



Kington St. Michael CE Primary School

Diversity and Equality Policy

School Context

Kington St Michael CE (VC) Primary School is situated on the outskirts of the market town of Chippenham in Wiltshire. The school currently has 120 children on roll between the ages of 4 and 11. These children are organised into 4 classes (with a fifth class in the mornings), taught by 7 teachers. 42% of pupils are girls and 58% are boys. 4% of pupils are eligible for free school meals.

The school population is growing. Children tend to stay at the school for the majority of their primary education.

In December 2009 87% of pupils over the age of 5 were white with a UK heritage.

The faith primarily represented in the school is Christianity, although Hindu, Buddhist and other religions are also represented.

4% of the school speak English as an additional language.

4 children are from traveller families.

At Kington St Michael School, we provide an education for all, acknowledging that the ethnic diversity, culture and faith of its citizens enrich the society within which we live, work and play.

Purposes

The purposes of this policy are to:

- Establish and implement race equality good practice across all areas of school life
- Eliminate unlawful discrimination, promote equality of opportunity and good relations between different racial groups
- Challenge racial discrimination

Kington St Michael School is committed to working towards race equality, promoting positive approaches to difference and fostering respect for all people of all cultural backgrounds. The school values and encourages involvement of people from all sections of the local community. The school is opposed to all forms of racial prejudice and discrimination. Language or behaviour, which is racist or potentially damaging to any racial or ethnic group, will not be tolerated and will be challenged. The school recognises that British society is made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are fully prepared to live in such a diverse society.

We recognise:

- the inclusive nature of the National Curriculum and the opportunities Citizenship presents for encouraging 'respect for diversity'
- the importance of celebrating festivals from diverse faiths.
- that minority ethnic groups include Gypsy Travellers, Refugees and Asylum-seekers and less visible minority groups e.g. Irish.
- the important contribution immigrants and their descendants have made to Britain.
- the importance of Global Citizenship.
- the importance of strong home/school and wider community links.
- our duty under the Race Relations (Amendment Act 2000) to promote race equality actively.

- the recommendations of the inquiry into the death of Stephen Lawrence

Principles

- To make our school a safe and welcoming place for all its members
- To provide an environment in which racist assumptions, attitudes and behaviour are continually challenged
- To provide a curriculum which emphasises the positive aspects of all cultures
- To give children the confidence that racism can and must be eradicated.
- To give children and adults confidence that racism can and must be eradicated.
- To develop staff awareness of implicit racism within school, community and society and issues of using correct terminology, customs, language etc.
- To enable staff to directly intervene with incidents of racism by giving them guidance to efficiently deal with incidents of racial harassment.
- To promote good race relations across all areas of school activity including:
 1. Progress, attainment and assessment.
 2. Behaviour, discipline and exclusions.
 3. Pupil's personal development and pastoral care.
 4. Teaching and learning.
 5. Admissions and attendance.
 6. Curriculum.
 7. Staff recruitment and professional development.
 8. Partnerships with parents and communities.

Values and Ethos

- The school strives to ensure that the culture and ethos is one in which, whatever the heritage and origins of the members of the school community, everyone is equally valued and treats one another with respect.
- We promote these beliefs through the way our school is staffed, the lessons and subjects we teach, the learning support we provide, our relationships with parents, employers, community groups and through all other activities.
- We encourage, support and enable all pupils and staff to reach their full potential.
- We tackle racism and discrimination and promote racial equality and good race relations.
- We work in partnership with parents and the wider community to tackle racial discrimination and establish and promote racial equality good practice.
- We work to ensure that all staff, pupils and parents adhere to the policy.

We also act to ensure that each and every member of the school community

- Experiences equality of opportunity
- Feels a full and respected member of the school community
- Has high expectations of himself, his fellow students, staff and others with regard to fair treatment
- Develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- Develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes.

Educational Aims

As part of its work to promote racial equality, the school aims to ensure that within its educational provision children are offered opportunities to:

- Understand and celebrate diversity

- Learn about racial equality in a variety of curriculum areas
- Develop an understanding of global citizenship
- Develop relationships with children from other countries and communities
- Understand the power of language particularly relating to the verbal abuse of someone because of their race and/or ethnicity
- Develop an understanding of their rights, the rights of others, and their responsibilities to each other
- Develop an understanding and appreciation of religious beliefs and cultures
- Recognise and challenge racist attitudes and behaviour
- Develop emotionally and intellectually.

Leadership, Management and Governance

Commitments

As a school, we are committed to:

- Being proactive in promoting racial equality and good race relations and tackling racial discrimination.
- Encouraging, supporting and enabling all pupils and staff to reach their potential.
- Working in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination.
- Ensuring that the policy is followed.

Responsibilities

The Governing Body holds the responsibility for:

- Ensuring that the school complies with Race Relations legislation.
- Ensuring that the policy and its related procedures and strategies are implemented.
- Ensuring a governor with responsibility for race equality is nominated and reports regularly at meetings.

The Headteacher holds the responsibility for:

- Implementing the policy and its related procedures and strategies.
- Ensuring that all staff are aware of their responsibilities and are given appropriate support.
- Taking appropriate action in any cases of racial discrimination.
- Dealing with reported incidents of racism or racial harassment.

All staff hold the responsibility for:

- Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping.
- Promoting racial equality and good race relations and not discriminating on racial grounds.
- Keeping up to date with race relations legislation by attending training and information opportunities.

Visitors and Contractors:

- Need to be made aware of, and comply with, the school's racial equality policy.

The management of race related incidents on school premises

Health and safety of pupils

The physical and mental well being of children is fundamental to the practice of this policy. The school will work to ensure that children feel able to express their concerns about verbal and/or physical abuse in order that the issues can be dealt with in a constructive and coherent way. A child's concerns will always be taken seriously.

Pastoral care and support for pupils

The Head is responsible for the pastoral care and support of pupils who have experienced racial abuse and/or physical abuse and for the support and progress of the children involved.

The process of discipline

The school will involve parents, as deemed appropriate, whenever written, verbal and/or physical racial abuse occurs. Each incident will be treated individually but with equity. Reference will be made to the LA's guidance on dealing with racist incidents.

Reporting racist incidents

The school has a system for recording racist incidents (Racial Incidents Log) and reports annually to the LA using the standard reporting forms. In critical incidents the school's procedures will be followed.

Guidelines for dealing with racist behaviour

Incidents

The following steps may be taken in dealing with racist behaviour:

- Identifying the racist behaviour.
- Dealing with the perpetrator.
- Supporting the victim.
- Dealing with the impact of racist incidents in the whole school and the community.

Categories of racist behaviour

In order to identify racist behaviour in educational institutions the following categorisation of types of incidents has been produced:

- Physical assault because of colour and/or ethnicity.
- Derogatory name-calling, insults and racist jokes.
- Racist graffiti.
- Provocative behaviour such as wearing racist badges or insignia.
- Bringing racist materials such as leaflets, comics or magazines into school.
- Verbal abuse or threats.
- Incitement of others to behave in a racist way.
- Racist comments in the course of discussion sessions.
- Ridicule of individual for cultural differences e.g. food, music, dress etc.
- Refusal to co-operate with other people because of their ethnic origins.

Dealing with perpetrators

Pupils

All racist incidents should be dealt with no matter how trivial they may seem to be. The following general procedures are to be followed in dealing with the perpetrators.

Physical Assault

- Report to class teacher.
- Record in Racial Incident Folder.
- Full report to Headteacher.
- Letter to parent/guardian. Take necessary action to prevent recurrence.

Verbal Abuse, Derogatory name calling, insults, ridicule and racist jokes

- Members of staff must not ignore any form of racist abuse in school. Explain fully to the perpetrator that verbal racist abuse will not be tolerated.
- Explain why it is offensive.
- Even if the child has been provoked it is not acceptable for retaliation to be racist abuse.
- Offenders must be referred to the Headteacher.
- Record in Racial Incident Log.

Racist Graffiti

- All racist graffiti in school must be reported to the Headteacher and removed immediately.
- Record in Racial Incident Log.

Wearing Racist Badges or Insignia

- We will not permit the wearing of racist badges or insignia.
- Any child wearing such items should be sent to the Headteacher.
- Record in Racial Incident Log.

Bringing Racist Materials into School

- Racist literature should be removed.
- Pupil to be referred to the Headteacher.
- Parents/guardians to be informed.
- Record in Racial Incident Log.

Racist comments in the course of discussion in lessons

- Racist comments must not go unchallenged.
- Offenders must be referred to the Headteacher.
- Parents/guardians should be informed.
- Record in Racial Incident Log.

Refusal to co-operate with others because of their ethnic origins

- Explain that pupils should work collaboratively. Every pupil has the right to be included in school activities.
- Record in Racial Incident Log.
- Parents/guardians must be informed.

Support to Victim

- A victim or victims of racist behaviour will need immediate attention from a member of staff in order to prevent the danger of shock and long-term suffering.
- The Headteacher needs to explain the action taken and to express the attitude of our school towards such behaviour giving the opportunity to the children to express their own concern and feelings.
- In serious cases the Headteacher should meet parents or relations of victims to explain the action taken and to discuss the matter with them.

Dealing with the impact on the school community

- Racist graffiti or slogans whether on books or walls should be removed immediately on discovery and any damage repaired.
- Racist literature, badges and insignia should be confiscated on discovery and the reason for not allowing them explained.
- If the matter is of a serious nature, all the pupils and staff should gather together to discuss it. Collective Worship will also be used to support the community.
- Any distortion of the matters through rumours should be explained promptly by the teachers.
- If the incident is of a serious nature then feedback from parents and responsible members of the communities should be obtained in order to assess the impact of the incident.

Monitoring

There is a need to monitor racist incidents in every educational institution in order to:

- Obtain a full picture of the frequency and nature of racist incidents.
- Measure the effectiveness of the methods used by our school in responding to racial incidents.

We need, therefore, to keep a record of all racist incidents. The Racist Incident Log is kept in the locked filing cabinet in the school office. Racist incidents may be recorded under the following categories:

- Racist violence and threat.
- Racist abuse and insult.
- Racist graffiti.
- Racist literature.

Eliminating racial discrimination and promoting racial equality and good race relations across areas of school activity

We will build race equality statements into other school policies. These include:

Admissions and attendance

- Admissions and transfer criteria have been assessed for any potential disadvantage to pupils from particular racial and ethnic groups and have been found to be fair and equal for all and do not detrimentally affect any racial or ethnic groups.
- We expect good attendance of all pupils and work together with staff, pupils, parents and the Education Welfare Service to ensure that high levels of attendance are maintained.
- We will monitor attendance by ethnic group and take action to reduce any identified differences between groups of pupils.
- We recognise pupils' and staff members' right to take time off for religious observance.

Attainment, progress and assessment

- Our aim is to ensure that all pupils achieve to the highest standards
- We value many forms of personal and academic achievement
- We monitor individual pupils' attainment and progress for signs of underachievement
- We will use ethnic monitoring to identify any differences between the performances of groups and disparities will be addressed through planned and targeted support.

- We take care to ensure that all pupils are appropriately supported in assessments and that minority ethnic pupils are not disadvantaged through cultural and linguistic bias or lack of support.

Special educational needs

- We make sure that accurate assessments of special educational needs are made for minority ethnic pupils and that appropriate support is given.

Racism, racial harassment and school ethos

- We are opposed to all forms of racial prejudice, harassment and discrimination.
- Racist language or behaviour is not tolerated and will be challenged.
- All incidents are dealt with in accordance with the school's policy and LA guidance.
- Incidents involving staff as alleged perpetrators are dealt with in accordance with the school's discipline or grievance procedures
- The school works closely with the LA and other partners to address racism within the school.

Celebrating and catering for diversity

- We celebrate cultural and religious diversity
- Advice is sought on catering for the dietary and dress requirements of different ethnic and religious groups
- The school enables pupils to observe festivals and other events relevant to their particular faith and actively encourages all pupils to understand and respect such festivals and events.

Preparation for life in a multi-ethnic society

- We encourage all pupils to understand, respect and value peoples, cultures and faiths with which they are unfamiliar and foster a positive atmosphere of mutual respect and trust
- We actively promote good personal and community relations in order to prepare all pupils for life in a multi-ethnic society.

Behaviour, discipline and exclusion

- We expect high standards of behaviour of all pupils.
- All pupils are treated fairly, consistently and without discrimination when being disciplined for disruptive behaviour
- Incidents of a racist nature are dealt with firmly and consistently
- We take proactive steps to prevent exclusion
- Permanent and fixed term exclusions are monitored by ethnic group to identify patterns or trends.

Personal development and pastoral care

- Our pastoral support takes account of religious and ethnic differences
- Victims and perpetrators of racist incidents are counseled
- Pupils are taught ways of responding appropriately to racist incidents

Support for EAL

- We provide appropriate support for pupils for whom English is an additional language and encourage them to use and develop their home languages, where possible.

Teaching and learning

- We take positive steps to ensure that all pupils can participate and feel that their contributions are valued

- All teachers are aware of their pupils' cultural backgrounds and teach about different traditions with sensitivity.
- Our teaching challenges racial prejudice and stereotypes and makes pupils aware of bias, inequality and injustice

Curriculum

Promoting cultural diversity through the curriculum

- We try to promote cultural diversity in all curriculum areas through teaching a balance of positive, culturally diverse content.

Curriculum access

- We make every effort to ensure that all pupils have access to the curriculum by taking account of their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately.

Resources

- Our resources and displays portray positive images of a range of peoples and cultures.
- Resources and displays are regularly reviewed and upgraded and we use a variety of resources to challenge stereotypes and racism across the curriculum.

Involvement of people of diverse backgrounds

- We seek to use role models from a range of different racial, ethnic and faith groups within the school

Staff recruitment and professional development

- All governors and staff involved in recruitment ensure equality and avoid racial discrimination.
- All teaching and non-teaching posts are advertised appropriately
- Applications and details of staff in post are monitored by ethnicity

People from all sections of the school community are encouraged to stand for election to the governing body.

- All members of staff are encouraged to develop and achieve their full potential.
- Access to opportunities for professional development are monitored and evaluated by ethnicity.

Partnerships with parents, carers and communities

- Parents and carers are always informed of specific racist incidents
- Parents and carers of all racial and ethnic groups are encouraged to participate in the life of the school
- Parents with English as a second language are supported to help them understand written communications from school
- We endeavour to draw on the expertise, skills and knowledge of people from the wider community to develop positive attitudes to cultural diversity and to challenge racism.

School premises

School premises are available for use by all ethnic and racial groups in the locality

Contractors and service providers

We expect all contractors and visitors to the school to maintain conduct which is consistent with this policy.

Policy Approved by: _____
 Policy Approval Date: _____
 Policy Review Date: _____