



Alvaston Infant and Nursery School

Racial Equality /Harassment and Cultural Diversity Policy and Guidelines

Jan 2020

The new version of this policy has not yet been ratified by the Headteacher and Chair of Governors

Review date	Version number	By whom	Summary of changes made	Date implemented	Date ratified
March 17	1.1	MA	No change	Jan 2020	

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Race Equality/Harassment and Cultural Diversity Policy and Guidelines

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Background notes

- Under the Race Relations (Amendment) Act, every school in Britain is required to prepare and maintain a written race equality policy. This may be free-standing paper or else may be part of a wider policy, for example on equal opportunities generally. If part of a wider policy, the race equality component must be easily identifiable.
- The draft policy statement in this paper has been compiled in accordance with the Code of Practice on the Duty to Promote Race Equality issued by the Commission for Racial Equality in December 2001, and preparing a race equality policy for schools, issued in March 2002.
- Other documents used include, Aiming High: Raising the Achievement of Minority Ethnic Pupils, DfES/0183/2003

1 Legal duties:

Under the Race Relations (Amendment) Act 2000 we are committed to:

- Promoting equality of opportunity;
- Promoting good relations between members of different racial, cultural and religious groups and communities;
- Eliminating unlawful discrimination.

2 Guiding principles:

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Everyone should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Everyone should be helped to develop a sense of personal and cultural identity that is both confident and open to change, and that is receptive and respectful towards other identities.
- Everyone should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

3 The full range of school policies and practice:

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and assessment
- Behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- Staff recruitment and professional development
- Partnerships with parents and communities
- SEN&D

4 Racism and xenophobia

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards

religious groups and communities, for example Islamophobia, and against Travellers, refugees and asylum-seekers. This guidance refers to children and adults alike.

5 Responsibilities

The Governing Board and Headteacher are responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

They are also responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

6 Information

We will ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

7 Religious observance

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

8 Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, should there be sufficient data/incidents, we will make adjustments as appropriate.

GUIDELINES

Racist incidents can involve the following...

- Verbal abuse or threats including name calling
- Racist Graffiti
- Provocative behaviours; badges, cyber bullying, racist graffiti or incitement of others to behave in racist way
- Ridicule of cultural or religious differences: food, dress, language; etc.
- Physical assault because of colour, ethnicity, nationality or religion,
- Refusal to work/co-operate with others because of their race, colour, ethnicity, nationality or religion,

Failure to deal with any incident, no matter how minor, can be seen as condoning racism.

The Headteacher has the responsibility for dealing with racist incidents and should be informed of all incidents, co-ordinate investigations and ensure the necessary paperwork is completed and pastoral support is given. **However, ALL** staff are required to ensure that immediate responses to all forms of racial harassment are clearly and positively made to ensure that there is no misunderstanding by others that they in any way condone the abuse/harassment.

1. All allegations will be dealt with as soon as possible, the investigation being started on the day of the reporting of such incidents.
2. Parents and pupils will be kept fully informed on the investigation (victim and perpetrator).
3. All incidents will be fully documented and the LA informed of the incident.
4. The Governors will receive at least annual reports on the data of incidents.
5. The consequence of the incident will be determined by the Headteacher in consultation with all concerned.
6. Pastoral support will be given to the victim and as appropriate to the perpetrator to ensure there is no repetition.

Incidents involving Early Years Children

Dealing with racist incidents involving young children is an issue that needs careful consideration and thoughtful handling. Incidents involving young children do happen and teachers/early years practitioners need to respond to them positively and work to prevent their occurrence.

Research shows that young children are aware of physical differences related to ethnicity and they attach values to these differences in line with the judgements prevalent in the home, family, community and society. Children may use derogatory racist terms and behave in ways which are racist, i.e. refusing to sit next to or refusing to play with other children because of their ethnicity. Though this does not mean that they are confirmed racists, it would be a mistake to disregard or play down such behaviours because 'they didn't mean it' or 'she didn't really understand' or 'it's only a name'.

It may well be that what appears to a victim and others including their parents/carers to be a racist incident may not have an explicit racist intention. However, perpetrators must be faced with taking responsibility for the outcomes of their behaviour. They must be made aware of the hurt they have caused and not be allowed to feel empowered at someone else's expense.

At Alvaston Infant and Nursery School, we make it clear that all forms of racism are unacceptable. Racist name-calling is recorded and followed through. Action needs to be positive but also sensitive.

Staff dealing with young children need to know:

- What to say to affirm and support a child who has been hurt by racist comments and behaviour,
- How to communicate to parents/carers and help them support the child,
- What to say to a child when s/he inflicts this kind of hurt, and
- How to talk to their parents/carers about this.

All parents/carers need to:

- Know the school's position on racism and racist incidents,
- Understand the educational rationale for the school's stance,
- Understand what school procedures in this area are and how these might affect them,
- Know what they should do if their child has been subject to harassment,
- Be sensitive to changes in behaviour of their child that might indicate that s/he is being subject to harassment,
- Know what will happen if their child has been involved as a perpetrator,
- Know how the school is working pro-actively through the curriculum and school ethos to tackle racism,

In line with the Early Years Foundation Stage (EYFS), all staff need to enable children to:

- Be able to talk about differences sensitively,
- Ask appropriate questions about difference without being unkind and insensitive,
- Explore equality issues – e.g. using texts/dolls/puppets etc.
- Talk about racist, and other similar incidents,
- Develop the skills to counter racist (and other) teasing and to take appropriate action against abuse
- See the difference between accepting themselves and being proud of what they are, and feeling superior to, and diminishing others in order to bolster their self-image, and develop empathy.

Staff can refer to: Appendices 2 and 3 of the EYFS guidance "Building Futures: believing in children – A focus on provision for Black children in the EYFS, is available from <http://nationalstrategies.standards.dcsf.gov.uk/inclusion>

This policy will be reviewed in 2021 or sooner if there is change to school practice or legislation.



School Racist Incident Log

Names of children/staff involved		Date of incident:
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Type of incident:

Location of incident:					
Classroom		Other area in school (e.g., corridor, dining room, staff room) please specify		Outside the school but not in school time	
Playground		Outside the school but in school time		Other (please specify)	

Description of incident:

Details of support for victim:

Actions Taken:					
Verbal reprimand		Internal referral		Support plan/ programme	
Letter home		Meeting with parents		Exclusion	
Phone call home		Removal from lesson/ Internal exclusion		Other (please specify)	

Additional notes/ actions taken:

Form completed by:
Role:

