



## Race Equality Policy

### **Loyola Preparatory School is committed to:**

- ◆ Eliminating racial discrimination
- ◆ Promoting equal opportunity
- ◆ Promoting good relations between people of different racial groups
- ◆ We will take prompt and effective action to deal with all racist incidents.
- ◆ We will seek to identify and address any racial, ethnic, cultural or religious inequalities.
- ◆ We will promote equal opportunities for all pupils and members of staff.
- ◆ We will promote good relations between people of different racial, ethnic, cultural and religious groups.
- ◆ We will participate in a curriculum that takes full account of the richness and variety of the world's racial, ethnic, cultural and religious groups.

### **Policy**

#### **Our School:**

Ours is a school of about 200 pupils, circa 60% white, whose first language is English.

It is a Roman Catholic school.

Why we want to address race equality issues.

We are required by law to do so but in any event it is important to have procedures in place to address any racist incident which might occur and to make sure that we do not, either intentionally or un-intentionally, discriminate on racial grounds. We want positively to promote equal opportunities and good relations between people of racial groups.

#### **Roles and Responsibilities**

The Governing Body is responsible for ensuring that the school complies with legislation and that the policy is kept up to date and implemented. Implementation and monitoring of race equality policy is an agenda item which is addressed annually at a meeting of the Governors.

The Named Governor for Child Protection (Mrs Fox) is also responsible for Race Equality. Mrs Anthony as Deputy Head with responsibility for pupils acts as the Race Equality Co-ordinator. The Governing Body is kept up to date with race equality issues and Mrs Anthony reports any race equality issues to the Governing Body. The Race Equality Co-ordinator is responsible, with the support and guidance of the Headmaster and the Governing Body, for the practical implementation of the race equality policy.

The Head is responsible for supporting the Race Equality Co-ordinator, for ensuring that all members of the school community and relevant contractors are aware of, and comply with the Race Equality Policy.

**He is responsible for:**

- ◆ Ensuring that all staff receive appropriate training and support
- ◆ Taking appropriate action in response to any racist incident or care of unlawful discrimination.

**All staff are expected to:**

- ◆ Understand and comply with the school's Race Equality Policy
- ◆ Deal with any racist incidents which may occur
- ◆ Know how to identify and challenge racial and cultural bias and stereotyping
- ◆ Support pupils in their class for whom English is an additional language
- ◆ Seek to incorporate principles of equality and diversity into all aspects of their work.

**Pupils**

We expect all pupils through their behaviour to observe the school's Race Equality Policy.

**Dealing with and reporting racist incidents**

**The legal position**

- ◆ The Race Relations Act 1976 prohibits schools from discriminating on grounds of colour, race, nationality or ethnic or national origin.
- ◆ The Race Relations (Amendment) Act 2000 requires schools to take active steps to eliminate unlawful racial discrimination.
- ◆ The Code of Practice on reporting and recording racist incidents (issued by the Home Office in 2000) states:
  - Schools should themselves handle low level, daily occurrences.
  - Each school should record all racist incidents, including the date, the names of perpetrators and victims, the nature of the incident and action taken in response.
  - Parents and governors should be informed of the number and nature of such incidents and the action taken to deal with them.
  - Governing bodies should inform LEAs annually of the pattern and frequency of any incidents.
  - Schools should always advise the police of any criminal activity; this includes racist incidents that are categorised as crimes.
  - Schools should pass on information about serious and/or persistent incidents or perpetrators to the police as this may provide useful intelligence.
  - Although minor incidents may not result in court proceedings, it is still important to log these incidents.

**What do we understand by a racist incident?**

The Stephen Lawrence Inquiry report defines a racist incident as: any incident which is perceived to be racist by the victim or any other person.

An expression of racism in whatever form can be considered to be a racist incident. Perpetrators of a racist incident could be any member of the school community. A racist incident may not have a specific target or victim and may include the telling of a racist 'joke' chanting, graffiti or wearing racist insignia.

### **Examples of type of racist behaviour**

- ◆ Physical harassment includes physical assault against a person or group because of colour, race and/or ethnicity. This includes 'minor/intimidation' which may be cumulative in effect. Hiding a pupil's bag, destroying a piece of work, nudging and pushing in a line are all examples of this type of harassment.
- ◆ Verbal harassment includes incitement of others to behave in a racist way, derogatory name-calling, verbal abuse and threats, insults, racist 'jokes' and language directed against individuals and/or groups of people. This also includes ridicule of a person's speech or background or culture. It may also include 'off the cuff' remarks about certain racial groups during lessons.
- ◆ Non co-operation/disrespect includes a refusal to show respect to pupils, students or teachers because of their race. Forms of disrespect may relate to cultural and religious differences such as food, music and dress. Other examples include provocative behaviour such as wearing racist badges or insignia. Some forms of disrespect can also be inadvertent. For example, certain actions may result from a lack of knowledge or awareness on the part of both teaching staff and pupils with regard to an individual pupil's cultural/religious practices which make the victim feel harassed or uncomfortable.
- ◆ Other incidents may include racist graffiti, bringing racist material such as leaflets ,comics, magazines or computer software into school, attempting to recruit other pupils and students to racist organisations and groups. This may extend to the distribution of racist literature or posters within the school community.

### **Key actions following a racist incident**

In response to any incident perceived as racist, we take the following key actions:

- ◆ Take appropriate immediate action to deal with the incident.
- ◆ Notify head
- ◆ Record the incident and hand it to the class teacher with a copy to the Race Equality Co-ordinator
- ◆ Investigate and take written statements as appropriate.
- ◆ Provide support for the victim(s)
  - Explain to the victim the actions taken in dealing with the offender and express our attitude towards such behaviour allowing the pupils or adults the opportunity to express their own concerns and feelings and provide further support and counselling where necessary.
  - In serious cases, the headmaster informs and talks with the parents/carers of victims to explain the action taken and discuss the matter with them.

- ◆ Counsel and discuss the incident with perpetrator(s).
  - Explain to the perpetrator(s) why their behaviour is racist and why it is unacceptable.
  - In serious cases and where the perpetrator repeatedly behaves in a racist manner, the head informs and meets with the parents/carers of perpetrators to explain the action taken and discuss the matter with them.
- ◆ Deal appropriately with perpetrators
- ◆ Always advise the police:
  - Of racist incidents that are categorised as crimes, including serious and/or persistent verbal bullying and harassment; physical bullying and assault ;and incitement of others to behave in a racist way;
  - About serious and/or persistent incidents or perpetrators.
- ◆ Take appropriate action in accordance with the school's behaviour and discipline policy.
- ◆ Address specific issues that have occurred through the curriculum.

### **Monitoring and reporting racist incidents**

Racist incidents will be monitored closely, and respond appropriately through our curricular and pastoral programmes to what the data tells us about the nature of the incidents that are taking place in our school.

### **Positive Action to encourage equal opportunities**

We hope that it will be rarely, if ever, that we have to deal with a racist incident. But we think that an effective racial equality policy is concerned with far more than providing a procedure for dealing with such incidents, and the success in implementing such a policy is not measured by an absence of such incidents.

In terms of the curriculum, we seek to incorporate those elements of non-statutory guidance which will teach children about the richness and diversity of the community in which they live and the need to respect people of all ethnic and cultural backgrounds.

We hope that as a Catholic school we are well placed to communicate the principle of toleration and of justice which underpin a Race Equality Policy.

### **Training**

The school will seek appropriate training on race equality issues as part of its programme of INSET particularly through regular child protection training.

### **Monitoring**

Issues related to Race Equality are included on the agenda of one of the Governors' Meetings each term and the policy is reviewed annually.

Consistent with guidelines from the DfE, we consider that it is appropriate to ask questions about ethnicity once a child is on the school roll. Once a pupil is on the roll, ethnicity data is collected in accordance with DfE guidance, together with information on the pupil's religion

and languages. We will collect information about pupils performance and progress by ethnicity and use that information to inform future planning.

We keep a record of all racist incidents.

### **Reviewing the Plan**

We formerly review the implementation of the Race Equality Policy each year and the policy itself on an annual cycle.

P.G.M.N.

April 2018

To be reviewed April 2019



**LOYOLA**  
Preparatory School  
Ad Majorem Dei Gloriam