

North Mundham Primary School

Racial Equality Policy Advice



Approved by:

Chris Jack

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26.9.22)

Next review due by:

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RACIAL EQUALITY POLICY

The School's Aims, Values and Commitment to Racial Equality

Race equality is central to the ethos and core values of this school. To establish and maintain this, the school is fully committed to:

- ensuring that all pupils have equality of opportunity to achieve according to their full capabilities, regardless of their ethnic background
- valuing equally all members of the school community
- promoting positive attitudes towards life in a multicultural, multiethnic and multi-faith society and celebrating cultural diversity
- combating racial harassment and racial discrimination and challenging racism in all forms
- equipping pupils with knowledge, understanding, skills and attitudes to recognise and challenge examples of racism that they meet in their lives
- establishing a close partnership with parents and the local community, with sensitivity and openness to the experiences, aspirations and perspectives of those of ethnic minority background.

In fulfilment of this commitment, the school recognises the general duty of its Governing Body, under the Race Relations (Amendment) Act 2000:

- a) to eliminate unlawful discrimination; and
- b) to promote equality of opportunity and good relations between persons of different racial groups.

The school recognises that minority ethnic groups include gypsy travellers, refugees, asylum-seekers, those for whom English is an additional language and other less visible minority groups.

In implementing this policy and monitoring its impact, the school will refer to the Commission for Racial Equality Publication, 'Learning for All', which has been sent to all LEA schools.

The School's Context

As a school, with few pupils of ethnic minority background, we recognise the following:

- the particular need for vigilance to ensure that ethnic minority pupils are neither victims of racism or experiencing a sense of isolation and / or marginalisation

- the particular need to train all members of the school community to avoid negative and stereotypical assumptions about those from ethnic minority backgrounds
- the importance of recognising the significance of, and responding to, cultural, linguistic and 'racial' differences in striving to ensure equality of opportunity for all
- the importance of promoting and developing positive attitudes to racial diversity.

Leadership, Management and Governance

The Governing Body is responsible for:

- ensuring the school complies with Race Relations legislation
- ensuring that the policy and its related procedures and strategies are implemented
- assessing and monitoring the impact of this policy by receiving regular reports from the Headteacher and reviewing the action plan annually.

The Head teacher will demonstrate through their personal leadership the importance of this policy.

The Headteacher is responsible for:

- ensuring the policy is implemented on a day to day basis;
- ensuring that all staff are aware of their responsibilities and are given appropriate training and support;
- taking appropriate action in any cases of racial discrimination
- ensuring that the policy is implemented and that the impact of it is reported to governors.

All staff are responsible for:

- dealing with any 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
- promoting positive attitudes to racial diversity.

Pupils will:

- share in the development of the Racial Equality Policy and be made aware of how it applies to them
- learn to treat each other with respect and know that they have the right to be treated with respect too
- report incidents of a racist nature to an adult.

Dealing with Racist Incidents

- A racist incident is one which, is defined as any incident which is perceived to be racist by the victim or any other person. (The Macpherson report 1999). A racist incident is defined as a hate incident and should be treated as such. (see appendix 1)
- If the victim or observer perceives that an incident is motivated by hate (including hostility and/or prejudice), then the incident *must* be reported, irrespective of the outcome of ensuing investigations. Staff are therefore not required to make a judgement about the nature of the incident at the time that it is reported and recorded.
- The school will fulfil its statutory obligation to keep a formal record of all racist incidents. These will be reported as they occur using the Hate Incident Reporting Form (HIRF). Schools should complete the online form at www.westsussex.gov.uk/hatecrime which goes automatically to the Hate Incident Support Service managed by Victim Support Sussex.
- The victim of any racist incident must be at the centre of the action taken and his/her/their needs must be considered at all times.
- Record and monitor all pupil exclusions by ethnicity.
- The school recognises that it is possible for a racist incident (e.g. the use of racist language) to occur in a school where there are **no** pupils of ethnic minority background.
- The school will take every possible step to support the victims of racial harassment.
- All racist incidents will be regarded as a serious matter and against the school's Code of Conduct. Sanctions for pupils are set out in the school's Behaviour Policy and include the possibility of exclusion. Any example of racism by a member of staff will be treated as a disciplinary matter and will be investigated by the appropriate committee of the Governing Body.
- The school will take all possible steps to establish a climate in which all members of the school community have the confidence to report racist incidents and will ensure that all staff receive training in defining and responding to racist incidents.

Other actions to ensure Race Equality

To promote the knowledge, understanding, skills, values and attitudes necessary for racial equality and the elimination of racism the school will:

- use opportunities within the curriculum, extra-curricular activities and collective worship / assemblies to promote positive attitudes towards cultural and ethnic diversity and differences;
- provide opportunities within the curriculum, appropriate to pupils' age and attainment, for pupils to understand and recognise racism and to challenge the myths and negative stereotypes that underpin racism and racist attitudes;
- ensure that learning resources are not used which reproduce and reinforce negative stereotypes of people of ethnic minority background or of other communities;

- make use of the curriculum, extra-curricular activities and collective worship / assemblies to positively affirm the cultural and religious identities of all pupils, including those from minority ethnic and faith communities;
- regularly monitor the curriculum to ensure that these learning opportunities are in place.

To ensure that all pupils achieve their best, according to capabilities and regardless of ethnicity, the school will:

- monitor the achievement of all pupils regardless of ethnicity to ensure that they are achieving according to their full capabilities, taking appropriate action where under achievement is identified;
- appropriately group all pupils, regardless of ethnicity, to ensure that they are achieving according to their full capabilities;
- ensure that assessment activities and tasks are not culturally biased so as to discriminate against any pupils or groups of pupils;
- ensure that teachers' expectations and teaching styles and strategies provide equal opportunities for all pupils to achieve according to their full capabilities;
- ensure that all pupils have equality of access to the curriculum, including those for whom English is an additional language;
- maintain and develop a positive valuing of linguistic diversity, celebrating the achievements of pupils who are multi-lingual; the school will ensure that any pupil for whom English is an additional language, and who has not yet achieved a functional level of English, is appropriately supported to gain access to the curriculum;
- ensure that religious and cultural differences are fully recognised in meeting the needs of all pupils.

Strategic Development and Review

The Governing Body of the School will meet its requirements under the race Relations (Amendment) Act 2000:

- to ensure that the impact of the policy is regularly reviewed through the school's arrangements for policy review and self-evaluation.

Priorities for 2022 -2024

1. to continue to develop our 'curriculum for inclusion, diversity and equity' involving all members of the school community. **Actioned by Headteacher and SLT.**
2. to build on the delivery of assemblies celebrating other cultures throughout the school year.

Actioned by Headteacher (RE lead) through the School Council

3. to continue to implement our Jigsaw Lifeskills sessions through the 'Celebrating Difference' topic as well as revisiting throughout the year.

Actioned by all class teachers.

This policy should be read in conjunction with the Equality Policy and Objectives.

Appendix 1:

this guidance

This guidance is intended to help schools to understand:

- Their legal duties in relation to hate-motivated incidents;
- What are hate incidents and hate crimes;
- Tools that can help schools to challenge and report hate incidents and hate crimes;
- Further resources that schools can access.

The law and schools – the Equality Act 2010

The Equality Act 2010 was brought in to replace a number of different pieces of legislation, with the aim to simplify and streamline the various duties placed on a range of public authorities, employers and providers of goods and services. The Act is intended to provide a single, consolidated source of law relating to discrimination. This replaces previous pieces of legislation such as the Race Relations Amendment Act (2000).

In England and Wales, the Equality Act 2010 applies to all maintained and independent schools, as well as academies and free schools.

The Act covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- Admissions.
- The way it provides education for pupils.
- How it provides pupils access to any benefit, facility or service.
- Excluding a pupil or subjecting them to any other detriment.

The Equality Act 2010 specifies a number of types of unlawful behaviour, including:

- Direct discrimination.
- Indirect discrimination.
- Failing to make reasonable adjustments for disabled pupils or staff.
- Discrimination arising from disability.
- Harassment related to a protected characteristic.
- Victimisation of someone because they have made, or helped with, a complaint about discrimination.

Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty.

This includes a 'general duty' which serves as the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff. Schools are required in law to have "due regard" to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

As such, the law requires schools to think about the three aims of the Equality Duty as part of delivering provision, making decisions, and developing policies. This includes thinking about how schools respond to hate incidents, which can constitute or may amount to discriminatory behavior, harassment, victimisation and other unlawful behaviours.

Similarly, the Ofsted inspection framework is explicit in outlining the need to tackle inequality and disadvantage in every aspect of education and the school experience, which can include hate incidents which target someone's identity or characteristics. It also states that this will be considered as part of all inspection judgements as it is integral to improving attainment and the progress of all pupils, regardless of their circumstances and backgrounds.

Understanding and identifying hate incidents

A 'hate incident' refers to actions or words that are targeted at a person because the perpetrator is hostile, or prejudiced, towards an aspect of the victim's identity or characteristics. When the actions or words also amount to a criminal offence, it becomes a hate crime.

The law identifies five 'strands' of hate incidents and hate crimes for particular protection: disability, race or ethnicity, religion or belief, sexual orientation, or transgender status.

Anyone could be a victim of a hate incident or hate crime, and these are not defined by the *intentions* of the perpetrator. Instead, if the victim or person witnessing it *believes* or *perceives* that an incident was motivated by prejudice or hostility towards an aspect of the victim's identity or characteristics, such as their race, religion, disability, sexual orientation, or transgender status, then it should be treated and recorded as a hate incident.

Hate incidents and hate crimes take many forms, including abusive words, physical attacks, online comments, damage to property, bullying, or a campaign of harassment. They can happen face-to-face, behind a person's back, online (particularly on social media) or remotely, such as using mobile phones or physical post.





If the victim or observer perceives that an incident is motivated by hate (including hostility and/or prejudice), then the incident *must* be reported, irrespective of the outcome of ensuing investigations. Staff are therefore not required to make a judgement about the nature of the incident at the time that it is reported and recorded.






Within the school there can be different perpetrators and victims (*pupil to pupil; pupil to adult; adult to pupil; adult to adult*).

The following is an expanded list of the categories, which are used on the Hate Incident Reporting Form, but this is by no means an exhaustive list.

| Types of Incidents | Possible examples |
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| Damage to property | <ul style="list-style-type: none"> • damage to personal possessions, e.g. clothes, mobile phone, books, bikes, cars, etc. • offensive graffiti, vandalism. |
| Harassment | <ul style="list-style-type: none"> • Repeated incidents such as: <ul style="list-style-type: none"> • verbal abuse; • threats or intimidation; • persistent phone calls, emails, letters or texts; • hostile or bullying comments on social media; • following/stalking victim. |
| Humiliation a  | <ul style="list-style-type: none"> • spitting; • name calling; • abusive gestures; • spreading malicious rumours. |
| Indirect discrimination through school systems  | <ul style="list-style-type: none"> • not challenging offensive, discriminatory or otherwise unacceptable information or comment; • denial of racial, national, ethnic, cultural heritages; e.g. refusing to acknowledge the difference between Pakistani, Bangladeshi and Indian heritage; • seemingly positive stereotyping, e.g. black students being 'naturally gifted' at sport and expressive arts and less talented academically; • not providing alternatives to food prohibited by some cultures; • refusing to recognise someone's sexual orientation or transgender status, or making inappropriate comments about relationships or behaviour; • failing to make reasonable adjustments for someone's disability. |
| Isolation  | <ul style="list-style-type: none"> • deliberate exclusion, giving the 'cold shoulder'; • spreading rumours. |
| Malicious communications  | <ul style="list-style-type: none"> • telephone calls or texts; • threatening letters; • hate mail, by email or letter; • distributing offensive literature, leaflets, posters. • Social Media. |

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| <p>Provocative behavior</p>  | <ul style="list-style-type: none"> • refusing to co-operate with someone because of their background or identity; • offensive, discriminatory or abusive comments in the course of classroom discussions, or outside in school grounds; • incitement of others to behave in a discriminatory or offensive way; • the wearing of offensive badges or insignia (such as those with racist or homophobic undertones). |
| <p>Sexual abuse</p> | <ul style="list-style-type: none"> • sexual harassment (see harassment definition above); • sexual intimidation; • sexual assault including rape. |
| <p>Threats</p>  | <ul style="list-style-type: none"> • to personal safety of victim and/or their family or friends; • to damage property; • victim feeling threatened by intimidatory actions of a gang or group. |
| <p>Verbal abuse</p> | <ul style="list-style-type: none"> • name calling; • insults; • offensive 'jokes' and language; • mimicry & innuendo; • ridicule for cultural or religious differences, e.g. dress, food, patterns of worship. |
| <p>Violence</p>  | <ul style="list-style-type: none"> • pushing; • jostling; • slapping; • hitting; • punching; • kicking; • assault using a weapon; • stabbing; • shooting. |

Reporting hate incidents

Trigger: Victim or observer reports a hate incident.

Response: Schools record and respond to the reported incident. At the same time, they initiate the reporting processes, to ensure that internal and external monitoring and interventions can take place.

Recording (school level)

- The recording of a hate incident should follow schools' usual recording process for all incidents of inappropriate behaviour;
- Outside of the classroom all incidents, or reports of incidents, must be dealt with by the member of staff who witnessed the incident, or to whom it is reported;

- It may also be necessary to contact the member of staff with responsibility for pastoral or discipline duties;
- In addition, the incident must be reported to the Named Person in the school who is responsible for monitoring hate incidents.

If the victim or observer perceives that an incident has been motivated by hate (including hostility or prejudice), then the incident must be reported, irrespective of the outcome of ensuing investigations. Staff are therefore not required to make a judgement about the nature of the incident at the time that it is reported and recorded. As noted earlier, it is the perception of the victim or witness that matters in defining a hate incident or hate crime.

Reporting

- All hate incidents should be reported as they occur using the Hate Incident Reporting Form (HIRF). Schools should complete the online form at www.westsussex.gov.uk/hatecrime which goes automatically to the Hate Incident Support Service managed by Victim Support Sussex;
- Schools should carry out their own analysis of incidents with reference to types, ages of pupils involved and report any resulting action to Governors.

Responding to Hate Incidents

When a hate incident has been reported, the school should investigate and determine the appropriate actions for addressing the incident.

The procedure for response should always include the following actions:

- Ensure that both sets of parents of the victim and perpetrator should be made aware of the incident and what action is being / has been taken;
- Investigate the reported incident;
- Discuss with all parties why the incident was inappropriate;
- Discuss with the pupil how their behaviour might change or be modified in the future;
- Determine the level of seriousness of the incident. (See *Categorisation of Incidents*);
- Use appropriate classroom discipline and sanctions, with reference to your existing policies around related behaviour such as bullying or inappropriate classroom behaviour. These might include:
 - behaviour modification strategies;
 - use of curriculum opportunities to promote equity, respect and acknowledgement of diversity;
 - an apology alongside positive intervention strategies;
 - a separation strategy that will promote positive ways forward for all.
- Monitor in case further incidents occur, or a pattern emerges.

As far as possible, exclusions should be avoided. The seriousness or the persistent nature of an incident may, however, require the Headteacher in consultation with the Local Authority to consider temporary or permanent exclusion.

Staff should consider contacting the Police particularly in cases of physical assault or where there is a potentially dangerous or threatening situation. Where there is a significant danger, emergency or threat, you should always call 999.

Staff should ensure that the perpetrator understands the purpose of any sanction used and how this relates to the school policy.

Categorisation of Incidents

In responding to a hate incident, schools will need to determine the level of seriousness of the incident. Consideration should be given to where the incident would be placed along the following continuum:

1. Was the incident a one off or was it part of a persistent pattern?
2. Was the incident deliberate or was the individual unaware that their comments might cause offence?
3. Was physical and/or emotional harm intended or not?
4. Was real physical and/or emotional harm inflicted or not?

LEVEL ONE

This might include incidents that were as a result of an individual being unaware that their comments/actions might cause offence, or were a one-off incident.

For example

- denial of racial heritage, refusing to acknowledge the difference between Pakistani, Bangladeshi or Indian heritage etc;
- derogatory name-calling, insults and offensive jokes (such as racist, homophobic, transphobic or jokes about religion or belief);
- mimicry which causes offence;
- offensive comments in the course of discussion in lessons (if these are serious or deliberate, a Level Two response might be considered);
- ridicule of an individual for cultural differences e.g. food, music, clothing etc;
- stereotyping.

LEVEL TWO

This might include incidents that were part of a persistent pattern, a deliberate or premeditated act, or one where physical/emotional harm was intended.

For example

- Provocative behaviour such as offensive graffiti (e.g. racist or homophobic), wearing racist badges or insignia or bringing offensive materials such as leaflets, comics or magazines into the school. If it is not clear that the staff member, child or young person does not understand the meaning or purpose of the badge etc then the incident should be classified as Level One;
- refusal to co-operate with other people because of their identity, characteristics or background – for example, to sit next to or work with someone;
- verbal abuse;
- repeated incidents;
- a clear racist, homophobic, transphobic, disablist or anti-religious motivation on the part of the perpetrator; and/or inappropriate reaction to sanctions.

LEVEL THREE

This might include incidents of a persistent nature where actual physical, psychological or emotional harm was inflicted.

For example

- Deliberate harm at an increased level;
- threats;
- incitement of others to join in a racist, homophobic or otherwise discriminatory or hostile organisation or group;
- incitement of others to offensive, abusive or discriminatory behaviour;
- physical assault;
- further repetition of incidents identified earlier;
- racist, homophobic, transphobic, disablist or anti-religion bullying;
- criminal damage.

As far as possible exclusions should be avoided; the seriousness or persistent nature of an incident may, however, require the Headteacher in consultation with the Local Authority to consider temporary or permanent exclusion.

Monitoring Hate Incidents

*All hate incidents should be reported as they occur using the Hate Incident Reporting Form available at www.westsussex.gov.uk/hatecrime, which goes to the **Hate Incident Support Service** commissioned by WSCC, and currently operated by Victim Support Sussex.*

Regular reports on hate incidents must be made to the Governors, preferably termly.

Schools should carry out their own analysis of incidents with reference to types, ages of pupils involved and report any resulting action to governors.

An anonymised summary of the reports made should be included in the School Profile.

What difference can completing the form make?

The form is for the use of victims, witnesses and all third parties aware of a hate incident. This allows consistency of reporting, and so the details of the incident are entered onto an anonymised countywide database. The statistics from the database are used to compile quarterly reports on the level and type of incidents happening across West Sussex. This information is used by a variety of agencies and professionals, including WSCC, to inform decisions about where support and resources to tackle hate incidents and crime should be focussed. Completing a form helps to build up this picture, and the evidence it provides may result in preventative and educational initiatives to support schools.

Support available

You can obtain further information on hate incidents and hate crimes, as well as resources such as leaflets or posters, from WSCC's Community Safety and Wellbeing Team. Email communitysafety.wellbeing@westsussex.gov.uk.

We have added some lesson plans to our Support for Schools webs page and will upload our monthly Prevent newsletter which we can also email to you at your request.

You can also obtain further advice and support from the Hate Incident Support Service, which WSCC commissions from Victim Support. They offer a place to report hate incidents and hate

crimes confidentially and they monitor, report on and support action in response to hate incidents and hate crimes. As well as this, they offer an expansive service to anyone who has experienced, witnessed or reported a hate incident or hate crime. This takes a range of forms and is always negotiated with the individual concerned to ensure that appropriate measures are put in place. This can include emotional or practical support, advice and safety planning, advocacy, or in some cases, interventions.

The Hate Incident Support Service may be able to not only offer support to the direct victim, but also to their family, if they too, are impacted by an incident. Case Workers are accustomed to working with a range of professionals including Teachers, Social Workers, Youth Workers, and Police.

Email sussexhateincidentreport@victimsupport.org.uk or phone 0808 168 9274 (Freephone).

To see the process of what happens after you make your report, please see the flow chart below;

What happens when a hate incident is reported?

