



(ACADEMY)

SCHOOL AIMS

South Wilts is a progressive grammar school for girls which aims to maintain high academic standards and cultural achievement within a caring environment. We seek to encourage responsibility and personal fulfilment so that students attain their maximum potential. The School is dynamic and works with the community to prepare its students for life-long learning and adult independence.

RACIAL EQUALITY POLICY

South Wilts Grammar School is committed to race equality, promoting positive approaches to difference, and opposing all forms of racial prejudice and discrimination. Language or behaviour which is racist or potentially damaging to any ethnic or racial group is not tolerated and will always be challenged. We value and encourage involvement of people from all sections of the local community. We recognise that British society is made up of people from many different racial, cultural, linguistic and religious backgrounds, and that all students must be fully prepared to live in such a diverse society.

Aims

- To eliminate unlawful discrimination and promote equality of opportunity and good relations between different racial or ethnic groups across all areas of school life
- To promote a positive, supportive ethos in which all students and staff feel that they are valued, that their needs are met, and that they are able to achieve their full potential
- To respect and value differences between people, promote good relations between different groups within the school and wider community, and prepare all students for life in a diverse society
- To ensure that racial equality is an integral part of planning and decision making across all areas of the school
- To work in partnership with parents and the wider community to tackle and eliminate racial discrimination, making the school a place where everyone feels safe, welcome and valued
- To deal with allegations of racist incidents effectively.

Leadership and Management

The Governing Body will

- Ensure that the school fulfils its legal responsibilities
- Maintain an overview of implementation of the Race Equality Policy and its related procedures and strategies through Curriculum committee
- Monitor the achievement and attendance of all groups to ensure none are disadvantaged in any way

The headteacher will

- Ensure that the Race Equality Policy and its related procedures and strategies are implemented
- Ensure that all staff are aware of their responsibilities under the policy and that they receive appropriate training and support within the school's programme of Inset
- Take appropriate action in any cases of racial discrimination

All staff

- All teaching and support staff have a responsibility to comply with this policy and avoid any form of discrimination on racial grounds
- All staff, through teaching and other relations with students, parents, colleagues and the wider community, should promote race equality, good race relations and understanding of diversity
- All staff are responsible for applying school policy appropriately to deal with racist incidents and to identify and challenge racial bias and stereotyping
- Staff should keep themselves up to date with race relations legislation by attending training and information events as necessary and available

Staff with specific responsibilities

- The Deputy Headteacher (Pastoral) has responsibility for dealing with and recording reported racist incidents
- The PSD Co-ordinator and the Head of RE both have key roles with responsibility for promoting awareness of race equality issues, positive images, balance and appreciation of diversity through the curriculum

Visitors

- Care is taken to ensure that all visitors are aware of, and adhere to, the school's policy on race equality

Policy and Practice

Planning and development

- The criteria set out in this policy, together with the standards identified in the CRE document 'Learning for All', form the basis for regular audit and evaluation of race equality issues in all areas of school policy and practice
- In the light of this, priorities are set, school policies and strategies are amended as necessary, and appropriate targets for action are identified and incorporated into the school development planning process

Monitoring

- Patterns and trends are identified, and used to inform planning, through regular monitoring of key indicators by ethnic group:
- The student population (following national guidelines)
- Student admissions and attendance
- Student progress and attainment
- Rewards, sanctions and exclusions
- Bullying and racist incidents
- Relevant data and issues emerging from monitoring are communicated as appropriate at staff meetings, governors meetings and in the governors' annual report to parents, ensuring that information cannot be used to identify individuals
- An overall review of the impact and effectiveness of this Race Equality Policy will be carried out every 3 years

Dissemination

- The full Race Equality Policy is:
- Published on the school's website
- Issued to all governors

- Available on request to all parents, visitors or members of the wider community

Building in Race Equality

Set out below are the key criteria that we undertake to use as a school to evaluate our provision and to inform our targets and plans for development. Where appropriate, our approach will be guided by the more detailed standards incorporated in the CRE document 'Learning for All'

Curriculum and Teaching

- Racial equality and ethnic and cultural diversity are promoted, and racism and discrimination challenged, through learning in all areas of the curriculum and through the resources and teaching methods used
- Every effort is made to ensure that all students have equal access to the mainstream curriculum, by taking account of their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately
- Wherever possible, steps are taken to provide experience of diversity through personal encounter with other cultures

Admission, Attendance and Discipline

- The admission process is fair and equitable to students from all ethnic groups
- The school monitors student attendance by ethnic group making appropriate allowance for leave of absence for religious observance
- The school's procedures for discipline and behaviour management, including exclusion, are fair and applied equally to all students, irrespective of ethnicity

Personal Development, Attainment and Progress

- The school recognises and values many forms of personal and academic achievement, and all students are encouraged and enabled to reach the highest personal standards
- Planned and targeted support are given to address any disparities in progress or achievement that are identified through our ethnic monitoring procedures
- Provision for pastoral care and guidance (including careers guidance) takes account of ethnic and cultural diversity, seeking to promote equality and challenge stereotyping

Attitudes and Environment

- Every care is taken to ensure that all aspects of the communal life, environment and ethos of the school promote equality, celebrate diversity and negate all forms of prejudice and discrimination
- All incidents of racism or racial harassment are dealt with

Parents, Governors and Community Partnership

- All the school's forms of communication with and involvement of parents and carers are designed to be inclusive and accessible to all
- Community members of all ethnic groups are encouraged to participate in the life of the school, whether as governors or in other capacities
- Community access to school premises and facilities is equally available to all ethnic groups

Staff Recruitment and Professional Development

- All procedures for recruitment, selection, promotion and professional development of staff are planned and monitored to ensure equality and avoid conscious or unconscious racial discrimination
- Staff are supported through training and management
- Staff will receive the necessary training to be aware of the signs of potential radicalisation and be fully aware of how to respond to any concerns regarding the safeguarding and wellbeing of any pupils at risk
- Staff will be made aware of the risks of Female Genital Mutilation amongst different racial groups and of their duty to report this

Monitoring information on all aspects of racial Equality and the other protected characteristics under the Equalities Act is published in the Equalities Act information.

Dealing with racist incidents

A racist incident is any incident, which is perceived to be racist by the victim, or any other person (Stephen Lawrence inquiry – Home Secretary’s Action Plan).

Types of incident

Physical abuse	Graffiti and other forms of written abuse
Verbal abuse	Shunning of particular students
Name calling	Differential treatment
Derogatory comments	Bullying

In essence a racist incident is where any form of behaviour causes humiliation, intimidation, ridicule or undermines a person on the basis of colour, ethnicity, religious beliefs, culture or nationality.

All allegations of racial abuse or harassment will be taken seriously and dealt with promptly, certainly within 7 days. Each incident will be investigated, dealt with appropriately and recorded in detail as accurately as possible. The Deputy Headteacher (Pastoral) holds the racist incident log and is responsible for any investigations and recording of incidents. All racist incidents will be reported to the Curriculum Committee of the Governing Body at their next meeting, to allow Governors to monitor closely. The log is available for inspection by staff, Governors and parents as appropriate on request.

The Deputy Headteacher (Pastoral) is responsible for completion of the racist incident data at the end of each financial year.

Action to be taken if a racist incident takes place

Every incident of racism will be challenged and recorded by the school. The teacher who is initially aware of the incident should immediately inform the Deputy Headteacher (Pastoral) who will then discuss with the student the incident. The incident must be reported and enquiries started as soon as possible. The racist incident sheet shows the appropriate actions to be taken according to the severity of the offence. In the absence of the Deputy Headteacher (Pastoral) a member of the Senior management Team must deal with the incident. The Headteacher must be informed of each incident.

Racist Incident Guidance and Recording sheet

<p>Racist Incident Sheet</p> <p>Date.....</p> <p>Student..... Form..... Teacher..... Form Tutor..... Head of Section.....</p> <p>The course of action that must be taken is indicated by the empty boxes, which must be ticked as that action is taken. They indicate the minimum which must be done.</p>	Discussion with Student	Incident sheet to Assistant Head	Headteacher, Tutor and Head of Section informed. On Governor's agenda	Formal discussion – Student, Deputy Head & HoS	Student sanction	Letter to parents	Parental interview to be arranged	Student sanction	Student to be sent home	Referral to Police	Request to Governors for short term exclusion
1 Verbal abuse											
• Incidental, no offence intended or taken											
• Persistent, intended to be offensive											
• Inciting others											
• Vicious/threatening											
• Other											
2 Refusal to co-operate with others on grounds of race											
• Sit next to/talk to/work with/help											
• Persistent											
• Other											
3 Violence											
• Jostling											
• Intimidation											
• Punching/kicking											
• Serious/fighting											
• Use of weapons											
• Other											
4 Abuse of personal property;											
5 Graffiti											
6 Racist propaganda											

Description of incident - use separate sheet. Please include as much detail as possible including witnesses.

If staff do not follow the prescribed course of action, indicate why - use separate sheet. Please remember that EMAS (The Ethnic Minority Advisory Service) and the Police are always able to give advice.

Details of all actions and sanctions must be recorded e.g. result of parental interview, letter to parents etc - use separate sheet.

Reviewed by	Date of Review / approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Curriculum	20.2.17	3 Yearly	Spring 2020	Statutory	Yes