



BEAUFORT HILL PRIMARY SCHOOL

A SCHOOL POLICY

FOR

EQUALITY and DIVERSITY

(Race Equality, Gender, Faith, Age, Disability)

and

RACIAL HARASSMENT

**Considered and Agreed by All Staff
January 2022**

**Submitted to Governors for consideration and Approval
January 2022**

BEAUFORT HILL PRIMARY SCHOOL RACE EQUALITY POLICY

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1. General statement of policy

The School is committed to working towards equality for all, including race, gender, faith, age and people with any disability, prompting positive approaches to difference and fostering respect for people of all cultural backgrounds. The school is opposed to all forms of racial prejudice and discrimination of any type or group. Language or behaviour which is racist or potentially damaging to any ethnic or racial, or other group will not be tolerated and will be challenged. The school recognises that Wales and the UK have diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are adequately prepared to live in such a diverse society.

All pupils, staff and visitors to school will be treated equally irrespective of race, gender, faith, age or disability.

2. Responsibilities

Governing Body

- The Governing Body is responsible for ensuring that the school complies with Race Relations Legislation, including the general and specific duties in the amended 200 Act.
- With assistance from the headteacher, the Governing Body has responsibility for implementing appropriate courses of action to enable the school to adhere to this Race Equality Policy.
- The Governing Body includes Race Equality issues as a regular item on the agenda of Governing Body meetings and has a named governor for Equalities, who is Mr. John Wright.

Headteacher

- The headteacher has overall responsibility, with the Governing Body, for implementing appropriate courses of action to enable the school to adhere to this Race Equality Policy.
- The headteacher ensures that staff receive training and are informed of the implications of the policy, including the relevant legislation.

It is recognised that all staff have a responsibility to promote racial harmony within the school but to ensure appropriate focus and a strategic approach 'named persons' will be identified.

Named person for Racist Incidents

- The named person/s for Racist incidents is Mr. P. Brookman

- The named person ensured that all reported racist incidents are recorded in a register and that Racist Incident Report forms are completed and sent on to the LEA.

Named person for Equalities

- The named person for Equalities or Equal Opportunities is Mr. P. Brookman. The named person for Equalities ensures that the school regularly reviews and evaluates all policies and practices in relation to Race Equality, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities. The named person ensures equality for all irrespective of race, gender, faith, age or disability.

PSE Coordinator

- The PSE Coordinator is Mrs. Donna Pinch
- The PSE Coordinator ensures that race and cultural diversity issues are addressed in the implementation of the PSE Framework throughout the school, developing attitudes and values which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge racism.

RVE Leads

- The RVE Leads are Mrs. Kerry Eccles and Miss Donna Rees.
- The RVE Leads ensures that religious education within the school is in line with SACRE guidance. That RVE is taught in a positive, balanced way, that different viewpoints are always valued and respected and that stereotypical views of particular faith groups are not perpetuated but examined in an objective, relevant way.
- School uses 'NO OUTSIDERS' programme to teach diversity and racism. RE is followed through the SACRE Gwent Syllabus.

Teaching Staff

- All teaching staff are responsible for keeping up-to-date with Race Relations legislation and Equality matters. Training 19.01.23
- They know how to deal with racist incidents in the classroom, how to promote diversity, and how to identify and challenge bias and stereotyping.
- In their teaching, they encourage positive working relationships between pupils and ensure that pupils of all racial and ethnic groups are included in all activities and have access to the curriculum.
- Teaching staff never discriminate, or allow personal feelings, prejudices or assumptions about racial or ethnic groups to affect their treatment of particular pupils, parents or other staff.

Non-teaching staff (including all administrative staff, lunchtime supervisors, catering workers and caretakers)

- All non-teaching staff are responsible for ensuring that they do not discriminate in carrying out their functions, or allow personal feelings,

prejudices, assumptions or stereotypes about racial or ethnic groups to affect their treatment of particular pupils, parents or other staff.

All employees

- All school employees have a responsibility to read, understand and comply with this policy.

Visitors and contractors working on site

- Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on race equality and incidents of racial harassment.

iii Consultation

- This policy was developed in consultation with the following :
 - Staff
 - Pupils
 - Parents
 - Governors
 - Community Groups/Representatives
 - South East Wales Race Equality Council (SEWREC)

Iv Communication

- The full policy is :
 - published in the staff handbook
 - given to all non-LEA contractors or service providers, who are made aware of their need to comply with the policy and are asked for their own
 - brought to the attention of parents together with the school's work on 'learning for All' and is available on request for parents, visitors and members of the wider community.
- The Equal opportunities summary is :
 - sent to all job applicants
 - published in the school prospectus
 - displayed around the school premises
 - available on request for parents, visitors and members of the wider community
- The Equal Opportunities summary and Race Equality policy will be translated on request.

Sections related to specific aspects of School function

1. Whole School Ethos

- 1.1 Ethnic make-up of the school
In our school community, there are people with a range of ethnic and religious backgrounds including :

Welsh, English, Scottish and Romanian

All of these people, their faiths, cultures and languages are valued by the school.
- 1.2 Celebrating and catering for diversity
We take every care to ensure the specific needs of all ethnic and religious groups are addressed in school by celebrating diversity, catering for the dietary and dress requirements of different religious groups and allowing pupils to observe various religious commemorations and festivals.
- 1.3 Preparation for life in a multiethnic society
We encourage all pupils to understand, respect and value peoples, cultures and faiths with which they are unfamiliar in order to prepare them for life in a multi-ethnic society.
2. Pupil attainment, personal development and assessment
 - 2.1 Attainment and progress
Our aim is to ensure that all pupils achieve to their full potential. We monitor individual pupils' progress for signs of underachievement and we use ethnic monitoring to identify any differences between the performance of ethnic groups. These are addressed through planned and targeted support. Where required advice will be sought from LEA Advisers and from GEMSS.
 - 2.2 Pastoral support
our pastoral support takes account of religious and ethnic differences and the experiences of refugee and asylum seeker children.
 - 2.3 Support for EAL pupils
We provide appropriate support for pupils for whom English is an additional language, in consultation with GEMSS, and encourage them to use and develop their home languages, where possible.
 - 2.4 Careers and work experience
We encourage all pupils to consider the full range of work experience and post-school options to ensure there is no stereotyping of ethnic or racial groups.
 - 2.5 Assessment
We take care to ensure that minority ethnic pupils, those for whom English is an additional language and refugee and asylum seeker children are not disadvantaged through cultural and linguistic bias or lack of support in assessment. Where required advice will be sought from LEA Advisers and GEMSS.
 - 2.6 Additional Needs

We make sure that accurate assessments of special educational needs are made for minority ethnic pupils, those for whom English is an additional language, and for refugee and asylum seeker children. All pupils with special educational needs receive appropriate support.

3. Curriculum, teaching and resources
 - 3.1 Prompting cultural diversity through the curriculum
We promote cultural diversity in the curriculum through teaching positive, culturally diverse content, systematically reviewing documentation to ensure appropriate content and by fostering respect for people of different racial and ethnic groups.
 - 3.2 Curriculum access
We make every effort to ensure that all pupils have access to the mainstream curriculum by taking account of their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately.
 - 3.3 Resources
our resources and displays portray positive images of a range of peoples and cultures. They are systematically reviewed and upgraded to ensure all individual needs are met and we use a variety of resources to challenge stereotypes and racism across curriculum.
 - 3.3 Teaching and learning
We take positive steps to ensure that all pupils can participate and feel that their contributions are valued. We encourage pupils of all backgrounds to work together with cooperation and understanding, learning from each other's varied experiences. Our teaching challenges racial prejudice and stereotypes, and we foster pupils' critical awareness of bias, inequality and justice.
 - 3.4 Involvement of people of diverse backgrounds
We seek to use role models and presenters from a range of different racial ethnic and faith groups within the school to share a wide range of skills and experiences.
4. Admissions and attendance
 - 4.1 Admissions
Our admissions criteria and interviews are fair and equal for all and do not detrimentally affect any racial or ethnic groups, race, gender, faith, or pupil with any disability.
 - 4.2 Attendance
We expect good attendance of all pupils and we monitor attendance of all groups. We recognise pupils' right to take time off for religious observance and make provision for pupils on extended leave to cover missed work.
5. Behaviour, discipline and exclusion
 - 5.1 Racism, discrimination and harassment
We are opposed to all forms of prejudice and discrimination and racist language or behaviour will not be tolerated and will be challenged. All incidents are dealt

with in accordance with the school's Racial Harassment policy and LEA guidelines on Racial Harmony.

- 5.2 Behaviour and discipline
We expect high standards of behaviour of all pupils. All pupils are treated fairly and without discrimination when being disciplined for disruptive behaviour. Incidents of a racist nature are dealt with firmly and consistently and all allegations of racial harassment or provocation are fully investigated.
- 5.3 Exclusion
We take proactive steps to prevent exclusion and exclusions are monitored by ethnic group.
- 6. Partnership with parents and the community
 - 6.1 Partnership with parents and the community
We endeavour to draw on the expertise, skills and knowledge of people of a range of racial, ethnic and faith backgrounds, from the local and wider community, to develop positive attitudes to cultural diversity and to challenge racism. Parents of all racial and ethnic groups are encouraged to participate in the life of the school. Where necessary, translation and interpretation are used to communicate and consult with parents who are not proficient in English.
 - 6.2 School premises
School premises are available for use by all ethnic and racial groups in the locality.
 - 6.3 Contractors and service providers
We expect all contractors and visitors to the school to maintain conduct, which is consistent with this policy. Race equality standards are incorporated into all contracts with service providers such as catering, cleaning and building maintenance.
- 7. Staff recruitment and professional development
 - 7.1 Recruitment and promotion
We ensure that no discrimination takes place on racial grounds in recruitment and promotion and, on occasions, posts are advertised in the ethnic minority press to encourage members of under-represented groups to apply.
 - 7.2 Professional development
Initial and ongoing training of all staff and governors address issues of race equality, cultural diversity and the needs of pupils for whom English is an additional language, refugees and asylum seekers.
 - 7.3 Discrimination and harassment
Incidents of racial discrimination or harassment involving staff are dealt with in accordance with the LEA's/ School's discipline and grievance procedures.
 - 7.4 Breaches of Policy

Any breaches of this policy by members of staff or governors are dealt with in accordance with the Lea's/school's discipline and grievance procedures.

8. Planning and Policy review
 - 8.1 We use policy evaluations, and 'Learning for All' as an audit mechanism, to identify specific targets for action on issues of race equality. These are included in the School Development Plan and are reviewed annually.
 - 8.2 **Ethnic Monitoring**
We use ethnic monitoring data on achievement in curriculum planning and in setting targets for teaching. Ethnic monitoring data on admissions, attendance and exclusions are also considered in long-term planning.
 - 8.3 **Evaluating, monitoring and reviewing policies**
The impact of all school policies on minority ethnic pupils, staff, governors and parents is assessed to ensure no discriminatory practice exists, particularly that which may contribute to the underachievement of minority ethnic pupils. The impact of the Race Equality policy on all pupils, staff, governors and parents is monitored for its effectiveness, on an annual basis, and evaluations take account of the views of pupils, staff, parents and members of the local community including any minority ethnic groups. All policy reviews consider the implications of race equality.
9. Advice and Support
 - 9.1 **LEA Advisers and GEMSS**
The school will seek advice and support from LEA advisers and GEMSS where necessary to ensure that Policies are designed to meet the needs of the school, race equality targets are appropriate and that all staff receive training, advice and support.

Racial Harassment

1. Introduction

Blaenau Gwent County borough Council (BGCBC) recognises that racial harassment is totally unacceptable and cannot be ignored or go unchallenged wherever or whenever it may occur. The Council has a statutory duty to eliminate all forms of discrimination.

The low incidence of black and minority ethnic people living the area does not signify that there is no racist problem in BGCBC. It is common for people to believe that racism and racial harassment are things that happen elsewhere in Wales or the United Kingdom. However, where there is a small black or minority ethnic population, those people can feel isolated and may lack support and there can still be racist attitudes prevalent in society and its institutions, including schools.

The Code of Practice, drawn up to assist schools and others in dealing with problems of racial harassment, needs to be set in the context of existing good practice that deals with conduct and discipline. It is meant to be a practical

document that is familiar to everyone in the school so that everyone is confident in its use and application.

The guidelines are also intended for practical interpretation at Lifelong Learning Settings within Blaenau Gwent County borough Council.

2. 'Race-Related' (Racist) Incidents

There is no simple definition, but terms such as "racial attacks", "racial harassment" and "racial incidents" can include:-

...personal abuse, threatening behaviour, graffiti, damage to property, physical attacks, arson and murder, in which the perpetrators are in some way motivated or perceived to be motivated by racial hatred or antipathy.

In the schools context, the Home Office has listed some forms of behaviour which call for an immediate response:-

- Name calling, insults and jokes;
- Graffiti on walls and books;
- The wearing of badges or insignia (contained racist slogans);
- Bringing books, comics or leaflets into the establishment which contain racial material;
- Making comments which denigrate on grounds of race in the course of discussion during a lesson;
- Physical assault, or the threat of assault, because of pupils' colour or ethnicity.

To this might be added examples such as the following :-

- The making of derogatory comments on grounds of race during the course of discussion in the staff room; and
- Physical assault, or the threat of assault, because of a person's colour or ethnicity;
- Racist material/content accessible via the Internet,

3 Formulation of a Policy and Procedures for dealing with Racial Harassment.

Schools formulating their own policies for dealing with race-related incidents need to consider the following questions :-

- (i) In what circumstances is punishment an appropriate response?
- (ii) Should parents of offenders or victims be involved as a matter of course?
- (iii) Should persons offended be encouraged to articulate their feelings to the offender ?

Procedures

- (i) When an incident is observed or reported action must be taken.
- (ii) Anyone dealing with or observing an incident should report it to Senior Management. Staff may wish/need to discuss the incident with the people involved but must still report the incident.

- (iii) If an incident is observed in school it is probably more sensitive to approach the victim(s) and perpetrator(s) individually and talk to them without drawing attention to the issue in front of the class which could embarrass the victim.
- (iv) If a person reports an incident which has not been observed it is important to listen carefully without making judgements and then report the incident to the appropriate member of Senior Management.
- (v) The incident must be followed by an interview with the victim(s) and the perpetrator(s).
- (vi) The incident must be logged in the Racial Incident Register using the appropriate report form.
- (vii) The Racial Incident Register will be kept in a designated central office.
- (viii) The Racial Incident Register will be monitored monthly by the Headteacher.
- (ix) Action following investigation must be appropriate. The main aim is to make the perpetrator aware of the implications of racism and hopefully to modify their behaviour. Punishment should not be an automatic outcome for isolated incidents.
- (x) For serious racist behaviour by pupils, parents should be informed at once. For less serious, e.g. name calling, the incident should be logged and parents informed if the pupil continues to behave in a racist way. Parents' attitudes vary and the response of some parents may not be supportive. In these cases it is important that the view of the school is made clear and the fact that the behaviour is unacceptable is spelled out.
- (xi) If the racist behaviour is by a member of staff then the register should still be used. The perpetrator should be seen by Head or Deputy Head.

4. Procedures with pupils/young people.

The following list of discriminatory behaviour or practices is given as a form of checklist. It is important that decisions made on appropriate responses are consistent with the overall position and ethos of the school. It is also important to recognise that an understanding of the cause, the reason or motive for race-related actions will have a major bearing on how that action is dealt with. The following general procedures may be followed in dealing with types of issues listed. The list is not exhaustive.

Categories – Suggested Actions

- a) Physical Assault
 - (i) Report to the Headteacher
 - (ii) Record in log book
 - (iii) Full report to parents or guardian, as appropriate and, when appropriate to the governing body.
 - (iv) Take necessary action to prevent recurrence, e.g. through the curriculum, tutor groups, assemblies or removal from school
 - (v) Offenders should always be counselled whether excluded from school or not.

- b) Derogatory name-calling, insults, racist jokes, verbal abuse and incitement of others to behave in a racist way.
 - (i) Members of staff should not ignore any incident in the school

- (ii) Staff should explain fully to any offender that such abuse is unacceptable
 - (iii) Persistent offenders should be referred to the headteacher
 - (iv) Record in log book.
- c) Racist Graffiti
- (i) All graffiti relating to race in the school should be reported to the headteacher and be immediately removed. NB Schools should contact the Police in the first instance as it may be necessary to photograph it in order to collect evidence;
 - (ii) Regular checks should be made and steps taken to discourage reappearance of graffiti.
 - (iii) Record in log book.
- d) Wearing Racist Badges or Insignia
- (i) Schools should not permit the wearing of racist badges or insignia;
 - (ii) Offenders should be referred to the headteacher;
 - (iii) Record in log book.
- e) Racist Material such as Leaflets
- (i) All forms of racist literature and materials should be confiscated and the parent or guardian invited to collect them from the headteacher. Police involvement may occur where an offence in contravention of the Race Relations Act 1976 is committed;
 - (ii) Offenders should be referred to the headteacher. Parents or Guardians should be informed.
 - (iii) Record in log book.
- f) Comments in the course of discussions in lessons.
- (i) Statements should not be allowed to pass unchallenged;
 - (ii) Persistent offenders should be referred to the headteacher;
 - (iii) Parents or Guardians should be informed.
- h) Ridicule of an individual for cultural differences, e.g. Food, Music, Dress etc (as in b)
- i) Refusal to co-operate with other people because of their race, colour, ethnicity or language.
- (i) Explain that pupils should work collaboratively. Every pupil should have the right to be included in the school's activities. The school should not exclude any student on racial, cultural or linguistic grounds;
 - (ii) Persistent offenders should be referred to the headteacher;
 - (iii) Record in log book;
 - (iv) Parents or guardians should be informed.

5. Handling incidents in the Classroom.

Points to bear in mind :-

On witnessing or overhearing an incident ... intervene.

If the incident is related to the whole class or was publicly audible, stop everybody. Stress the seriousness of the incident by calling for everybody's attention. Seek a response or opinion from the class. Support anger or indignation of the victim and so legitimise their natural anger or expression of feeling at the hurt or affront.

If the incidents occurs in a small group, keep any response contained within the group. Only use the incident in a wider context if the victim is confident that this will help in the future.

In all cases make sure that the victim is supported – do not isolate or add additional burdens. Make sure that she/he is fully informed of the subsequent chain of events.

As soon as possible personally question the victim and the perpetrator about the incident in order to establish the facts. Address the issue both individually and collectively.

Explain why the incident has been stopped. Possible explanations should include :-

- Personal moral outrage;
- Offensive to peers and others;
- Socially unacceptable;
- Inflammatory behaviour;
- Detrimental to school ethos and classroom atmosphere;
- Demeaning to self-esteem of victim;
- Against school policy;
- Against the law;
- Reflects poorly on character, self-esteem of perpetrator.

Report the incident and use any disciplinary measures applying the agreed procedures. In more serious cases ensure that senior staff/headteacher is informed as appropriate.

Others (class/school) should be kept fully informed of the chain of events that follow, as appropriate.

6. Procedures with members of Staff

School staff are the employees of the local education authority (other than in foundation/aided schools).

The Authority has a duty under Section 71 of the Race Relations Act to eliminate unlawful racial discrimination and provide equally of opportunity and good relations between people of different racial groups. The Authority expects its employees to comply with this obligation.

In the case of a complaint against a member of staff, by a pupil or another member of staff, please refer to the Authority's discipline and grievance

procedures.

7. Procedures arising with Third Parties

Race-related incidents instigated by outsiders against teachers or pupils need a swift and urgent response by schools. Outsiders may harm children or adults on the premises by physical assault, verbal abuse or graffiti, or they may simply use the school premises to try to recruit members to undesirable organisations. The various Public Order Acts, the Race Relations Act 1976, and the Representations of the People Act 1949, and Crime and Disorder Act, 1998, cover offences which could be committed by outsiders.

In the case of a breach of the peace under the Public Order Act, 1936, offences under the Race Relations Act 1976, Crime and Disorder Act, 1998, or the representation of the people Act, 1949 in relation to the use of school premises :-

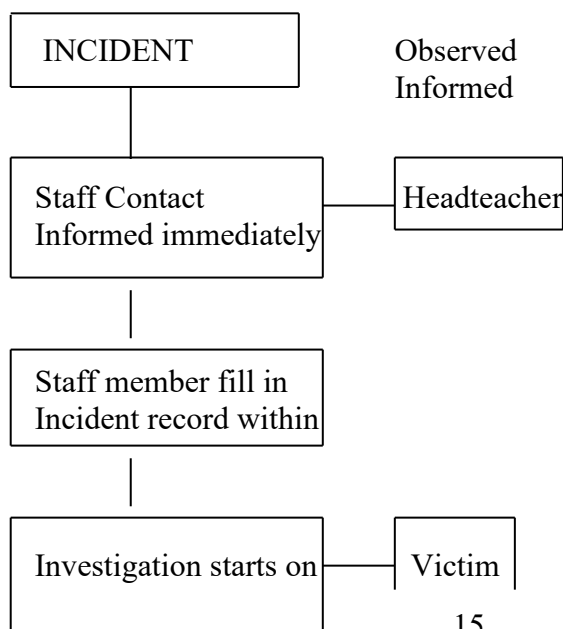
- (a) action should be taken without delay;
- (b) the police should be informed where appropriate;
- (c) the Director of Education should be informed;
- (d) a report of the incident and appropriate action should be compiled and lodged as soon as possible with the Director of Education;
- (e) the pupils, parents and the governing body should be notified of the incident and of the action taken.

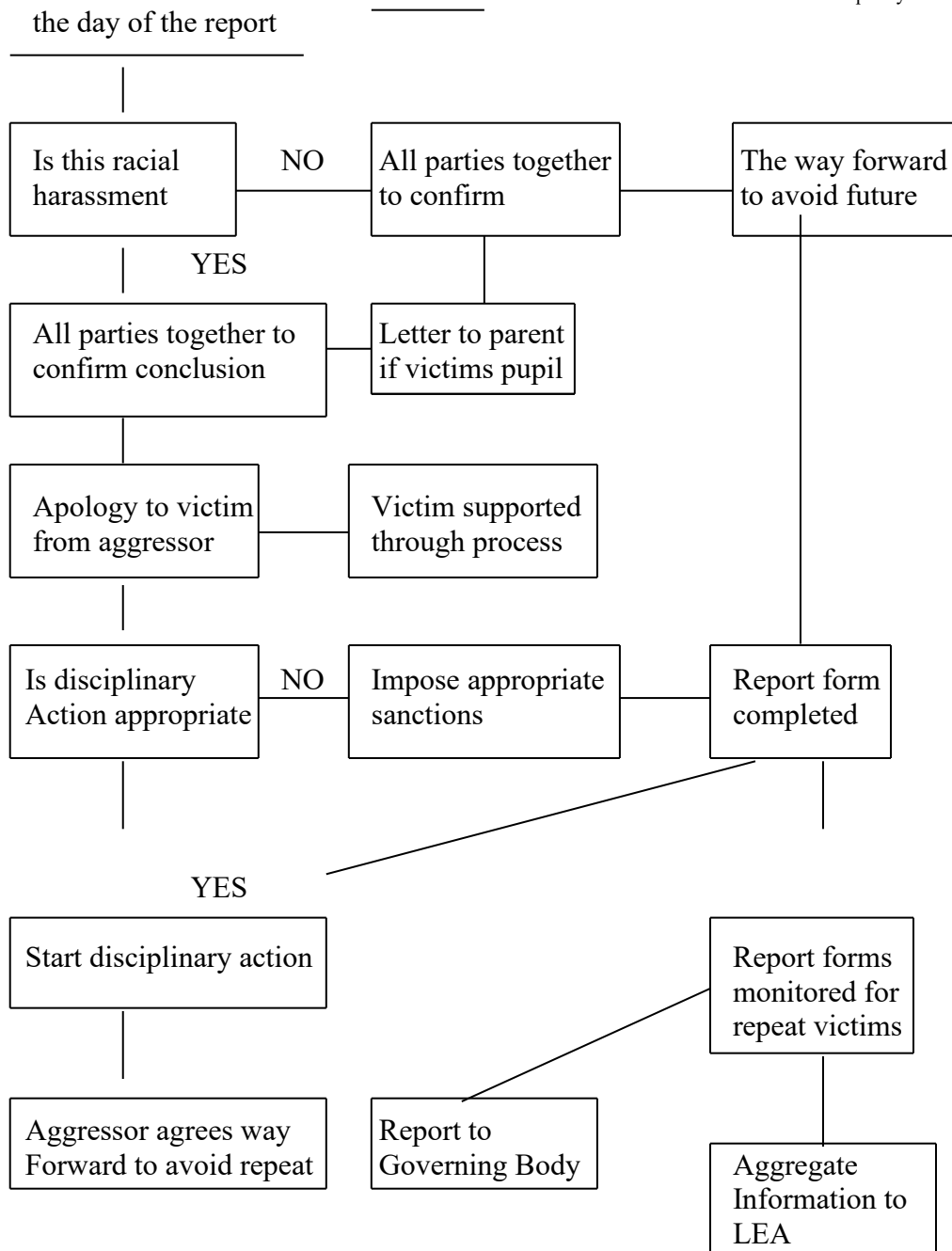
It is essential that the victim is fully informed of the action taken.

Schools should make it clear to pupils and their parents that all race-related incidents on or near school premises should, in the first instance, be discussed with the headteacher.

8. Racial Harassment Action Flow Chart

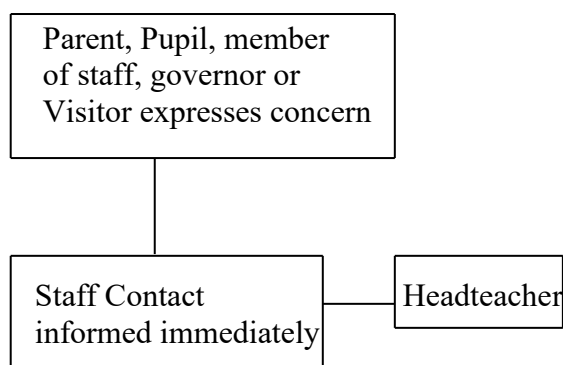
- (a) As a result of the individual action.

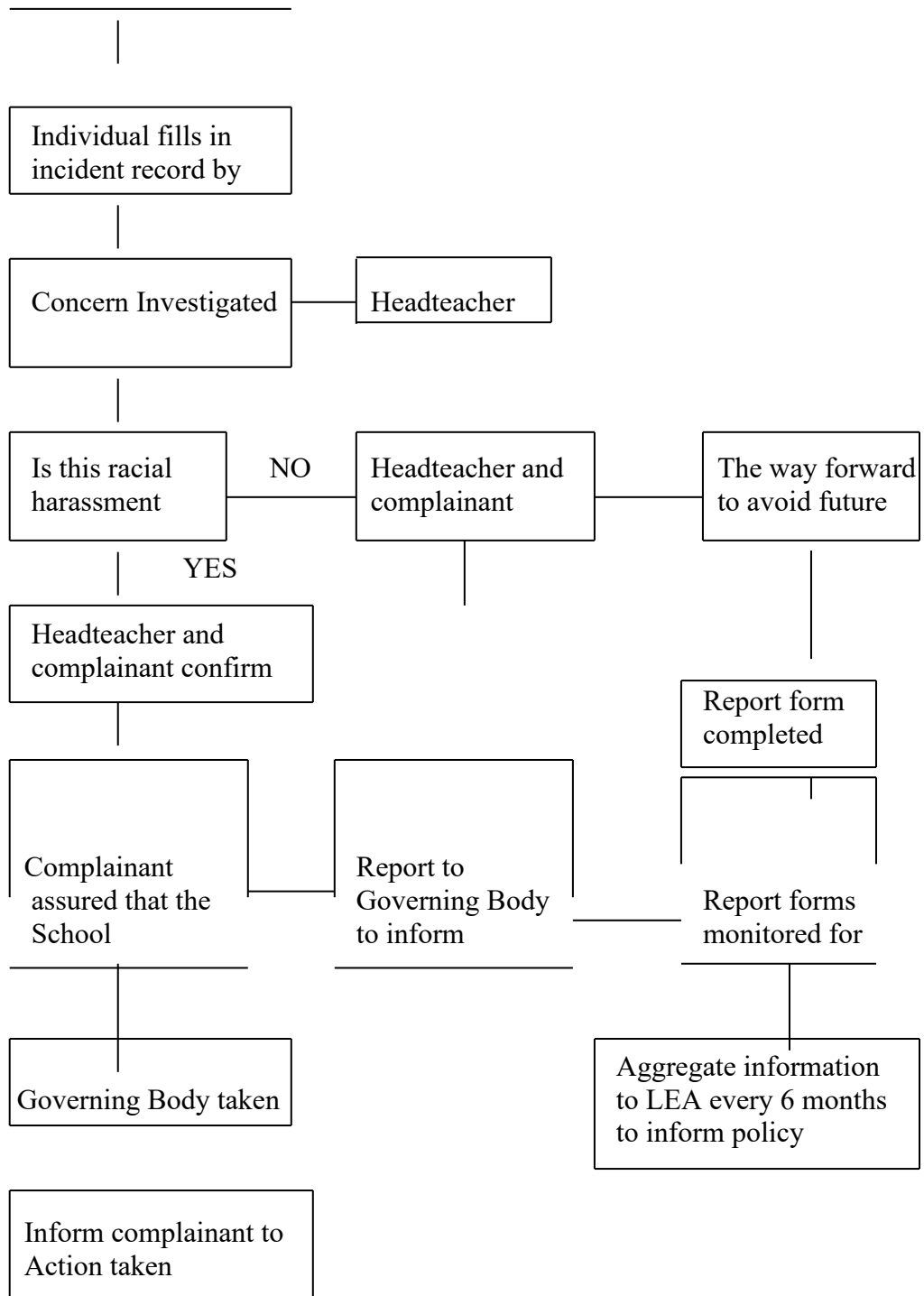




9. RACIAL HARASSMENT ACTION FLOW CHART

(b) As a result of school organisation.





Signed: _____

Head Teacher

Chair of Governors _____

Date: