

Waterthorpe Nursery Infant School



Anti-Racist/Racial Equality Policy

October 2017

Approved by:

Steering Committee

Date:

12/10/17

Next Review Date:

Autumn 2020

WATERTHORPE NURSERY INFANT SCHOOL

ANTI- RACIST and RACIAL EQUALITY POLICY

Context of Waterthorpe Nursery Infant School

Waterthorpe Nursery Infant School is a two-form entry for pupils aged from 3 to 7 years serving a mixed housing development in the Mosborough Townships to the south-east of Sheffield. Although it is nominally a neighbourhood school, at least one third of the pupils come from outside the defined catchment area.

Pupils come from a range of socio-economic backgrounds; The school population is stable with a lower than average mobility rate. The number of pupils on the special educational needs register is higher than the national average. The percentage of children in receipt of free school meals (FSM) is above the national average and the average for other Infant schools in Sheffield. Attainment on entry is below the national average, particularly in relation to literacy skills. There are a small number of pupils from minority ethnic backgrounds but the number of children from Eastern European backgrounds is slowly increasing. These children tend to start with little spoken English.

The ethnic composition of staff and governors reflect the surrounding area of Waterthorpe which is in a predominantly white area of the large multicultural city of Sheffield.

The percentage of pupil's first language not English or believed not to be English is low.

School census data set ethnicity is grouped using the ethnic categories introduced in the PLASC since 2002.

The Macpherson Report defines institutional racism as :

“ The collective failure of an organisation to provide an appropriate and professional service to people” because of their colour, culture, and ethnic origin. It can be seen or detected in processes, attitudes, and behaviour, which amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

The Macpherson Report emphasised that institutional racism persists because of the failure of the organisation openly and adequately to recognise and address its existence.

Policy Statement

Waterthorpe Nursery Infant School believes every individual, irrespective of their colour, culture, ethnic origin or any other difference has a unique and valuable contribution to make to our school community. Our aim is to enable all students to reach their full potential within a supportive learning environment:

- The school opposes racism and discrimination and works to combat such attitudes.
- The school encourages all those involved with the school to have a positive self-image and to treat others with fairness and respect.

- The school will promote these beliefs through the way our school is staffed, the lessons and the subjects we teach, the learning support we provide, our relationships with parents, employers, community groups and through all other activities.

Curriculum

- The curriculum will provide access to common learning experiences for all pupils regardless of ethnic group. It should be broad, balanced and differentiated to serve all pupils' needs.
- Schemes of work should reflect this school policy and aim to extend the understanding of this policy. Teachers are responsible for all implementation of good practice. The monitoring of this policy will be undertaken by the Leadership Team.
- Teaching against racism in an anti-racist manner within a supportive framework will be embedded in the learning of all subjects. Such teaching will promote the value of pupils' own culture and raise their self-esteem.
- The curriculum should enable pupils to appreciate the historical, political, religious, cultural and economic situations leading to various ethnic groups living in their community.
- The school will engender a positive sense of pride in individual pupils' cultures. Pupils with English as their second language should be celebrated in their achievement in being bilingual.

Assessment within the Curriculum

- In order to provide all pupils with the chance to show their abilities, aptitudes and interests, any criteria or testing for selection must be fair and valid for all.
- The types of questions and language used in school exams or lessons must be suitable and not contain any overt or hidden cultural bias.
- Assessments must be accessible to all parents and pupils.
- Tasks, texts and books must not use any racist language but should promote positive images that challenge racist stereotypes.

Pastoral

- Efforts to overcome prejudice, including unintentional, must be a high priority within the school.
- Liaison with community groups will be sought to discuss and respond to community issues.
- There should be no discrimination in the treatment of pupils, for example on behaviour issues or school dress, when sanctions are being imposed. The sanction should always relate to the misdemeanour.
- Remarks that stereotype or insult pupils about their ethnicity should be addressed through the Racial Harassment Procedures.
- Insulting graffiti will be quickly removed and culprits will be dealt with through the Racial Harassment Policy.

School Organisation and Routines

- Form lists will be alphabetical and pupils' names used with respect and using correct pronunciation
- There will be information available about the religions, festivals, language, culture, dress, food and naming systems of the main ethnic groups in the UK. This will be shared via RE lessons, PSHE and other lessons.

- Textbooks and displays should show people of different ethnic origin working and living together.
- Libraries will be well stocked with books that reflect the different communities represented within society.
- The school dress code will be flexible enough to reflect cultural needs.
- Classroom management will address the integration of all pupils through the seating arrangements and co-operative working to reduce the feelings of isolation.
- Clear statements defining racist behaviour should be on display with statements about bullying.

Procedures for Dealing with Racist Incidents and Potential Danger Spots

The Macpherson Report defines a racial incident as:

“Any incident which is perceived to be racist by the victim or any other person”

The following places and times are potential danger spots for racial harassment, abuse, graffiti and name calling:

- Lunch and break times
- Playgrounds
- Corridors
- Toilets
- Journeys to and from school

This list is not exhaustive.

Racist Incidents

The features which distinguish racist incidents from ordinary anti-social behaviour is the element of racist motivation on the part of the perpetrator.

Examples of such racist incidents include.

- Physical assault against a person or group because of colour and/or ethnicity.
- Racist graffiti
- Wearing racist badges or insignia
- Bringing racist materials such as leaflets, comics or magazines to school.
- Inciting others to inflict racial harassment
- Ridicule comments in the classroom and around school.

This list is not exhaustive.

Racial Harassment

- Demonstrates contempt towards the victim and expresses lack of values between human beings.
- Causes physical and psychological injury to victims and hinders learning and development.
- Destroys healthy social relations and harmony within institutions.
- Leads to intimidation and lack of confidence and is likely to adversely affect the pupil's quality of education and their attainment.
- May lead to conflict between groups of children or even parents.

Measures Against Racial Harassment.

Short Term work : entails immediate action:

- Fill in a Racial Harassment Incident Record Sheet (Appendix 1)
- Report to the Headteacher
- Take a clear stand against the offence
- Remove offending materials
- Provide appropriate support for the victim
- Interview any witnesses
- Inform parents or guardians
- Question and counsel the offender
- Affirm the anti-racist policy of the school
- Consult Local Authority Racial Harassment Guidelines

Long term work:

- Explore discussions with parents or guardians of both victim and perpetrator.
- Support and counselling for victims
- Systematic monitoring of incidents
- Staff training
- Governor training
- Counsel the perpetrator
- Consult Local Authority Racial Harassment Guidelines

Support to the Victim

A victim of racist behaviour should have immediate attention from a member of staff in order to prevent the danger of shock and long term suffering.

An appropriate member of staff needs to explain the action taken and to express the attitude of the institution towards such behaviour, giving the opportunity to the victim to express their own concern and feelings.

The following ways could be used to ease the trauma of victims:

- Immediate reassurance and support should be given to the victim.
- Identify the physical and emotional support needed on an individual basis.
- In serious and recurring cases, parents should be involved and longer term consultation and support should be provided using external agencies.
- It may be appropriate to involve the victim's own community in providing appropriate support.
- Victims should be kept informed of the outcome of the incidents reported.

Sanctions Against the Perpetrator

Appropriate sanctions against the perpetrator may include the following.

- Initial separation from the victim

- Informing parents of the child's action in school and the school response and the outcomes of the incident identifying other forms of action that can be taken ranging from a warning to exclusion.
- Involving other agencies if appropriate, for example, if the perpetrator's parents are council tenants, talking to the Housing Department in order to strengthen action against harassment ensuring the perpetrator understands the purpose of the sanction.

In conjunction with the sanctions process should be counselling for the perpetrator to investigate their motives, and warn against repetition. Counselling is a crucial mechanism for changing attitudes of a perpetrator, as well as helping the victim.

Monitoring and Recording Incidents of Racial Harassment.

There is a need to monitor incidents in order to :

- Get a full picture of the frequency and nature of incidents of racial harassment.
- Measure the effectiveness of the methods used by schools in responding to incidents of racial harassment.

Waterthorpe Nursery Infant School will keep a record of all incidents of racial harassment.

Complaints Procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the headteacher and/or the chair of governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be used.

The Headteacher will provide the Local Authority and governors with regular information on incidents of racial harassment and their response to them. The authority's RIMS electronic reporting system will be used to report incidents within 7 days of any occurrence.

Review date: Summer 2017

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Anti-racist policy	02.10.17

Priority Level	
High	x
Medium	
Low	

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Suzanne Marriott
Others involved in the assessment (peer review/external challenge): Steering Committee members

<p>What are the aims of the policy or project? Our aim is to enable all students to reach their full potential within a supportive learning environment:</p> <ul style="list-style-type: none"> • The school opposes racism and discrimination and works to combat such attitudes. • The school encourages all those involved with the school to have a positive self-image and to treat others with fairness and respect. • The school will promote these beliefs through the way our school is staffed, the lessons and the subjects we teach, the learning support we provide, our relationships with parents, employers, community groups and through all other activities.
<p>Who is the intended customer/service user of this project or policy? Children, staff, families and the community</p>
<p>What are the desired outcomes from this project or policy? To ensure that racism is dealt with appropriately and positive measures are in place to promote an anti-racist community</p>
<p>List any other key policies, procedures, projects or strategies that this policy/project has implications on: Behaviour policy, Race equality, anti-bullying</p>

<p><i>What are the racial, disability and gender equality implications of the policy or project?</i></p>
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<p>Does the policy or project have any significant positive impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	<p>Yes: with regard to promoting race equality and dealing with any racial incidents</p>
<p>Does the policy or project have any significant adverse impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	<p>NO</p>
<p>Do you have any evidence?</p>	<p>Reporting of racial incidents</p>
<p>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</p>	<p>N/A</p>

Action to take :			
If you have indicated there is a negative impact, can it be justified? N/A		YES	NO
If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A		YES	NO
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:			
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)			

Signed (Person completing the form):	Date: 2/10/17
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