



NETHERTHORPE SCHOOL

SCIENCE AND MATHEMATICS COLLEGE

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NETHERTHORPE SCHOOL

POLICY FOR RACIAL EQUALITY, CULTURAL DIVERSITY, COMBATING RACIAL HARRASSMENT, EXTREMISM AND RADICALISATION.

Last Approved: January 2015

Next Review: January 2016

MISSION STATEMENT:

At Netherthorpe School we continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. The school will actively promote race equality and oppose racism in all of its forms and foster positive attitudes and commitment to an education for equality.

CONTEXT FOR THE POLICY

This policy should be read in the context of the following:

Race Relations Act 1976

Race Relations (Amendment) Act 2000

Human Rights Act 1998

Recommendations of the Stephen Lawrence Report 1999 (McPherson Enquiry)

Commission for Racial Equality 'Learning for All – Standards for Racial Equality in Schools' 2000.

RATIONAL FOR THE POLICY

This policy reinforces the school's existing commitment to equal opportunities.

LINKS WITH OTHER POLICIES

This policy should be read in conjunction with school policies on Equal Opportunities, Child Protection, Anti-Bullying, Behaviour Management Policy, Religious Education and the PSHE and Citizenship Programme.

DEFINITIONS

Extremism: is defined as the holding of extreme political or religious views.

Harassment at work: Is any behaviour, deliberate or otherwise, directed at an individual or groups of people that is found to be offensive or objectionable to the recipient, and which might create an intimidating environment. In addition, any interaction between two or more people which is acceptable to both parties will never the less be considered to be harassment if they cause harassment or offence to others.

Racism: In general terms, consists of conduct or words or practices- subtle or overt - which advantage or disadvantage people because of their colour, culture, faith and ethnic origin.

Institutionalised Racism: The school adopts the Macpherson Enquiry Reports (into the death of Stephen Lawrence) definition of institutional racism, which is as follows :

"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 in or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racial stereotyping which disadvantage minority ethnic people."

Racial Incidents: In addition to this the school also adopts the definition from this report of what constitutes a racist incident. The school is committed to preventing and tackling racial incidents and recognises that this issue has been identified as a priority by ethnic minority communities. In terms of this policy a racist incident is defined as, '*any incident which is perceived to be racist by the victim or any other person*'.

Radicalisation: is defined as the act or process of making a person more radical or favouring extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Rationale: Netherthorpe School recognises that racism and racial harassment exists in any community. Such behaviour prevents equality of opportunity and causes disadvantage. It may lead to emotionally damaged individuals and ultimately to contribute to an emotionally damaged society. It is the responsibility of Netherthorpe School to work to

prepare young people for life in a multi-ethnic society.

AIMS AND OBJECTIVES

Netherthorpe School is:

- a) Committed to preventing racial harassment within the school community;
- b) Committed to opposing any form of racism and racial harassment;
- c) Committed to opposing any forms of radicalism or extremism.
- d) Committed to monitoring and reporting on all incidents of racial harassment;
- e) Committed to supporting any victim of such incidents;
- f) Committed to promoting mutual respect, the removal of discriminatory practices and the promotion of positive self-image and high self-esteem.

GUIDELINES

- a) This policy applies to all staff, governors, pupils, parents and visitors to the School.
- b) Under no circumstances will any act of racial harassment, radicalism or extremism be condoned. Any perpetrators will be dealt with appropriately.
- c) Netherthorpe School will actively engage in multi-cultural education. This School will attempt to ensure that there are positive images of cultural diversity in curricular materials used. This School will seek to make use of multi-cultural and anti-racist resources and training.
- d) It is the responsibility of all staff to recognise harassment when it happens and to take steps to eliminate it within the agreed procedures. Netherthorpe School will support training on racism and racial harassment for all staff.
- e) Netherthorpe School will treat all reported incidents of racial harassment seriously and investigate thoroughly.
- f) This may include incidents of racial harassment whilst travelling to or from school. Victim support may also be contacted.
- g) Netherthorpe School will treat all reported incidents of radicalism or extremism seriously and investigate thoroughly, where proven. All incidents of radicalism or extremism will be referred immediately to the relevant external agencies.
- h) An appropriate incident may be one of a serious nature or a repeated offence.
- i) Victims should have the choice of seeking individual support from a member of staff they feel comfortable with. Any reported incidents will be summarised termly by the Deputy Headteacher - Pastoral. This will be sent to the Headteacher and to Governors who will deal with the information sensitively and confidentially.
- j) All incidents of racial harassment will be recorded using the agreed Reporting Prejudice – Based Incidents and Bullying Recording Form (Appendix 1). This form will be accessible to all staff on the Staff share – All Staff – Pastoral – Reporting Prejudice - Based Incidents and Bullying.
- k) Parents and guardians of pupils who have been involved in serious and repeated incidents of racial harassment will be kept informed of the incidents and any action taken. Contemporaneous notes of any oral message will be kept.
- l) Perpetrators may need support and help. This may include counselling.

ROLES AND RESPONSIBILITIES

Governors:

The ultimate responsibility for this policy rests with the School Governors. The school feels that the whole staff group has to play its part to ensure that the policy is effective.

Headteacher:

The Headteacher will demonstrate through their personal leadership the importance of the policy. The day to day responsibility will lie with the Headteacher. He will ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy.

The Headteacher and all members of the Leadership Team are the leaders for referrals relating to radicalisation and extremism. They will work in conjunction with external agencies to decide the best course of action to address concerns as they arise.

Heads of Year (HOY):

Heads of Year are responsible for investigating all allegations of racism in their year group. Appropriate action should be taken to ensure any repetition. HOY should contact parents of the perpetrator to explain the action taken and discuss the matter with them. Every effort will be made to support the victim. The victim will be told the action taken as a result of their complaint and given an opportunity to express their own feelings and concern. The HOY will assure them of the school's support. The HOY will inform the victim's parent of the incident and any actions taken. The HOY overseeing the investigation should complete a 'Reporting Prejudice Based Incident and bullying proforma (Appendix 1) and pass to the Pastoral Deputy.

Subject Leaders (HOD):

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

Teachers:

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Although serious incidents involving radicalisation have not occurred at Netherthorpe School to date, it is important for all staff to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns to the Headteacher or a member of the Senior Leadership Team immediately.

Administrative, Ancillary, Supervisory and Support Staff:

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Pupils:

They will learn to treat each other with respect and report incidents of a racial nature to an adult.

COMPLAINTS PROCEDURE

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Headteacher who will facilitate the appropriate actions, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

CURRICULUM, TEACHING AND LEARNING (including language and cultural needs):

- a) This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- b) Race equality and ethnic diversity are promoted and racism and discrimination challenged in all areas.
- c) Curriculum planning takes account of the ethnicity, cultural background and language needs of all pupils.
- d) Subject Leaders/HOD provide guidance and examples of good practice for colleagues.
- e) The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- f) The allocation of pupils to teaching groups is fair and equitable to pupils from all ethnic groups.
- g) Assessment outcomes will be used to identify the specific needs of all children, including minority ethnic pupil and these will inform policies, planning and the allocation of resources.
- h) Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- i) The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and challenges racism and racial discrimination in all areas of the curriculum.
- j) Resources available to meet the specific needs of pupils from minority ethnic groups are used appropriately.

PUPILS WHO HAVE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

- a) The school recognises and values bilingualism.
- b) The language and learning needs of all children, including black and bilingual pupils are clearly identified and appropriate support identified and used.
- c) The school will explore the use of a broad range of other media e.g. Computer software, the internet, audio and video tapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage.
- d) The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate pupils access to the development of literacy in the first language.
- e) The school will endeavour to draw on the skills of parents and local communities in producing resources.
- f) The school will seek to provide high quality interpretation and translation across all areas of the schools work as appropriate and within the resources available from the LEA.

PUPIL BEHAVIOUR, DISCIPLINE AND EXCLUSION

- a) The school's procedures for managing behaviour and disciplining pupils are fair and applied equally to all pupils, irrespective of ethnicity.
- b) The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups.
- c) The process of excluding a pupil is fair and equitable to all pupils.
- d) Strategies to reintegrate long term truants and excluded pupils will address the needs of pupils from all ethnic groups.

ADMISSIONS AND TRANSFER PROCEDURES

- a) The school will take active steps to ensure that the admission process continues to be fair and equitable to pupils from all ethnic groups.
- b) The school will monitor pupil attendance by ethnic group and use the data to develop appropriate strategies to address poor attendance.
- c) Provision is made for pupils to take time off for religious observance, through leave of absence and authorised absence.

STAFF RECRUITMENT AND CAREER DEVELOPMENT

- a) Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.
- b) Everyone involved in recruitment and selection adheres to this Code.
- c) The school monitors the employment and professional development of staff by ethnic group.
- d) The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- e) Staff and governors are provided with the opportunity to participate in regular and systematic training programmes on race equality issues.
- f) Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- g) The school will take active steps to ensure that selection for redundancy avoids racial discrimination.

MONITORING AND REPORTING OF RACIAL INCIDENTS

It is essential that records are kept of racial incidents so that the School can identify patterns of behaviour, whereby individuals or groups are shown to be regular victims or perpetrators of racial harassment. The School has adopted the Council wide system for the recording of racial incidents (both within schools and for employment within schools) and will report annually to the Governors on the numbers of racial incidents including what action was taken as a result of the incident.

SCHOOL RECORDS

All incidents that are perceived to be racially motivated will be recorded on a Reporting Prejudice- Based Incidents and Bullying Form (Appendix 1). Information will be sent to the LEA immediately after an incident is identified. Examination of these records provides the school with a picture of the frequency and nature of racial incidents and gives some indication of how effectively the school is combating such behaviour.

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REPORTING PREJUDICE – BASED INCIDENTS AND BULLYING

This form is for our records. It should be completed for both events that are clearly prejudice and those that are alleged or perceived to be based on bullying.

Name: **Form:**

Name of Mother **Tel:**

Name of Father **Tel:**

Date(s) of incident

TYPE OF PREJUDICE

SEN and / disability	
Ethnicity, Race or Culture	
Faith or Religion	
Gender	
Sexual Orientation	
None of the above	

TYPE OF INCIDENT (tick all that apply)

Name calling or similar : persistent over time	
Text messaging or Email	
Physical Contact	
Comment in a Classroom Discussion	
Damaging, Hiding or Stealing Property	
Excluding from a Group	
Graffiti	
Displaying Badges, Slogans or propaganda	
Actual Physical Assault	

Other: please describe

SERIOUSNESS OF INCIDENT

Perceived or alleged to be based on prejudice, but later found on investigation not to be	
No offence was intended or taken	
Hurt or Distress was caused, but the offending behaviour is unlikely to be repeated	
Hurt or Distress was caused, and the student(s) responsible had previously been warned that their behaviour was unacceptable	
Substantial hostility and prejudice, and/or the behaviour may be repeated	

Other : please describe

LOCATION

Playground	
Corridor or other internal space	
Journey to or from School	
Classroom	

Other : please describe

(i)

TIME OF DAY

Before School	
Morning Break	
Lunchtime	
After School	

WHO REPORTED THE INCIDENT

Student(s) at the receiving end	
Witness : student	
Witness : Teacher or Adult	
Parent	

Other : please describe

ACTION TAKEN : Immediate (tick all that apply)

Investigation, and decision reached that the event was not based on prejudice	
Behaviour challenged through discussion, counselling, education or mediation	
Sanction applied in accordance with the School Behaviour Policy	
Involvement of Parents/Carers	
Involvement of Police	

STUDENT(S) AT THE RECEIVING END (tick all that apply)

Gender:

Male	
Female	

Disability:

Disabled	
Non-Disabled	

Ethnicity:

Black	
South Asian	
Mixed Heritage	
White : UK	
White Other	

Looked After: Yes / No

Religion or Faith: (if relevant):

Year Group:

ACTION TAKEN

Local
Authority
Notified
:
Yes

/ No

Name of the Member of Staff who completed this form

Signed Date

Copy passed to SLD : Yes / No