



BRANWOOD
PREPARATORY
SCHOOL

Racial Equality Policy

Version	2 (Version 1 Spring 2013)	3			
Policy reviewed on	May 2017	May 2018			
Policy Written by	Mrs Follett (Head)	Mr Whittell			
Policy seen by Governor on (date / signature)					
Date of next Review	May 2018	May 2019			

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.



RACIAL EQUALITY POLICY

1. Introduction

- 1.1 In Branwood we value the individuality of all our children. We are committed to giving them all every opportunity to achieve the highest of standards in their learning and to experience physical and emotional well-being. Within this ethos, we do not tolerate bullying or harassment of any kind.
- 1.2 Our school values and celebrates diversity, and pupils will be given opportunities to experience, understand and appreciate social, ethnic, religious and cultural diversity.

2. Aims and objectives

2.1 In our school and through this policy we aim to:

- eliminate all forms of racism and racial discrimination;
- promote equality of opportunity, regardless of race or ethnicity;
- ensure that all pupils, regardless of race or ethnicity, feel safe and free from harassment in our school and are full and equal members of our school community;
- promote good relations between people of different racial and ethnic groups;
- enable pupils to experience, understand and value racial and ethnic diversity;
- to challenge stereotypes and misconceptions about different religions and cultures;
- to manage racial equality issues openly and promptly.

3. Principles

3.1 These three principles underpin all our procedures and practice:

- every pupil should have the opportunity to achieve the highest possible standards;
- every pupil should be enabled to develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities;
- every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic and multi-cultural society, but also in the wider context of an interdependent world.

4. Definition of a Racist Incident

- 4.1 The school defines a racist incident as 'Any incident which is perceived to be racist by the victim or any other person.'
- 4.2 An expression of racism in whatever form can be considered to be a racist incident. Examples of racist behaviour include; physical harassment, verbal harassment, verbal abuse or threats, racist jokes, ridicule of a person's speech, appearance, background or culture, non co-operation or disrespect to another person on racial grounds.
- 4.3 Racist incidents must be reported to the Head immediately and recorded in the day diary and the class incident book. The Head will monitor all reports and take action as appropriate. The Head will call the police if the incident is deemed of a very serious nature. The Head will decide if the perpetrator of the racial discrimination will decide on action to be taken and may include temporary or permanent exclusion from the school.

5. Responsibilities

- 5.1 In our school, we all take responsibility for promoting race equality, but the following have specific responsibilities.
- 5.2 The governing body seeks to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented.
- 5.3 The Head, in collaboration with the governing body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities, that they receive appropriate training and support in putting the policy into practice, and that disciplinary action is taken against staff or pupils who engage in racial discrimination.
- 5.4 All staff will deal with racist incidents in accordance with school procedures, and will know how to challenge racial bias and stereotyping. They will not discriminate on racial grounds.
- 5.5 Teaching staff will offer full curriculum access to pupils from all racial groups, and will promote diversity and racial equality.
- 5.6 Visitors and contractors will comply with the School's Racial Equality Policy.

6. Tackling Racial Harassment

- 6.1 The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin'. It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance or thoughtless and racist stereotyping, all of which disadvantage minority groups.

- 6.2 A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of engagement or co-operation with others, on account of their race or ethnicity.
- 6.3 Minority ethnic groups include gypsy travellers, refugees, asylum-seekers and, in certain contexts, white europeans.
- 6.4 All racist incidents are investigated by the Head and the Deputy Head. Incidents of racism are recorded in the incident book, and the Head reports to the governing body on the number of incidents, the prevailing trends, and how the issues have been dealt with.
- 6.5 All pupils, parents/carers and staff are made aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with such incidents.
- 6.6 Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

7. Attainment, Progress and Assessment

- 7.1 The school has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement.
- 7.2 We make regular assessments of pupils' learning, and use this information to track pupils' progress, as they move through the school.
- 7.3 School performance information is evaluated on a year by year basis. The governing body receives regular updates on information concerning pupils' performance.
- 7.4 In addition to attainment and progress, we also monitor the following records, checking them for signs of discrimination: attendance, admissions, exclusions, racist incidents, the special educational needs register, and the application of the Behaviour Policy.

8. Teaching and Learning

8.1 We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils, and prepare them for life in a society of diverse cultures;
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs;
- challenge racial discrimination and stereotyping, and teach pupils how to recognise bias;
- provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity;
- employ a range of styles, including collaborative learning, so that pupils can learn to value working together;
- provide educational visits and extra-curricular activities that reflect all groupings among our pupils;

- take account of the performance of all pupils, including those in ethnic minority groups, when planning for future learning, and setting challenging targets.

9. Managing Pupil Behaviour

- 9.1 The school makes sure that procedures for disciplining pupils and for managing behaviour are fair and just to pupils from all racial groups.
- 9.2 All staff implement the school's Behaviour and Discipline Policy and use rewards and sanctions consistently.
- 9.3 Staff are aware that cultural background can influence modes of social behaviour, and take this into account when dealing with unacceptable behaviour.
- 9.4 Exclusions and the use of rewards and sanctions are monitored to identify any patterns.
- 9.5 Upper school "Penalty Points". Whole school behaviour books.

10. Partnerships

- 10.1 All parents and carers are encouraged to take an active part in the life of the school. The school works with parents and carers and at times within the local community to develop positive attitudes towards diversity and to address specific incidents related to race or ethnicity.

11. Staff Recruitment and Professional Development

- 11.1 All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that the school promotes racial equality.
- 11.2 Governors and members of staff involved in the selection and appointment of other staff will ensure that the principles and practices of racial equality and non-discrimination are adhered to.

12. Monitoring and Review

- 12.1 The governing body will monitor the impact of the work done by the school to promote racial equality, through reports from the Head.
- 12.2 This policy will be reviewed every year or sooner if necessary. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded into both policy and practice. Governors will ensure that due regard is given to the promotion of racial equality within each of our policies.

13. Links to Other Internal Policies

13.1 The Racial Equality should be read in conjunction with other policies including such as Safeguarding and Child Protection, Anti-Bullying Policy, Behaviour and Discipline Policy and Prevent depending upon the reason for referring to them.

Version	Date of Review	Reviewer	Changes made
2	May 2017	Mrs Follett	New lay out and review of previous policy.
3	May 2018	Mr Whittell	Headmistress changed to Head