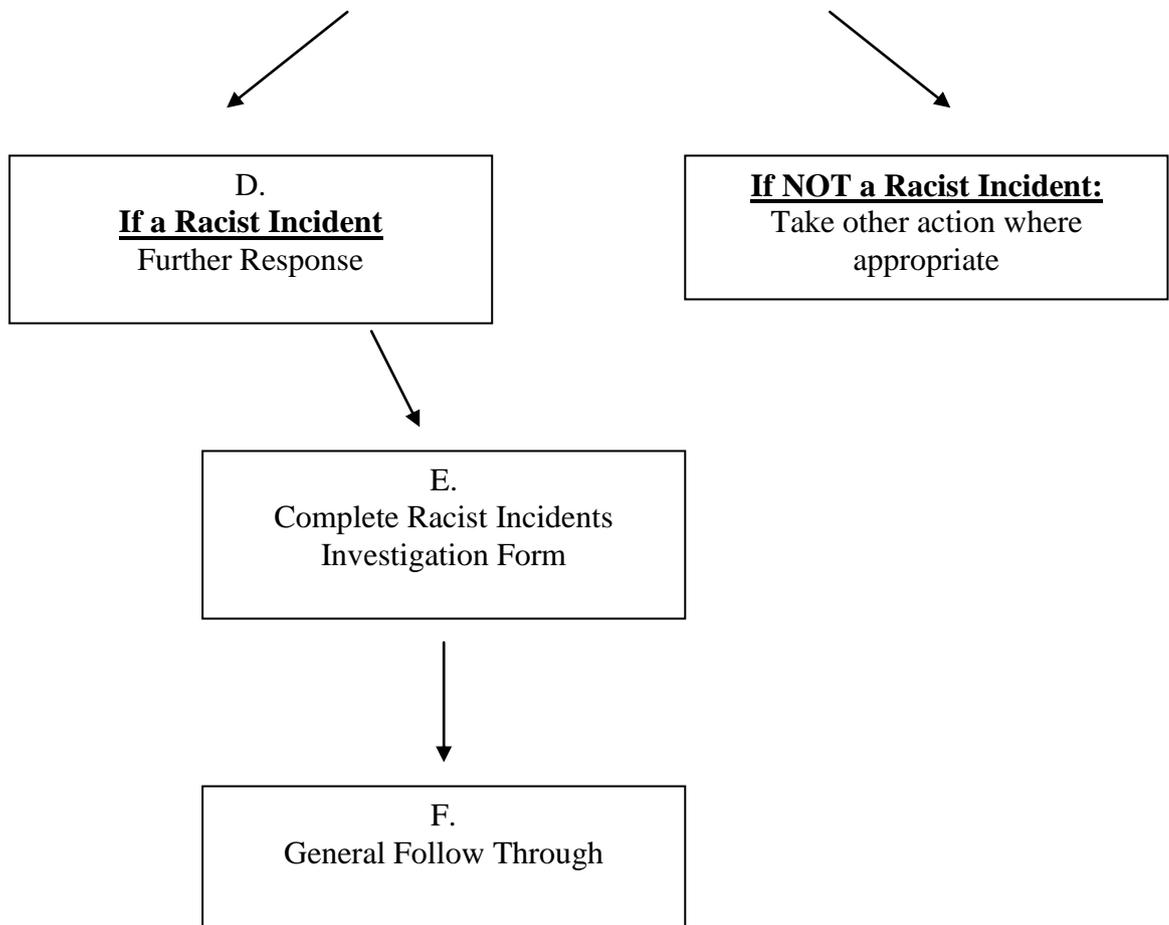
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**APPENDIX 1**

This flow diagram provides an overview of actions that need to be taken. See the following pages for detailed guidance.

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**Alleged racist incident** – if anyone feels an incident is racist then:

A. Initial Response

- Treat the issue seriously
- Respond immediately
- Reinforce school's position and rules on racism
- Focus on the perpetrator's behaviour (rather than the person)
- Support and affirm the victim
- Connect with pupils' feelings
- Support and affirm the victim, explaining how racism works through the stereotyping of an individual

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#### B. Record

- Fill in racist incident report form (**See Appendix 2**)
- Notify the Headteacher who is responsible for dealing with racist incidents

#### C. Investigate

- Senior management to lead
- Listen to all parties
- Address underlying issues, e.g. an incident may not be racial in origin – it might be a dispute over resources in which racist abuse has been used: in which case the original issue should be sorted out as well as the use of unacceptable words that made it a racist incident.
- Make sure race issues are covered – do not just treat incidents as, say, a case of simple bullying – be able to explain why it is a racist incident if you judge it to be such
- Reinforce school's position and rules on racism
- If its not judged to be a racist incident this would need to be explained to the parties involved, though the incident might still remain as another kind of infringement of the school's behaviour policy which needed a response.

#### D. Further Response

- Inform (a standard note can be useful) and involve class teachers
- Follow through with both victim and perpetrator
- Address the perpetrator's racist behaviour and correct racist misperceptions, e.g. about not belonging in 'our' country
- Reinforce the school's position and rules on racism
- Bring both parties together and give them a chance to be involved in resolving the situation
- Contact parents/carers (social services in the case of 'looked after children') of both the victims as well as the perpetrators – a procedure for reporting should be in place. This could involve a letter appropriate to the situation with a phone call with an invitation to come in to school (if felt appropriate)

NB. Victims have a right to refer cases to the police if their parents so wish and all parties have a right to appeal to the Governing Body

#### E. Complete Racist Incident Investigation Form

- Complete Racist Incident Investigation Form (**See Appendix 3**)

#### F. General Follow Through

- Follow through with appropriate measures to reinforce the school's position with individuals/group/class/school via assembly, circle time and curriculum
- Present monitoring returns to staff to ensure regular discussion and development of good practice

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- Continue to encourage pupils to report and discuss racist incidents and how they should respond
- Use existing means of involving pupils, such as a pupil post box or school council
- Work with other agencies to promote good race relations
- Governing Bodies could be informed termly of incidents and actions taken to deal with them as part of the Headteacher's termly report
- Governing Bodies can look for patterns, good practice etc. using Guidance on Evaluating Racist Incidents Returns (**See Appendix 4**)
- Nominate a governor to have oversight of this area

NB. Given that there may be sometimes ongoing exclusion, disciplinary, grievance and legal proceedings in connection with incidents, names of individuals should not be used.

All the above should be dealt with in accordance with Data Protection and confidentiality should be maintained at all times.

## **APPENDIX 2**

### **RACIST INCIDENT REPORT FORM**

To be completed as soon as possible by member of staff/person observing/reporting incident and handed to designated member of senior management team.

Date  Time  Location

[Type text]

Name of person reporting incident

**1. Type of Incident (Please tick all relevant boxes)**

- 1. Refusal to work/co-operate with peer
- 2. Verbal abuse:
  - a) names and comments
  - b) ridicule
  - c) threats
  - d) incitement
- 3. Written abuse:
  - a) graffiti
  - b) in/on books etc.
  - c) offensive pamphlets/cartoons
- 4. Physical abuse
- 5. Vandalism/abuse of property
- 6. Organised racist activity:
  - a) badges/insignia
  - b) leaflets & other materials

7. Other (Please specify)

**2. Those Involved**

Alleged victim/s

Alleged perpetrator/s  
(if known)

Witnesses  
(if known)

**3. Has a written account of incident been provided?**

Please tick

YES

NO

Signed (teacher/other adult)..... Date .....

**APPENDIX 3**

**RACIST INCIDENT INVESTIGATION FORM**

To be attached to Racist Incident Report Form, completed by designated member of management team within 3 working days of incident, copied to Headteacher, recorded on Racist Incident Tally Sheet and filed. (See Appendix 4)

[Type text]

October 2016

**1. Account of incident** (if not covered by Report Form)

**2. Those involved**

Please mark\* if incident involves asylum seeker/refugee

Alleged Vicim/s	A. Status	B. Ethnicity*	C. Gender
Alleged Perpetrator/s	A. Status	B. Ethnicity*	C. Gender

**3. Action taken**

Victim/s
Perpetrator/s
Parent/Carer/s
Action taken involving other agencies e.g. Education Dept, Police etc.

**4. Comment** (including incidents considered non-racist – use additional sheet if necessary)

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Also recorded on

FORM S01		FORM SO2	
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Signed ..... Date .....

[Type text]

## APPENDIX 4

## RACIST INCIDENT MONITORING FORM

Contact Person: \_\_\_\_\_ School: \_\_\_\_\_ Dates covered from: \_\_\_\_\_ to: \_\_\_\_\_

INCIDENTS		VICTIMS				PERPETRATORS							
No. of recorded incidents		Nos. by ethnicity and gender			M	F	Total	Nos. by ethnicity and gender			M	F	Total
No. confirmed as racist		a	1	Asian/AsianBritish: <b>Indian</b>				a	1	Asian/AsianBritish: <b>Indian</b>			
No. of incidents by category	No.		2	Asian/Asian British: <b>Pakistani</b>					2	Asian/Asian British: <b>Pakistani</b>			
1. Refusal to work/co-operate with			3	Asian/AsianBritish: <b>Bangladeshi</b>					3	Asian/AsianBritish: <b>Bangladeshi</b>			
2. Verbal Abuse			4	Asian/AsianBritish: <b>African Asian</b>					4	Asian/AsianBritish: <b>African Asian</b>			
3. Written Abuse			5	Asian/AsianBritish: <b>Other Asian</b>					5	Asian/AsianBritish: <b>Other Asian</b>			
4. Physical Abuse		b	1	Black/Black British: <b>Somali</b>				b	1	Black/Black British: <b>Somali</b>			
5. Vandalism/abuse of property			2	Black/Black British: <b>Other African</b>					2	Black/Black British: <b>Other African</b>			
6. Organised racist activity			3	Black/Black British: <b>Caribbean</b>					3	Black/Black British: <b>Caribbean</b>			
7. Other			4	Black/Black British: <b>Other Black</b>					4	Black/Black British: <b>Other Black</b>			
		c	1	Mixed/Dual Heritage: <b>Asian &amp; White</b>				c	1	Mixed/Dual Heritage: <b>Asian &amp; White</b>			
			2	Mixed/Dual Heritage: <b>Black African &amp; White</b>					2	Mixed/Dual Heritage: <b>Black African &amp; White</b>			
			3	Mixed/Dual Heritage: <b>Black Caribbean &amp; White</b>					3	Mixed/Dual Heritage: <b>Black Caribbean &amp; White</b>			
		d	1	White/WhiteBritish: <b>White</b>				d	1	White/WhiteBritish: <b>White</b>			
			2	White/WhiteBritish: <b>Irish</b>					2	White/WhiteBritish: <b>Irish</b>			
			3	White/WhiteBritish: <b>Irish Traveller</b>					3	White/WhiteBritish: <b>Irish Traveller</b>			
			4	White/WhiteBritish: <b>Gypsy/Roma</b>					4	White/WhiteBritish: <b>Gypsy/Roma</b>			
			5	White/WhiteBritish: <b>Other European</b>					5	White/WhiteBritish: <b>Other European</b>			
			6	White/WhiteBritish: <b>Other</b>					6	White/WhiteBritish: <b>Other</b>			
		e	1	Chinese				e	1	Chinese			
		f	1	Other Ethnic Group				f	1	Other Ethnic Group			
		TOTALS						TOTALS					
		Nos. where victims identified as refugees/asylum seekers						Nos. where victims identified as refugees/asylum seekers					
								Nos. of non-pupil victims					

Please send to Forest Lodge Education Centre using internal post