



Bishop Bronescombe CE School
Policy for Race and Equal Opportunities



Reviewed:	October 2017	Reviewed by:	Gail Lowe Debbie Carmichael
		Governor responsible:	LGB

School Aims:

At Bishop Bronescombe School we aim to give all children:

- ✚ Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- ✚ Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- ✚ High self-esteem by feeling valued as a member of our school.
- ✚ A sense of fair play, treating others with dignity and respect.
- ✚ The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Bishop Bronescombe School Motto is: ***'Learning that lasts a lifetime.'***

General policy statement:

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to the Visitor Policy, which all visitors must acknowledge and accept upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

Aims of this policy

- *This policy supports the aims of the school in that it seeks to promote the welfare of all pupils and their academic achievement, regardless of their racial, religious, social or cultural background.*
- *This policy seeks to set out how the school will respond to incidents of racism, offering appropriate support to pupils, parents and carers within the school community.*
- *The policy will also clarify the support given to minority ethnic members of staff.*
- *The policy aims to meet the requirements of the Race Relations (Amendment) Act 2000.*
- *Ensure that all pupils, staff, governors, parents and visitors are treated respectfully with regard to their cultural heritage including their ethnicity,*

socio-economic status, gender, sexual orientation, faith and any disability which they may have

Statement concerning racism, phobic and other diversity incidents

Racism is defined by the school as:

attitudes and actions directed against a person by virtue of the fact of their colour, culture and/or ethnicity in such a way as to hurt another or to engage in stereotyping.

A racial incident is any incident regarded as such by the victim or anyone else. Such an incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

Under recent legislation it is no longer appropriate for such allegations to be dismissed because the incident is judged by the school not to be racially motivated

Incidents that target people because of their disability, their gender, their age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and are reported. A homophobic or transphobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation. Any such incidents are also reported.

The school believes that racism is wrong and it will not tolerate racist attitudes among its staff, pupils or those who visit the school. Staff, when they encounter it or when it is brought to their attention, will always challenge racist attitudes and behaviour. The school will not tolerate racist taunting or bullying and in certain cases will contact the police, especially if parents are involved.

Statement about positive multi-cultural and anti-racist education

The school, through its basic curriculum, seeks to recognise the multi-cultural nature of Britain in the 21st Century. The school regards a multi-cultural society as a positive feature of modern Britain, one that celebrates a rich cultural diversity. As part of the specific PSHE and Citizenship entitlement for all pupils there will be work focusing on living in a multi-cultural society and the need to combat racist attitudes and discrimination. This work may also occur through other areas of our theme-based curriculum, specifically in RE, Geography, History and Primary Languages.

Statement concerning equality of opportunity

At Bishop Bronescombe all children, staff, parents, governors and visitors will be treated equally with regard to their cultural background including socio-economic status, ethnicity, gender, faith, sexual orientation and/or any disability. All are welcome!

Procedures are in place to ensure any new resources (particularly printed resources and web images) reflect the cultural diversity of the United Kingdom. Resources

already in use in school are audited as being 'fit for their purpose,' challenging stereotypes and displaying positive role models on an annual basis by Curriculum Co-ordinators. Displays also ensure all groups are represented.

Children who are new to the school are given an induction programme, where they are welcomed into the school and shown where resources can be located as well as being introduced to staff. They are given a 'buddy' to look after them and give them help as required. Staff will then monitor these children closely, liaising with parents and gaining as much information as we can about the child and their needs. If there are individual needs which might require an Individual Education Plan then the SENCo may become involved together with other outside agencies as are deemed appropriate by the SENCo and the Head Teacher.

Combating racism – behaviour management

The schools Behaviour Management Policy and Anti-bullying Strategy directly cover racism and racist attitudes. Nevertheless, the school recognises that racist attitudes and bullying often go on unreported. Therefore the school, with the consent of minority ethnic parents, will:

- *monitor minority ethnic pupils in such a way as to find out what sort of attitudes they have encountered or bullying using racial taunts has happened*
- *act on the finding of the monitoring exercise, even where this shows that currently the pupil isn't suffering from racial abuse*
- *report to parents on any action taken in light of the monitoring that has taken place*
- *complete the diversity discrimination reporting form and send it to the **Equality and Diversity Service, The Stable Block, Pondhu House, Penwinnick Road, St Austell, PL25 5DS***

The class teacher will monitor minority ethnic pupils at least on a half-termly basis, with any incidents being reported to the school's senior management immediately for appropriate action. Where it can be established that an incident had a racist element the school will ensure that it lets all concerned know that it will not tolerate racism.

Combating racism – public statements

The school will make known its commitment to combating racism in the following ways:

- The school's prospectus will contain a clear statement about the unacceptability of racism and racist attitudes, either exhibited by staff, pupils or parents.
- Visitor policies will make it clear that racism is unacceptable and will not be tolerated by the school.
- The school newsletter will regularly state the school's commitment to combating racism.
- The home/school contract will include the unacceptability of racial abuse or racially motivated behaviour.

Monitoring pupils' achievement

The school has a small number of minority ethnic pupils, and recognises that the group is statistically too small to make judgements about their attainment as a whole. Therefore, the school will track individual minority ethnic pupils using teacher assessment, SATs and optional SATs data to measure progress against that expected for all pupils in the school. Where concerns about the progress of minority ethnic pupils arise the school will seek the most appropriate intervention in consultation with parents.

Teachers will be alert to early signs of disaffection or a drop in attendance, attainment or progress. When this happens the senior management team will be alerted and an intervention will be put in place to ensure that progress is resumed and attainment is at the level expected.

The school will assess all minority ethnic pupils for their proficiency in English. Where support is needed the school will contact the office of the Inspector for Special Education to seek the appropriate assistance and support.

Working with parents

The school will take positive measures to support the parents of ethnic minority pupils.

- At parent consultation evenings the class teacher will bring up racism to see if any issues have been picked up by the family and not reported in school. If there is evidence that a pupil is experiencing racism at school but not reporting it to teachers, action will be taken and the parents will be informed of the action taken in light of the information given.
- If the behaviour of a minority ethnic pupil changes significantly then the parents will be contacted. The teacher will seek to establish if the behaviour change is a result of racism, either in school or in the wider community. If there is evidence that there is racism that is effecting a behaviour change the school will act accordingly as set out in the policy above. Parents will be notified of any action taken by the school.

Where there is a language barrier for the parents the school will contact the Local Authority to solicit support.

School Visits and visitors to Cornwall

The school recognises that many of its pupils have little contact with racial minorities and therefore:

- When going on trips pupils will be reminded of their responsibility to act appropriately. The issue of living in a multi-cultural society will be brought-up and pupils reminded that racial abuse or the exhibiting of racist attitudes will be dealt with severely by the school.
- When studying about Cornwall, its history and geography, mention will be made of the different sorts of people who come to visit the county. It will be made

clear that racism is unacceptable and that we have a duty of hospitality to all those who come here on business or for a holiday.

Exclusions

Where the behaviour of minority ethnic pupils becomes problematic and may lead to exclusion the following steps will be taken:

- Parents will be invited to the school to discuss the issues and a strategy for inclusion will be produced.
- The Education Welfare Officer will be involved and will be asked advice on issues relating to the ethnic and cultural needs of the particular pupil and how that might impact on behaviour and behaviour management.
- It may be necessary to involve a member of the Child and Adolescent Mental Health Services Team at an early stage to support inclusion. The school will contact the appropriate Educational Psychologist for support as deemed necessary by the Head teacher.

The school will work in accordance with its own policies in the light of circular 10/99.

Minority ethnic teachers

The school welcomes applications from all qualified teachers irrespective of race, ethnicity, gender or sexuality for posts advertised by the governors. When teachers from ethnic minorities are appointed they will have the opportunity for minority ethnic mentoring. The Head teacher will seek the details of mentoring available in County as and when necessary by contacting the Education Partnership Manager, Education Department, County Hall, who has responsibility for diversity issues.

The Head teacher will speak to minority ethnic teachers about the issue of race as part of an annual review.

Minority ethnic teachers have the right to access the additional support mechanisms provided by Cornwall County Council (CCC) as employers and the school will provide a copy of the County Council's Combating Racism/Race Equality Policy as part of their induction as a teacher. CCC provides a confidential service through the Education Personnel Department for minority ethnic teachers who are experiencing difficulties as a result of racism and racial discrimination.

Reporting, monitoring and evaluation

The Head teacher will monitor the effectiveness of the policy on an annual basis. This will be done in the following ways:

- Monitoring the number of incidents with a racial element. Diversity incident report forms will be completed and sent to the Equality and Diversity Service for all incidents of a racist, sexist or gender bias nature
- Monitoring the effect of any PSHE/C module which has had a focus on combating racism

- Talking with the parents of minority ethnic pupils to ensure they are happy with the workings of the school's policy
- Talking with minority ethnic pupils to ask them how they feel the policy is working
- Talking with minority ethnic members of staff on the workings of the policy

All racially motivated incidents will be recorded and reported to the LEA as they occur on

Form DIV-1.

In conjunction with Police Youth Affairs Officers (YAO) staff will issue the Racial Incident Self-reporting Form published by the Devon and Cornwall Constabulary in cases where it is felt that the Police could be directly involved. The decision on the level of Police involvement will be established in negotiation with the Police.

Transgender PE Policy

Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical Education develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A young Transgender person has the same right to Physical Education as other young people.

With regard to young transgender people at school, there should be reasonably few, if any, issues regarding participation within the sports of their gender identity. There may be sports where, as puberty develops, MTF transgender participants may have a physical advantage over other girls but this should not present a problem within a carefully and sensitively managed lesson context. The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing young transgender people from participating (which would be discriminatory).

Within the competitive and representative aspects of school sports (outside of PE lessons), advice from CPSU states that during the growth period, leading up to puberty, there is little difference in male and female strength development so transgender boys or girls pre puberty (Primary School age) can compete in their affirmed gender at school sports competitions. This will include our School Sports Day.