



“I have come in order that you might have life – life in all its fullness.”
John 10:10

Anti-Racist (Race Equality) Policy

Policy accepted by FGB on:	<i>7/12/2016</i>
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Signed (Chair of Governors):	
Statutory policy: <i>Yes/No</i>	On school website: <i>Yes/</i>

ANTI-RACIST (RACE EQUALITY) POLICY

1. Introduction

This policy reflects the general and specific duties on schools as detailed in the Equality Act 2010.

The general duty

The general duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

The specific duty

The specific duty requires us to:

- prepare a written policy on racial equality;
- assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups, including, in particular, the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

Other school policies

This Anti-Racist (Race Equality) Policy should be read in conjunction with the following school policies:

- Anti-Bullying
- Equal Opportunities
- Equality Duty
- Safeguarding and Child Protection
- School Behaviour (Pupil Discipline)
- Special Educational Needs.

2. What is Racism?

The Stephen Lawrence Inquiry Report defines racism as:

“conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form.”

Incidents of racism can take place in all schools – and need not necessarily be directed towards someone in the school.

Racist behaviour may be defined as any hostile or offensive act or expression by a person of one racial and ethnic origin against a person of another racial group or ethnic origin, or any incitement to commit such an act in such a manner that it interferes with the peace and comfort of the aggrieved person.

3. Our school ethos and values

As a Christian learning community, Christ Church C of E First School is committed to upholding the biblical principle that all human beings are made in the image of God and, as such, should be welcomed, accepted and valued as unique individuals of equal value and dignity.

We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here. We promote a positive culture of inclusion, in which all those connected to the school feel proud of their identity and able to participate fully in school life.

At Christ Church, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of age; disability; gender; gender identity; pregnancy or maternity; ethnicity, colour or national origin; religion or belief; sexual orientation; or socio-economic background.

As a school, we aim to tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, and creating an environment which champions respect for all.

At Christ Church, we aim to ensure that every adult and child is treated fairly and has equality of opportunity to participate fully in the life of the school. We also work to develop good relations between people from different groups.

We try to make sure that our school is a safe and secure place for everyone.

We do not put up with unfair treatment or bullying of any kind.

We recognise that people have different needs and we understand that treating people equally does not always involve treating them all the same. When people face particular difficulties they need extra support to help them achieve success and we try to do this for people in our school community.

We also try to make sure that people from different groups are consulted and involved in our decisions, for example, through talking to pupils and parents and carers, and through our School Council.

4. School context

The overwhelming majority of pupils on roll at Christ Church are White British, and Gypsy Roma Traveller (GRT) pupils constitute the school's single largest minority ethnic group. In 2015–16:

- GRT pupils accounted for 16% of the total school population; 29% of Year 1.
- children with English as an additional language (EAL) were 7% of school; 10% of Year 3.
- black or ethnic minority (BME) children were 4% of school; 6% of Year 3.

The Experian index of complex social need shows Christ Church’s pupil population to be the fourth most socially deprived in Somerset (April 2016). See table below.

Christ Church C of E First School 2015–16	Ranking (out of 212 first and primary schools in Somerset)
Gypsy Roma Traveller = 29 pupils (16%)	1 st
Pupil Premium = 77 pupils (43%)	6 th
SEN = 66 pupils (37%)	11 th
EHCP = 2 pupils (1%)	21 st
EAL = 12 pupils (7%)	43 rd
Overall Experian score for complex social need	4 th

5. Roles and responsibilities

The Governing Body is responsible for ensuring that Christ Church complies with legislation and that this policy and its related procedures and strategies are implemented. The Governing Body monitors prejudice-based incidents on an annual basis and ensures that, where appropriate, this review informs future planning.

The Headteacher is responsible for implementing the Anti-Racist (Race Equality) Policy and for ensuring that all staff are aware of their responsibilities and are given appropriate training and support.

The Headteacher is responsible for investigating prejudice-based incidents and keeping parents and carers informed of the outcomes of investigations. All racial incidents must be recorded and reported to the Local Authority.

All teachers and other staff are expected to respond appropriately to any prejudice-based incidents that may occur, indicating why such behaviour is not acceptable. They also know that whenever an incident is reported to them by someone else as racist or based on other prejudices, or whenever they themselves think it may be prejudice-based, they must report it to the Headteacher or to another member of the school’s Senior Leadership Team (SLT).

All children are encouraged to treat each other and people they meet with tolerance and mutual respect, and to report any prejudice-based incidents to an adult in school.

Parents and carers are made aware of this policy and encouraged to report any prejudice-based incidents to a staff member. They are also encouraged to support the school’s inclusive ethos and aims through their interaction with children.

6. Procedures for handling prejudice-related incidents

We are opposed to all forms of racism and xenophobia, including those which are directed towards religious groups and communities, for example, anti-Semitism and

Islamophobia, and against refugees, asylum-seekers and members of GRT communities. Similarly, we stand against disabilities-related hate crimes, homophobia, sexism and all other manifestations of prejudice and discrimination.

Offensive and/or inappropriate discriminatory comments and/or actions will not be accepted. And even where there is no specific victim, school staff and pupils are still expected to report a prejudice-related incident to the Headteacher or to another member of the school's SLT.

We note that sometimes no overt racist or other discriminatory language may have been used and it may not be immediately apparent that an incident is based on prejudice. In order to ensure that incidents are always properly investigated and never treated lightly because the individual person to whom an incident is first reported is not sure that a particular incident was racist, we follow the recommendation of The Stephen Lawrence Inquiry report (1999) that, for the purposes of reporting and recording, "a racist incident is any incident which is perceived to be racist by the victim or any other person".

Our approach to responding to individual incidents and, in particular, the sanctions we take, will vary depending on several factors, including which of the following broad categories the incident falls into:

- No offence was intended or taken.
- Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.
- Hurt or distress was caused, and the children and young people (or adults) responsible, had previously been warned that their behaviour was unacceptable.
- Substantial hurt or distress was caused; the behaviour was based on substantial hostility and prejudice; the behaviour may be repeated.

At Christ Church, we are never dismissive about prejudice-based incidents, for example ignoring or making light of them. Nor do we take a merely punitive approach – expressing disapproval or punishing without complementary teaching and learning about **why** prejudice-based incidents are wrong, or why comments/actions have caused hurt.

We always ensure we take the time to help children understand why prejudice-based behaviour is wrong and, wherever appropriate, we use restorative approaches, which include:

- supporting the victim(s) by attending to the needs of those on the receiving end of prejudice;
- preventing reoffending by enabling offenders to assume active responsibility for their actions and reintegrating them into the school community;
- avoiding escalation; and

- repairing and recreating the community damaged by the bullying or other prejudice-based behaviour.

Where an incident is serious and/or criminal, the Police should be contacted. They will advise on appropriate action.

7. **Dealing with offensive graffiti**

Any racist or other offensive graffiti found on school property will be recorded and then removed by the site manager.

8. **Promoting tolerance and mutual respect**

At Christ Church we proactively tackle racist assumptions and prejudices, and promote equality of opportunity and good race relations. Across all aspects of school life, we support community cohesion by promoting positive attitudes and good relations between people from different backgrounds. For instance, our curriculum and acts of collective worship reflect and celebrate the multi-racial nature of modern Britain and cultural diversity within our own locality.

We aim to provide all children with the opportunity to succeed socially and academically. We nurture curiosity, creativity, ambition and resilience through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children develop a moral compass based on Christian values, which allows them to flourish and achieve as caring, respectful, tolerant, active citizens.

We want children to have the knowledge, skills and confidence necessary to identify, challenge and report unfairness and prejudice. We want them to know that racism is wrong, and to have the courage to stand up for what is right.

At Christ Church, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extracurricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils;
- promote fundamental British values.

9. Monitoring admission, attendance, discipline and exclusions

The school is committed to ensuring that all processes are fairly applied. Where data shows discrepancies in patterns of attendance or exclusion between different groups of children, this will be addressed to identify causes and to seek positive ways forward in order to promote fair and equal access to education.

10. Monitoring pupil progress and closing attainment gaps

At Christ Church we make regular assessments of pupils' learning and use this information to track their progress as they move through the school. As part of this process, we will monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress. We then use this information to adjust future teaching and learning plans, as necessary.

Where under achievement is identified, it will be addressed within school as a matter of principle and priority, and, where necessary, input and advice will be sought from outside agencies. Support will be allocated and monitored by the SENCO (Special Educational Needs Coordinator) in consultation with class teachers.

In line with our Equality Duty, we take proportionate positive actions to help particular groups of pupils to overcome disadvantages which are linked to a protected characteristic (e.g. organising interventions for groups of both GRT and non-GRT children and their families, but with the aim of specifically benefiting GRT children).

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Governing Body receives regular updates on pupil performance information.

As a matter of course, school performance information is compared to national data and LA data to ensure that pupils are making appropriate progress when compared to all schools and to schools in similar circumstances.

11. Work in partnership to support and extend learning for GRT children

Ofsted guidance – *Provision and support for Traveller pupils* (Ofsted, 2003) – states that schools should “promote and affirm the culture and lifestyle of Traveller pupils in a way that reflects the principles of recent legislation on race equality and that improves the quality and accuracy of pupils’ and teachers’ knowledge [and] take greater responsibility for promoting and sustaining links with Traveller families.”

In line with Somerset County Council guidance – *Meeting the needs of pupils from Gypsy, Irish Traveller, New Traveller Circus and Fairground Communities* (Somerset County Council Equalities and Diversity Team, June 2006) – Christ Church will:

- welcome GRT parents and carers into school, and promote home–school links;
- ensure that GRT families understand and can access the school system;

- admit GRT children promptly to allow continuity of education for highly mobile pupils;
- make use of the Traveller Education Service, for example if GRT parents/carers are unable to read;
- explain attendance requirements to GRT parents and carers;
- ensure all staff expect GRT pupils to attend full-time and communicate this expectation to GRT pupils, parents and carers;
- use school procedures and then the Traveller Education Service/Education Social Worker to follow up any GRT children who do not attend;
- encourage attendance at parents' evenings, school trips, school fetes, etc., through personal contact (the Traveller Education Service can help with such contacts);
- carry out initial assessments of newly arrived GRT pupils with parents (and the child where appropriate);
- ensure that all children and families can access community opportunities and the extended curriculum;
- have systems in place to problem-solve with GRT children, parents and community groups.

12. Staff recruitment, induction and continuing professional development

Christ Church C of E First School is committed to being a workplace where all job applicants and all employees are treated as individuals with dignity and respect, and where positive challenge to violation of human rights, harassment, victimisation and discriminatory behaviour is part of daily working practice.

At Christ Church, staff training will:

- make everyone aware of the professional standards, ethos and values set out in the school's Dignity at Work Policy and Anti-Racist (Race Equality) Policy;
- build the confidence of the whole school community to embrace diversity and challenge prejudice and discrimination;
- raise awareness amongst all school staff of the needs of GRT, EAL and BME pupils (see section 5, above) and the necessity to close attainment gaps;
- emphasise the necessity to build trust and ensure communication with parents, carers and families of GRT, EAL and BME pupils;
- alert staff to curriculum resources which promote tolerance and mutual respect.

For information about equality of opportunity for school staff, see Christ Church's Equal Opportunities Policy.

The school will:

- supply the LA with employment data related to racial groups employed within the school.
- recruit, induct and develop a workforce on the basis of merit.
- ensure the recruitment process is free from bias.

- offer CPD opportunities to all staff.
- ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

13. 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.

14. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

15. Monitoring and evaluation

Parents receive an annual questionnaire about the school and this will include some questions about the success of our policies in promoting their involvement in their children's learning.