

# **Bell's Brae Primary School**

## **Race Equality Policy**

**November 2004**

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## **Index**

Page 1	Contents
Page 2	Introduction Context Aims Guiding principles
Page 3	Policy into Practice
Page 4	Addressing racism and xenophobia Religious Observance Breaches of the policy Monitoring and Evaluation
Pages 5 and 6	Appendix 1 - Indicators for Success
Pages 7 and 8	Appendix 2 - Glossary
Page 9	Appendix 3 - Ethnic Monitoring Categories
Pages 10 and 11	Appendix 4 - Pro-forma for the Recording of Racist Incidents
Page 12	Appendix 4a - Key to pro-forma for the Recording of Racist Incidents
Page 13	Appendix 5 - Further Reading and Resources

# **Race Equality Policy**

## **Introduction**

Under the *Race Relations (Amendment) Act*, every school in Britain is required to prepare and maintain a written race equality policy. Bell's Brae Primary School welcomes its duties under the *Race Relations (Amendment) Act 2000* and the related Scottish Order of 2002.

This policy has been compiled in accordance with the *Code of Practice on the Duty to Promote Race Equality* issued by the Commission for Racial Equality in December 2001, and *Preparing a race equality policy for schools* issued in March 2002. The policy reflects concerns and concepts in *The Future of Multi-Ethnic Britain (The Parekh Report)*, 2000 and *The Stephen Lawrence Inquiry (The Macpherson Report)*, 1999. Both these argued that the promotion of race equality necessarily involves also the recognition of cultural diversity. This policy reflects these arguments both in its overall title and in several of its detailed references.

This policy is based on advice from the SIC Education Service which was issued to schools in April 2003.

## **Context of Bell's Brae School from a Race Equality Perspective**

Shetland has a very low ethnic minority population. Ethnic groups other than white made up less than 1% of the population according to the 1991 census. In August 2004 1.9% of pupils enrolled at Bell's Brae were from ethnic groups other than white. See Appendix 3 for the Ethnic Monitoring categories employed by the Phoenix system.

As all staff employed in the school are currently white, it is recognised that a wider range of cultural backgrounds at a range of professional levels within Bell's Brae Primary School would be beneficial.

## **Aims**

We aim to:

- Promote equality of opportunity
- Promote good relations between members of different racial, cultural and religious groups and communities
- Challenge racial discrimination aiming to eliminate unlawful discrimination

## **Guiding principles**

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.

- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

### **Policy into Practice**

The Headteacher is designated to lead on the development and implementation of this policy. The procedure for development and implementation of the policy is also aimed at raising awareness of content and aims. This means that it is incumbent on the Headteacher to consult with pupils, staff, parents and carers, the School Board and the wider community on the content and implications of the policy. It should also appear in the School Development Plan as part of the 3-year review cycle.

As each existing policy in Bell's Brae Primary School is reviewed, the principles listed are considered and embedded into policy and practice. (Quality indicators for assessing the effectiveness of school policies are listed in Appendix 1)

Policies reflecting the principles of race equality will include:

- Pupils' progress, attainment and assessment
- Behaviour, discipline and exclusions
- Pupils' personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- The content of the curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities

All staff, parents and carers and the School Board will have access to a selection of resources, held in the school, which discuss and explain the concepts of race equality and cultural diversity in appropriate detail.

The Headteacher is also responsible for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- a) deal with racist incidents that may occur
- b) know how to identify and challenge racial and cultural bias and stereotyping
- c) support pupils in their class for whom English is an additional language
- d) incorporate principles of equality and diversity into all aspects of their work

## **Addressing racism and xenophobia**

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islamophobia, and against travellers, refugees and asylum-seekers.

## **Religious observance**

The school respects the religious beliefs and practice of all staff, pupils and parents and carers, and complies with all reasonable requests relating to religious observance and practice.

## **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher in line with the policies and procedures of Shetland Islands Council and its Education Service.

## **Monitoring and evaluation**

The school will collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. Records of racial attack will be kept and monitored (see Appendices 4 and 5). All such incidents will be reported immediately by the Headteacher to the Education Service through the school's Education Development Officer.

Issues relating to the implementation of the policy will be reviewed regularly through the school's self-evaluation procedures.

## Appendix 1

### Indicators for Success

In assessing school policies, the following indicators demonstrate success with regard to racial equality

- **Pupils reach their potential** A school where individual steps toward achievement, however small, are recognised and celebrated and ethnicity is not a barrier to that achievement.
- **Higher attainment** The school's profile of attainment rises and any attainment gaps between ethnic groups are reduced.
- **A diverse curriculum** Challenging racism and celebrating diversity and racial equality is addressed across all areas of the curriculum. The experiences and expertise of pupils, parents, staff and members of the local community from different racial groups are utilised in delivering the curriculum.
- **Exclusions** Exclusion rates are monitored closely to ensure there are no disparities in rates of exclusion across different racial groups.
- **Parental involvement** Attendance at parents' evenings and annual reviews is proportionate across all racial groups. Parents from all racial groups contribute to consultations and participate in activities and events organised for parents.
- **An effective School Board** All members of the School Board are fully aware of their responsibilities in relation to their duties under the Act.
- **Effective response to racial harassment and racist incidents** Incidents of racism and racial harassment are dealt with promptly. Strategies are employed to reduce racism and racial harassment and evaluations show these are effective. Feedback from pupils, parents and staff victims show high levels of satisfaction with the way in which victims are supported and incidents handled and resolved.
- **A diverse workforce** The ethnic profile of the staff reflects ethnic diversity.
- **A successful workforce** All staff feel valued and able to contribute fully to all aspects of the school's work.
- **Successful partnerships** Successful partnerships are developed with a wide variety of local organisations, including local groups representing the minority ethnic population.
- **Pupil and parent satisfaction** Strategies are employed to ensure that all pupils are enabled to express their levels of satisfaction with the school's performance. The levels of satisfaction should be high and equal from parents and pupils from all ethnic and cultural groups.

- **Low complaint levels** Complaints about admissions, behaviour, exclusions, the curriculum, teaching, assessment, support and other provision for pupils do not show disparities across different racial groups.
- **Trust** A high level of trust and confidence from all parents, children and staff and a rich diverse sense of community within the school.
- **Respect** The school is respected for its commitment and effectiveness in the race equality field.

## **Appendix 2**

### **GLOSSARY**

#### **Community Languages**

This term is generally used in Scotland to refer to languages (other than English) used by minority ethnic groups or communities. The most common are Urdu, Punjabi, Chinese (usually Cantonese), Arabic and Bengali.

#### **EAL – English as an Additional Language**

This term is now preferred by educators and services to refer to courses teaching and supporting English language learning for young people and adults whose first language is not English.

#### **Ethnicity**

Ethnicity refers to a person's identification with a group that shares some or all of the same culture, lifestyle, language, religion, nationality, geographical region and history. Everybody belongs to an ethnic group including, for example, the English, Irish, Scottish and Welsh.

#### **Ethnic monitoring**

The process of collecting and comparing data by ethnic group. In the school environment, ethnic monitoring might cover attainment and progress, recruitment and promotion, behaviour, discipline and exclusion, attendance, involvement in activities and use of services, and parental involvement in the school.

#### **Islamophobia**

This term refers to anti-Muslim racism.

#### **Multicultural Education**

This is an educational approach, which positively seeks to acknowledge diversity in culture, faith, language and ethnicity in relation to school ethos, curriculum and home-school-community partnerships.

#### **Race**

A term used to describe a class of people distinguished by their skin colour and physical characteristics. There is no scientific basis for the nineteenth century belief that people could be divided into four 'races' and that some were superior to others. However it remains the case that races in a social sense provides a basis of identity and can be a basis for unequal treatment.



## **Racial group**

The Race Relations Act 1976 defines 'racial group' by race, colour, nationality (including citizenship) and ethnic or national origin. Under the Human Rights Act (2000) this category is expanded to include travellers and religious groups.

## **Racial harassment**

The Commission for Racial Equality defines racial harassment as verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

## **Racial prejudice**

Prejudice involves prejudging people on the basis of false assumptions or inadequate evidence. Racial prejudice, which is usually negative, involves holding opinions or attitudes about people because of their racial or ethnic origin, based on false assumptions or inadequate evidence.

## **Racial stereotyping**

Racial stereotyping involves categorising a racial group based on knowledge or experience of the actions or behaviour of a few people from that particular racial group. Racial stereotyping can be seen in views that certain racial groups are 'good at sport', or 'keep to themselves'.

## **Racism (see also Institutional Racism)**

The Stephen Lawrence Inquiry Report defines racism as

... conduct or words which advantage or disadvantage people because of their colour, culture, or ethnic origin. In its more subtle form it is as damaging as in its more overt form.

Using this definition, Black, White or Asian people may be victims of racism. This definition of racism is consistent with the Race Relations Act. Some groups of people (for example Black people, Asians, Gypsies and asylum seekers) are much more likely to suffer racism than others. Racism is sometimes used to refer to the power relationship between White people and Black people. The basis for this viewpoint is that most of the social, economic and political decisions are made by white people and that these decisions may systematically disadvantage Black people. 'Black' is used politically in this context to unite people who are not white and/or who are likely to be subjected to racism.

## **Racism (Institutional)**

The Stephen Lawrence Inquiry 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 or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

## **Racist incident**

The Stephen Lawrence Inquiry Report defines a racist incident as:

A racist incident is any incident which is perceived to be racist by the victim or any other person.

## **Travellers**

Travellers refers to people who are traditionally nomadic, although they may now be living in houses or on permanent sites. The term includes Gypsies, Bargees, Circus People and New Age Travellers.

## **Xenophobia**

An irrational fear or hatred of foreigners or strangers or their politics or culture.

## Appendix 3

### Ethnic Monitoring Categories

Information about ethnic origin which is held on the computer on pupils enrolled in Bell's Brae Primary School. The categories are those used by the Scottish Executive for the purposes of collecting data. No individual pupil identified in the annual returns.

<b>Ethnic Origin</b>		
Please tick the one category that best describes your child.		
White British	Asian Indian	Occupational Traveller
White Other	Asian Pakistani	Gypsy Traveller
Black African	Asian Bangladeshi	Other Traveller
Black Caribbean	Asian Chinese	Other
Black Other	Asian Other	Not Disclosed
	Mixed	Not Known
If you have ticked one of the 'Other' boxes for any of the above ethnic origins, please enter the specific ethnic origin here:-		

## Appendix 4 - Pro-forma for the Recording of Racist Incidents

Name of school .....

Report compiled by .....

Date incident reported .....

**Perpetrator(s) and Victim(s) – please add if more than 4 involved**

(see pupil computer records and pro-forma key)

	Perpetrator(s)				Victim(s)			
	1	2	3	4	1	2	3	4
Age (class group)								
Gender								
Ethnicity								
Religion								

### Type/nature of incident

☐ **Written**

(eg graffiti, notes, writing on jotters, threats, ridicule through drawings etc)

☐ **Damage to property**

(eg theft of clothes, money, tearing clothes ripping books etc)

☐ **Verbal**

(eg name-calling, threatening, sarcasm, discriminatory comments etc)

☐ **Isolation**

(eg “sent to Coventry”, shunned, rejected, left out of activities/groups)

☐ **Physical**

(eg pushing, shoving, fighting, tripping-up etc)

☐ **Incitement**

(eg encouraging others to bully, behave in a racist or discriminatory manner; wearing discriminatory insignia such as racist badges; distributing racist or other discriminatory literature)

☐ **Other**

Please specify

### When did the incident occur?

Before school		During class		Lunch		After school	
Between classes		Mid morning break		Various		Unknown	
Other (please state)							

### Where did the incident occur?

In school		Outwith premises		In school grounds	
On school bus		Various		Unknown	
Other (please state)					

**Who reported the incident?**

Victim(s)		Member of staff		Parent	
Visitor to school		Other pupil/user		Other	

**Please indicate the investigative procedures carried out**

Investigated incident		Interviewed pupils/users involved	
Interviewed parents of victim(s)		Interviewed parents or perpetrators	
Other (please specify)			

**After investigation was the allegation of racism substantiated?**Yes ☐No ☐

If "yes" please continue on to next section. If "no" go to the end of the form.

**If allegation was substantiated, please indicate action taken against the perpetrator(s).**

Verbal reprimand		Peer mediation		Written punishment		Final warning		Letter to parents	
Detention		Suspension		Police involvement		Exclusion		None	
Other (please specify)									

**Please indicate what action was taken to support victim(s).**

Support from staff		Letter to parents	
Support from other pupils		External agency involvement	
Other (please specify)			

**Please indicate if any follow-up preventative work was done as a result of the incident**

Whole school		Group work	
Whole class/stage		Individual	
Other (please specify)			

**Please indicate at what stages the incident was monitored/reviewed after action was instigated**

One week		One month		6 months	
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**Incident closed** ☐

Any other comments

Date ..... Signed .....

## Appendix 4a

### Key to pro-forma for the Recording of Racist Incidents

#### Age/class (for both perpetrator(s) and victim(s) – if there are any)

N – nursery	M – member of staff
P1, P2 etc – primary classes	A – adult other than staff
SD – Special Department	U – unknown

#### Gender (for both perpetrator(s) and victim(s) – if there are any)

M – male	F – female	U – unknown
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#### Ethnicity of perpetrator(s) and victim(s) if such exist

(Information about pupils is available from their Phoenix records)

AO – Asian Other	I – Indian
B – Bangladeshi	MP – mixed parentage
BA – Black-African	O – other
BC – Black-Caribbean	P - Pakistani
BO – Black Other	WB – white British
C – Chinese	WO – white other
GT – Gypsy/Traveller	U – unknown/not disclosed

#### Religion of perpetrator(s) and victim(s) if such exist

(Information about pupils is available from their Phoenix records)

B – Buddhist	M - Muslim
C – Christian (other than Roman Catholic)	N – no religion
H – Hindu	RC – Roman Catholic
J – Jewish	S - Sikh
JW – Jehovah's Witness	O – other

## **Appendix 5**

### **Further Reading and Resources**

#### **Commission for Racial Equality**

The CRE website (<http://www.cre.gov.uk>) is a good source of general information on racial equality issues.

#### **Documents**

*CRE (2000) Learning for All – Standards for Racial Equality in Schools*

This has been sent to all schools.

*CRE Consultant Draft on the Statutory Code of Practice on the Duty to Promote Race Equality (Race Relations (Amendment) Act – 2000)*

This has been sent to all schools.

The Scottish Executive

The Scottish Executive website can be found at [www.scotland.gov.uk](http://www.scotland.gov.uk)

#### **Documents**

*Working Together for Race Equality – the Scottish Executive's Race Equality Scheme – November 2002.*

#### **Other useful websites**

One Scotland Many Cultures – [www.onescotland.com](http://www.onescotland.com)

Centre for Education for Racial Equality in Scotland – [www.mhie.ac.uk](http://www.mhie.ac.uk)

Scottish Refugee Council – [www.scottishrefugeecouncil.org.uk](http://www.scottishrefugeecouncil.org.uk)

Educating for Race Equality – a Toolkit for Scottish teachers – [www.antiracisttoolkit.org.uk](http://www.antiracisttoolkit.org.uk) (CD rom is available in school)

#### **Other Useful Documents and Resources**

Race Relations Act 1976 (Statutory Duties) (Scotland) Order 2002

Race Relations (Amendment) Act 2000