

Thomas Telford School



Race Equality Policy

Reviewed and updated by Jamie Norman September 2022

Review date September 2023

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Race Equality Policy

1. Introduction

Thomas Telford School is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. The school strives to prepare all pupils for living in a multi-cultural and multi-ethnic society. The school will strive to promote race equality in all dimensions of the school's life and community.

We will:

- Take positive action to eliminate racial discrimination, harassment and victimisation
- Promote equality of opportunity for all members of the school community
- Promote good relations between people of different racial groups

Cultural and ethnic diversity will be valued in the curriculum, in the school workforce, the governing body, the parental body and the student body. We will ensure that the culture and ethos of the school places equal value on the diverse racial faith and ethnic groups, cultural and linguistic heritage represented in our society.

We acknowledge and value all ethnic and national groups represented in the school community, including Asylum Seekers, Refugees, Gypsies and other Travellers.

We recognise we live in a multi-cultural and multi faith community and we will strive to recruit a workforce to reflect this.

We endorse the recommendations of the Stephen Lawrence Inquiry Report. We accept the definition of racism and institutional racism included in the Stephen Lawrence Inquiry Report:

Racism – Conduct or words that either advantages or disadvantages people on the basis of their colour, culture or ethnic origin.

Institutional racism – The collective failure of an organisation to provide an appropriate and professional service to people on the basis 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 - Recommendation 12 of the report of the Stephen Lawrence Inquiry was that the definition of a racist incident should be: *"any incident which is perceived to be racist by the victim or any other person."*

We will ensure that all members of the school community will have the opportunity to improve their own understanding of race equality and understand their personal responsibility to promote race equality.

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2. Legal Duties:

This school welcomes its duties under the Equality Act 2010. We are committed to:

1. The Public Sector Equality Duty
2. The Specific Duties

1. The Public Sector Equality Duty

The Public Sector Equality Duty under the Equality Act 2010 places a duty on schools to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and persons who do not share it
- Foster good relations across all characteristics- between people who share a protected characteristic and people who do not share it.

2. The Specific Duties

The specific duties require us to:

- (a) Publish information to demonstrate how they are complying with the Public Sector Equality Duty
- (b) Prepare and publish equality objectives.

Definitions:

Protected characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Race:

In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. For example, you may have Chinese national origins and be living in Britain with a British passport.

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Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race. A racial group can be made up of two or more distinct racial groups, for example black Britons, British Asians, British Sikhs, British Jews, Romany Gypsies and Irish Travellers.

Race Discrimination

This is when you are treated differently because of your race in one of the situations covered by the Equality Act. The treatment could be a one-off action or as a result of a rule or policy based on race. It doesn't have to be intentional to be unlawful.

The Equality Act 2010 says you must not be discriminated against because of your race. You may be discriminated against because of one or more aspects of your race, for example people born in Britain to Jamaican parents could be discriminated against because they are British citizens, or because of their Jamaican national origins.

3. School Context

Thomas Telford Schools welcomes a diverse population of both students and staff. We understand the reality of an ethnically, culturally and sexually diverse society. We respect all members of our school community and value the differences between us. Not only do we believe in establishing a safe, secure and open community in which we protect the individuals in our care but we also strive to develop attitudes and philosophies amongst the members of our community so that they may play their part in promoting equality in the wider communities in which they live, play and work.

4. Aims and Values

Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child. Our Race Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development. The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity, and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

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Overall aims of our Race Equality Policy

- To challenge racial discrimination aiming to eliminate unlawful race discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that race equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality. We aim to achieve this by:

- Taking active measures to investigate, report and act on incidents of racial abuse;
- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences;
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem;
- Having high expectations of everyone involved with the whole school;
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all;
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly;
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

5. Leadership and Management

Commitments

We are committed to:

- *actively tackling racial discrimination, and promoting equal opportunities and*
- *good race relations;*

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- *encouraging, supporting, and helping all pupils and staff to reach their potential;*
- *working with parents and guardians, and with the wider community, to tackle*
- *racial discrimination, and to follow and promote good practice; and*
- *making sure the race equality policy and its procedures are followed.*

Our **governing body** will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- support the headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years.

Our **Headteacher** will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our **Senior Management Team** will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP.

Our **Heads of Department** will:

- be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

All **staff** are responsible for:

- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- promoting equal opportunities and good race relations, and avoiding discrimination
- against anyone for reasons of race, colour, nationality or ethnic or national origins;
- keeping up to date with the law on discrimination, and taking up training and learning opportunities.

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Our **students** will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy.

Our **parents/carers** will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child.

Implementation, monitoring and reviewing

This policy will be actively promoted and disseminated.

This policy will be made available on the school website, in staff handbook and on the shared resource area.

Implementation, monitoring and review are the responsibility of our Senior Management Team and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Action plans

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every year, accordingly, we draw up an action plan within the framework of the overall school improvement plan and self-evaluation form (SEF), setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We review our action plan annually and report annually to Governors on progress towards achieving the equality objectives we have identified.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the eight principles set out above.

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Addressing prejudice and prejudice-related bullying

All staff play specific roles in dealing with these incidents and are treated in line with the behaviour policy and in consultation with the headteacher and/or senior deputies and pastoral leads. Our response to any prejudice-related bullying will be swift, proportionate, discreet, influential and effective.

Our policy is made known to the staff, students, parents and carers in:

- Assemblies
- Staff handbook
- PT time
- School Charters
- The admissions policy
-

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.

All staff and governors have access to a selection of resources, which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. All staff receive training on the school's behavioural/safeguarding policy.

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 Head and governing body.

Monitoring and evaluation

We collect data relating to the implementation of this policy, and make adjustments as appropriate. This policy is reviewed and updated on a yearly basis.

We report annually to the Governing Body.

See Appendix 2

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Appendix 1

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), region and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. At present (Summer 2010) schools are permitted by law to do any of the following:
 - draw up three separate policy statements, relating to disability, ethnicity and gender respectively
 - draw up a single statement containing three separate sections
 - draw up a single statement containing three recurring themes or threads, as in this policy statement.

As we have opted for the third of these, we have ensured that each of the three threads is explicitly mentioned throughout.

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Appendix 2: Monitoring

Monitoring of	Is achieved through	By whom?	How often?	Evidenced in
Equality of Opportunity Policy & Action Plan Racist Incident Procedures	Annual review	Jamie Norman	Annually	School Development Plan Updated policy in staff handbook and electronically in SA folder
Monitor equality and discrimination				
Recording of incidents of a prejudicial and racist nature	Incident forms and logs Pastoral logs Incident Log. Behaviour/Bullying	Jamie Norman to maintain racial incidents log Personal Tutors. Dep Heads Key Stage 3, Key Stage 4 and 6 th Form	Annually	Log Report to Governors Development Plan
Promoting equality of opportunity				
School population	Recording and reporting of data on admissions and transfers Defining the school population in terms of ethnicity, gender, age, disability, SEN, home location	Data Administrator Louise Bromley	Annually	Report to Governors
Staff population	Define the school staff in terms of ethnicity, gender, age, disability, SEN, home location	Headmaster's PA Saffron Baxter	Annually	Report to SMT and Governors
Student attainment and progress	Analyse achievement at KS3, KS4 and KS5 by ethnicity, gender, age, disability, SEN, home location. Identify unequal outcomes, benchmark against other schools	Examination Officer Paul Williams	Annually	RAISE online I report ful SMT and Report to Governors
	Analyse exclusion data by ethnicity, gender, age, disability, SEN, home location	Data Administrator Louise Bromley	Annually	Report to SMT and Governors
	Analyse destination (FE, HE, work) data by ethnicity, gender, age, disability, SEN, home location	Director of Careers Jo Flynn	Annually	Report to SMT and Governors

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Ethos and atmosphere	Audit of: <ul style="list-style-type: none">• Student Council lunches• Online survey after e-safety week• Head Boy/Girl meetings• Options programmes• Assemblies• Advisory Council meetings• Discussion at SMT meetings	SMT	Annually	Report to SMT
Learning environment	Conduct audit of teaching, curriculum materials and school displays	Ian Rawlings	Annually	Report to SMT

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Appendix 3

CONFIDENTIAL

AN INDIVIDUAL RACIST INCIDENT REPORT FORM

Incident Date	
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Incident Location (Tick more than one box if appropriate)					
Classroom		Corridor		Outside School	
Playground		School Hall		Cyber/electronic	
Other		If other please specify			

Type of Racist Incident (Tick more than one box if appropriate)					
Verbal		Physical		Cyber Incident	
Written		Refusal		Organised Activity	
Other		If other please specify			

Other Parties informed by school (Tick more than one box if appropriate)					
School staff		Governing body		Police	
Victim's Parent/ Carer		Perpetrator's Parent/ Carer		Other Council Service	
Other		If other please specify			

Description of Incident
<ul style="list-style-type: none">• Please include full details of the racist incident. If the incident involves pupils from another school please include the name of the school.

[Type here]

<ul style="list-style-type: none"> Where other Services have been contacted please state the names of people contacted. 				
Victimless Incident			Yes	No
Number of Victims		Number of Perpetrators		

Details of Victim (s)					
Victim					
Pupil		Teaching staff		Other member of school staff	
Parent/Carer		Governor		Visitor	
Other Adult outside of school					
Gender	Male / Female	Year		Ethnic Group	
Repeat Victim	Yes / No	Was the previous incident reported?		Yes / No	
Action Taken (Tick more than one box if appropriate)					
Apology			Contact with Parent/Carer		Counselling
On-going support/monitoring from staff			Medical Treatment		Referral to external agency
Incident discussed with peers/ class/ school			Other		
If other please specify					

Details of Perpetrator (s)			
Gender	Male		Female

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Pupil		Teaching staff		Other member of school staff	
Parent/Carer		Governor		Visitor	
Other Adult outside of school					
Year					
Ethnic Group					
Repeat Perpetrator		Yes		No	
		Was the previous incident reported?			
Action Taken (Tick more than one box if appropriate)					
Apology		Contact with Parent/Carer		Counselling	
Medical Treatment		On-going support/monitoring from staff		Incident discussed with peers /class /school	
Referral to external agency		Other			
If other please specify					
Sanctions (Tick more than one box if appropriate)					
Detention		Isolation/ Exclusion	Internal	Other school discipline	
Fixed term exclusion		Permanent exclusion		Other Action	
If other please specify					

Incident Reported by (Tick more than one box if appropriate)

[Type here]

Victim		Governor		Parent/Carer	
Another child/ young person		Visitor		Other Adult outside of school	
Other member of school staff		Outside Agency		Teaching staff	
Anonymous					

Incident Reported to (Tick more than one box if appropriate)					
Victim		Another child/ young person		Other member of school staff	
Governor		Parent/Carer		Teaching staff	
Visitor		Outside Agency		Other Adult outside of school	
Anonymous					

Incident Dealt with by:	
Name of member of staff	
Role	Head Teacher / SMT / Class Teacher / Other

Do you consider this incident resolved?	Yes		No	
Review Period	1 Week / 2 Weeks / 1 Month / 2 Months / 3 Months / 6 months / 1 Year			

Form Completed by			
Signature		Date	

[Type here]

The data will be saved into the Racist Incident Log.

Guidance on Completing School Alleged Racist Incident Report Form

- **The Racist Incident Form is to record the details of each possible racist incident.**

The Alleged Racist Incident Report Form is to be completed by the teacher or other adult either directly reporting the incident themselves or to whom the incident was reported. The following explains some of the headings used on the form:

Type of Incident: This covers the types of harassment most likely to happen in schools and they are fairly self-explanatory. It should be noted that in some instances racist activity can take place without the presence of a specific victim. Such instances still constitute a racist incident and should be responded to and recorded.

Type of Racist Incident
<p>Verbal</p> <ul style="list-style-type: none">• Ridicule of an individual or group because of, for example, skin colour, ethnicity, culture, religion, language or clothes.• Abuse or threats.• Derogatory name calling or insults• Using racially offensive language (including racist jokes)• Stereotyping comments based on cultural or religious differences e.g. food, music, language, way of walking, way of speaking or communicating etc.• Innuendo (may not use overtly racist language but which derives some of its force from pupils' perceived 'race')• Racially or culturally motivated mimicry (verbal or non-verbal)• Abusive or obscene phone calls• Teasing, taunting, mocking; insensitive or inappropriate use of terminology and language.• Incitement of others to behave in a racist manner

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Physical

- Physical assault, spitting or throwing things at an individual or group because of, for example, skin colour, ethnicity, culture, religion, language or clothes.
- Pushing / Jostling
- Physical intimidation
- Physical assault with weapon
- Violence (Slapping / Hitting / Punching / Kicking)
- Abuse of/ damage caused to personal property including arson, spitting at property
- Using offensive gestures

Cyber incident

- Racist abuse via text message, instant messenger services or email
- Setting up or promoting inappropriate websites
- Inappropriate sharing of images from webcams/ mobile phones/ camera phones.
- Using the school's computer systems to access or distribute racist material
- Intimidation using technology (e.g. misuse of social network sites)

Written

- Written derogatory remarks
- Drawings
- Racist graffiti
- Written material of a racist nature

Refusal

- Refusal to work, co-operate, sit, play or hold hands with others because of, for example, skin colour, accent, ethnicity, religion, language, clothes or cultural differences
- Social exclusion (for example refusal to allow someone to join in a game or attempt to isolate)
- Non-co-operation/ disrespect

Organised Activity

- Recruitment of, or attempting to recruit, others to racist organisations and groups
- Provocative behaviour such as wearing racist badges or insignia
- Possession, display or distribution of racist materials in school (e.g. computer software, leaflets, comics, books, magazines, CDs, DVDs, pamphlets/ cartoons, internet pages)
- Collusion with racist behaviour of others

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Location: It is useful to know which areas of the school and its immediate vicinity are prone to racist incidents. School-based incidents are obviously the school's main concern but it is also useful to note that incidents affecting pupils, which take place outside the school, may need to be dealt with by the school.

- Alleged Victim(s) and Perpetrator(s): covers anyone involved in these incidents, not just pupils.
- Written account provided: allows staff or others to indicate if they have provided details of the incident.

Ethnicity

It is important to note the ethnicity of victims and perpetrators to show exactly what patterns exist and what the issues are. All schools have to gather information on pupil level ethnicity for PLASC. Similar information may also be held for adults in the school following the enactment of the Race Relations (Amendment) Act. However, for some others who may be involved, e.g. visitors, it may be difficult to fit them into the more detailed categories but it should be possible to assign individuals to the broader categories e.g. Asian/Asian British; Black/Black Britain; Chinese; Mixed; White. If it is not possible, please just note 'not available'.

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Ethnic Group

<p><i>Asian or Asian British</i></p> <ul style="list-style-type: none">• Indian (AIND)• Mirpuri Pakistani (AMPK)• Other Pakistani (AOPK)• Bangladeshi (ABAN)• Japanese (OJPN)• Korean (OKOR)• Chinese (CHNE)• Any other Asian background (AOTH)	<p><i>White</i></p> <ul style="list-style-type: none">• British (WBRI)• Irish (WIRI)• Traveller of Irish Heritage (WIRT)• Gypsy/Roma (WROM)• White European (WEUR)• Any other White background (WOTW)
<p><i>Black or Black British</i></p> <ul style="list-style-type: none">• Caribbean (BCRB)• African (BAFR)• Any other black background (BOTH)	<p><i>Mixed or Dual Background</i></p> <ul style="list-style-type: none">• White and Black Caribbean (MWBC)• White and black African (MWBA)• White and Asian (MWAS)• Any other mixed background (MOTH)
<ul style="list-style-type: none">• Any Other Ethnic Group (OOTH)• Refused (REFU)• Information not yet obtained (NOBT)	

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Appendix 4

Racial log stored by Lead DSL and updated as appropriate.

Racial Log

Date	Location	Initial Report	Victim	Perpetrators	Witnesses	Investigation Details	Racist? Yes	Racist? No	Action
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