



Race Hate Policy

Policy Ref No. PRH 01

'I have come that they may have life and have it to the full'

John 10:10

*"Our school is a community where Jesus Christ is our role model and his message the guiding principle behind all we do.
Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual.
We develop our potential, celebrate our talents and go forward together in faith."*

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

The uniqueness of the individual

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

The education of all

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

Moral principles

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we still strive to ensure that:

Any person recruited to the service of the school, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

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Introduction

This policy has been written to meet the Academy's statutory duty under the Equality Act of 2010. General and specific duties are required as follows:

The general duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- Promote good relations between people of different racial groups.

The specific duty requires us to:

- prepare a written policy on racial equality;

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- assess the impact of our policies, including this policy, on pupils, staff and parents, of different racial groups, including, in particular, the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

Academy Context

Our academy values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this academy promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

This policy reflects the general and specific duties on schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations Amendment Act 2000. This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities and Special Educational Needs.

Policy, Leadership and Management

This policy has been agreed by teachers, support staff and members of the governing body.

The Headteacher and the governing body are responsible for ensuring that the policy is communicated, implemented and monitored.

The academy aims statement includes a commitment to the promotion of equality of opportunity, tackling racial discrimination and promoting good race relations.

All staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping.

Copies of the policy will be available from the main office.

Staff and governors will be given the opportunity to discuss the implications of the policy and any training needed.

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the Academy Development Plan. Funding for professional development is identified within the Standards Fund. Members of the governing body will also identify their own training needs in relation to racial equality.

The academy will follow the LA Guidelines in dealing with incidents of racial harassment.

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Any incident of racial harassment is unacceptable in our academy. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken in line with GDPR;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the Head of Year and inform him/her of the action taken, then record what happened on CPOMs using the appropriate category.
- inform the class teacher(s) of both the victim and the aggressor,
- inform both sets of parents, if appropriate.
- ensure the swift and accurate recording of the incident on the Racist Incident Form.

All racist incidents will now be recorded and reported to the governing body by the Headteacher.

Outcomes of the school Race Equality Policy will be communicated to parents in the annual report from the governors.

Curriculum, Teaching and Assessment

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and value that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;

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- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils.

Admission, Attendance, Discipline and Exclusions

The academy is committed to ensuring that all processes are fairly applied.

If ethnic discrepancies in attendance or exclusions become apparent, then this will be addressed to discover causes and to seek positive ways forward.

Pupils' Personal Development, Attainment and Progress

Attainment is monitored across all subject areas for individual pupils.

Under achievement is addressed with differentiated work, and where appropriate, with additional input by support staff within the school and from outside agencies. Support is allocated and monitored by the SENCO and SEND Manager in consultation with class teachers.

Achievement of all students is celebrated in a number of ways, including Praise Postcards, Best Work commendations, merits, badges, celebration assemblies, etc.

Extra-curricular activities are open to all students who self-select by aptitude, ability and personal preference.

Attitudes and Environment

In our academy, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of academy life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our Academy Prospectus, Governors Annual Report to Parents, newsletters to parents and displays of work;

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- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge aggressive and racist behaviour.

Parents, Governors and Community Partnership

The Governors' Annual Report to Parents will, in future, contain a section in the academy's success in promoting race equality. Racial equality will also be an agenda item at meetings of the governing body.

We have a rolling programme of policy review. When policies are reviewed in future, governors will ensure that due regard is given to the promotion of racial equality within each policy.

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.

An annual report is issued in the summer term.

Staffing - Recruitment, Training and Professional Development

The academy is required to supply the LA with employment data related to racial groups employed within the academy.

The academy is committed to attracting and developing a workforce on a basis of merit.

The recruitment process will be monitored to ensure that there is no ethnic bias.

Professional development opportunities are offered to all staff.

The academy will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

Monitoring and Evaluation

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the academy. As part of this process, we will monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

Academy performance information is compared to national data and LA data, to ensure that

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pupils are making appropriate progress when compared to all schools/academies, and to schools/academies in similar circumstances.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

Appendix 1 – Dealing with Racist Incidents

Acknowledgements

St Peter and St Paul would like to thank the Afro-Caribbean and Asian Forum and the Lawrence Inquiry Consultative Group for their help in producing this guidance, together with Lancashire and Oxfordshire LEAs who provided some of the source materials.

Introduction

Every school has a key role to play in eradicating racism and valuing diversity. The government's acceptance of the recommendations of the Lawrence Inquiry Report, published in 1999, reinforces this responsibility for all schools, including those with few or no ethnic minority pupils. Racism exists in all communities, and racist groups target both urban and rural areas. Every school should take action to challenge and prevent racism.' (Learning for All, page 11)

The government has accepted the Lawrence Inquiry's recommendations that:

All schools should adopt a specific strategy to prevent racist incidents;

All teachers should be trained to deal with racist incidents;

All racist incidents should be monitored and reported to parents, governors and the LEA.

This document updates the LEA 's guidance on responding to and monitoring racist incidents to take account of the Lawrence Inquiry recommendations. It should be used in conjunction with 'Learning For All' (especially section E), issued to all schools by the Commission for Racial Equality.

School Procedures

'All schools' behaviour policies must make clear that racial harassment will not be tolerated and say how staff and pupils should deal with it' (DfEE Circular 10/99).

Policies should be explicit and widely known to parents and pupils. It should be understood what incidents are covered by the policies and also what sanctions are available.

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School policies and procedures need to ensure that:

racist behaviour is clearly identified as such;
preventative action is taken to reduce the likelihood of racist incidents occurring;
the victims of racist incidents are supported;
perpetrators are dealt with effectively;
Incidents of racist behaviour is linked to the school behaviour policy;
the frequency and nature of racist incidents are monitored within the school;
there is regular reporting of racist incidents to the Governing Body;
there is regular reporting of racist incidents to the LEA.

Further details on each of these areas are provided below.

Identifying Racist/Hate Behaviour

The County Council has adopted the definition recommended by the Stephen Lawrence Inquiry:

A racist incident is any incident which is perceived as racism, or hatred on the grounds of your race, religion, sexual orientation, transgender identity or disability by the victim or any other person.

This removes any doubt or ambiguity over whether an incident should be recorded as racist. Racist behaviour could involve any of the following activities:

- verbal abuse and threats;
- racist graffiti;
- provocative behaviour such as wearing racist badges or insignia;
- racist comments in the course of discussions;
- ridicule of an individual's cultural differences, eg, food, music, dress, language, telling of racist jokes, etc; bringing racist materials such as leaflets, comics or magazines into the institution;
- attempts to recruit other pupils and students into racist organisations;
- physical assault which is racially motivated;
- damage caused to a person's property which is racially motivated;
- incitement of others to behave in a racist way;
- refusal to co-operate with other pupils because of their race.

Failure to take action, even when an incident appears to be of a minor nature could be seen as condoning racism and may lead to more serious incidents in future. The response should be proportionate to the incident and suggested action is included in Appendix A.

Prevention of hate/racism

Every school should have a policy for equal opportunities but all school policies and practices should take account of the potential for promoting racial tolerance and defusing any underlying racial tensions within the school. This should include a close examination of the curriculum itself, including, in particular, citizenship. The school's arrangements for personal, social, health and emotional development, and for pastoral care, discipline and supervision should also be examined. The Commission for Racial Equality recommends that all schools should designate a named teacher with overall responsibility for dealing with racist incidents.

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The National Curriculum (1999) exhorts teachers to create an effective learning environment where:

the contribution of all pupils is valued;
all pupils can feel secure and are able to contribute appropriately;
stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability;
pupils learn to take responsibility for their actions and behaviour both in school and in the wider community;
all forms of bullying and harassment, including racial harassment, are challenged.

The ethos of the school is central to successful anti-racist practice. Making clear the Governing Body's expectations of how staff, children and young people should treat each other is paramount.

It is essential that parents/carers should understand and have confidence in the school's readiness to challenge racism. Explicit references within the School Prospectus and other documentation sent to parents can be very helpful in this respect and home-school agreements can assist in maintaining and strengthening good practice.

Staff development policies within the school should clearly reflect the importance of developing the knowledge and skills necessary for the prevention and handling of racist incidents and for the promotion of anti-racism within the school's ethos.

Supporting Victims

It is important that staff are aware of the priority attached to supporting victims, and that prior to an investigation all allegations are taken seriously. Racial harassment is intimidatory and its victims can feel isolated and disabled in taking action.

It is clear that much under-reporting of incidents relates to victims' perceptions of the likely response to a complaint. This, they often believe, will be:

- a lack of belief;
- accusations of being troublemakers or having a chip on their shoulder;
- ostracism by colleagues or fellow pupils;
- assumptions about a lack of a sense of humour;
- a belief that the harassment was in some way provoked or invited.

Therefore, any person investigating an incident needs to be aware of these common perceptions. Whatever happens, it should never be implied that harassment or an attack is the victim's fault.

The identification of the victim of an incident may not at first be straightforward. The investigation of its context and background must take account of the possibility of serious provocation lying at the heart of the responses of the individuals concerned. This is not to condone retaliatory action, particularly the use of violence, but to recognise that where the victim of racial harassment has retaliated, the action, particularly the sanctions contemplated, should take account of the degree of provocation.

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Principles for effective action

Victims and, where appropriate, their families should have a clear point of contact for advice and support. Wherever possible there should be a member of staff with clearly designated responsibilities.

Alternative sources of support should be identified either amongst staff or within the local community in case the designated member of staff is unavailable or the victim expresses a wish to be supported by someone of his/her own choosing.

The procedures for reporting all incidents and/or making a complaint should be made known to pupils and staff.

Victims should be kept fully informed and if necessary advised where they can go for further assistance. (See Appendix B for contacts offering victim support). Victims should be advised of their rights to contact the police if they think a criminal offence has occurred.

There should be clear opportunities for victims and/or their families to express their wishes. These should always be treated seriously and acted on if appropriate.

Dealing with Perpetrators

Situations in which racial incidents occur vary enormously. In every case the context in which the incident takes place will influence the school's response. This may range from gentle but firm correction and explanation to the use of disciplinary procedures. Incidents do need, therefore, to be assessed in terms of seriousness to assist everyone in gauging their response. The overriding need is to ensure that a clear message is sent to perpetrators that the behaviour will not be tolerated.

As with other types of bullying and abuse, a pattern of seemingly minor events can have a cumulative effect on the victim and the victim's community. It is important that staff and pupils perceive the response to be genuinely even-handed. Firm rejection of the offensive behaviour needs to be combined with a framework of discipline that is perceived as fair. Sanctions should not just be punitive but should include counselling and training where appropriate. Wherever possible a full apology to the victim should be sought from the perpetrator and should accompany any sanctions imposed.

Principles for effective action

All staff members should understand the steps that will be taken in response to an incident. They will need to be clear about:

- their expected initial response and the boundaries for their independent action;
- when an incident should be referred on to be dealt with by a senior or designated member of staff;
- incidents requiring the direct involvement of the Headteacher;
- the involvement, where necessary, of the Governing Body;
- the involvement, where necessary, of the Police;
- the need to record all incidents;
- the follow up to an incident including dealing with its impact on the school community;
- the expected timescale for responding to and following up an incident.

Monitoring and Reporting of Racist Incidents

It is important to record racist incidents for the following reasons:

To obtain a full picture of the frequency and nature of racial incidents;

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To target additional resources to combat racism;
To identify groups or individuals who are regular victims or perpetrators of racial harassment;
To monitor the effectiveness of measures taken to prevent racism;
The County Council is required to publish the overall number of reported racist incidents as part of the national 'Best Value' Framework.

In addition, OFSTED will ask for records of any incidents that have taken place in the last 12 months during school inspections.

A Racist Incident Reporting Form is attached at Appendix C although some schools may prefer to use their own existing forms or the Common Monitoring Project Form. Guidance on recording ethnic origin is attached as Appendix D.

A copy of all completed forms should be sent to the Ethnic Minority and Traveller Support Service.

Head Teachers of those schools where there have been no racist incidents are asked to complete a nil return form at the end of the academic year and send a copy to the Ethnic Minority and Traveller Support Service (see Appendix C).

The role of the Ethnic Minority and Traveller Support Service and the Common Monitoring Project

The Ethnic Minority and Traveller Support Service will send a copy of completed racist incident forms received from schools to the Common Monitoring Project who will aggregate the data on a confidential basis. The Common Monitoring Project is a multi-agency initiative designed to improve the response to racist incidents in Nottinghamshire. It provides information at an area or county level on the number and type of racist incidents.

An annual report will be prepared for each school by the Ethnic Minority and Traveller Support Service and sent to the Head Teacher, Chair of Governors, link inspector and local education officer.

Where there are no reported cases of racism, head teachers will be asked to confirm this through the use of the 'racist incidents nil report' form. Further enquiries will be undertaken by the LEA where there are no incidents reported by schools but where there is evidence of racism outside schools committed by young people.

It is a reasonable expectation that initially there will be a significant increase in the number of reported racist incidents as an indication that the problem is not being ignored or kept under wraps.

Where there are high levels of reported incidents, the LEA will work with the school concerned to address the causes, involving local community groups in proposed solutions.

Involvement of Parents

The school's procedures for dealing with racist incidents should be publicised and explained to parents. Parents should be informed if their child is involved in a racist incident, either as victim or perpetrator. If possible it should be ascertained whether the incident is isolated or part of a pattern of racist behaviour against the family in school or in the wider community. Parents of perpetrators need to understand how seriously racial incidents are taken.

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Schools should record details of the number of racist incidents and the responses made in the Annual Report to Parents. This would demonstrate to the community the school's commitment to the creation of a non-racist learning environment.

Complaints

If a parent or member of staff is not satisfied with the steps taken as a result of a racist incident, the complaints procedure is the same as for other complaints. If the head teacher cannot resolve the complaint satisfactorily, the complainant should be referred to the Governing Body. If this proves unsuccessful the complaint should be referred to the LEA. Complainants have the right to involve outside parties in a support capacity. The LEA will provide advice and support to schools in dealing with complaints about racist incidents although it will be made clear to parents that the LEA can only act in an advisory capacity.

Role of Governors

Governors need to ensure that there is a school policy on racial harassment, and that all necessary measures and systems are in place, should an incident occur. These processes should fall in line with policies for Behaviour and Bullying. Governors should be informed on an annual basis of racist incidents, and this should be an agenda item for the Autumn Term governing body meeting. A proforma for Headteachers' termly reports of racist incidents to governors is provided in Appendix B. This information should be used to help the Governing Body review the school's behaviour policy.

The Governing Body should investigate any complaints not resolved by the Headteacher.

Appendix 2 – Suggested Actions

Schools' policies should make it absolutely clear that racist behaviour is unacceptable. The policies should be explicit and widely known to parents and pupils. It should be understood what incidents are covered by the policies and also what sanctions are available. Perpetrators will often need pastoral support and counselling. Schools may feel it appropriate to develop a checklist as part of their policy to ensure internal consistency in the use of sanctions in relation to incidents involving pupils. It is recognised that teachers will use their professional judgement in dealing with specific incidents but individual practice should be based on school policy. The following examples may be helpful to schools.

The following action should be taken for all racist incidents:-

The Head Teacher should be informed.

Parents should be informed.

Support should be offered to the victim.

Counselling should be given to the perpetrator.

A Racist Incident Report Form should be completed and sent to the LEA (Ethnic Minority and Traveller Support Team).

The following action is suggested for specific incidents:-

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CATEGORY	SUGGESTED ACTIONS
a) Verbal Abuse and Threats	<ol style="list-style-type: none">1. Members of staff must not ignore any form of verbal racist abuse in the school.2. Explain fully to the perpetrator that verbal racist abuse will not be tolerated.3. Individual who are persistently abusive must be dealt with through the school's behaviour policy.
b) Racist graffiti	<ol style="list-style-type: none">1. All racist graffiti in the school should be removed immediately.2. Regular checks should be made and steps taken to discourage re-appearance of graffiti.
c) Provocative behaviour such as wearing racist badges or insignia	<ol style="list-style-type: none">1. Educational institutions should not permit the wearing of racist badges or insignia. In certain circumstances, schools may need the support of the Police and Prevent Team. Consider exclusion for repeated offences.2. Pupils wearing such badges or insignia should be referred to the Head of Year, or Head Teacher.
d) Racist comments in the course of discussions in lessons	<ol style="list-style-type: none">1. Racist statements must not be allowed to go unchallenged. The school should have a clear policy which identifies expectations of how teachers will react to the use of racist comments.2. Pupils who persist in making inappropriate comments must be referred to the Head of Year or Head Teacher as appropriate.

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CATEGORY	SUGGESTED ACTIONS
<p>e) Ridicule of an individual for cultural or religious differences e.g. food, music, dress, worship patterns etc.</p>	<ol style="list-style-type: none"> 1. Members of staff must not ignore any form of ridicule. 2. Explain fully to the perpetrator that racist behaviour will not be tolerated. 3. Perpetrators who persist in making fun of individuals in these ways must be referred to the Head of Year or Head Teacher.
<p>f) Bringing racist materials such as leaflets, comics, magazines or computer software into school</p>	<ol style="list-style-type: none"> 1. All forms of racist literature and materials must be removed. In certain circumstances, schools may need the support of the Police. 2. Refer pupils to the Head of Year or Headteacher as appropriate.
<p>g) Attempts to recruit other pupils and students to racist organisations and groups</p>	<ol style="list-style-type: none"> 1. Report immediately to the Head Teacher. Head Teacher to consider contacting the Police. Seek guidance from the LEA. In certain circumstances, schools may need the support of the Police. Consider exclusion.
<p>h) Physical assault against a person or group because of colour, race and/or ethnicity</p>	<ol style="list-style-type: none"> 1. In certain circumstances, schools may need the support of the Police. 2. Full report to the Head Teacher. Consider exclusion. 3. Take necessary action to prevent recurrence.
<p>i) Damage caused to a person's property which is racially motivated.</p>	<ol style="list-style-type: none"> 1. Reports to the class teacher, Head of Year or Head Teacher as appropriate. In certain circumstances, the police may need to be informed. 2. It should be made clear to the perpetrator that this action is not condoned. An apology and reparation should be sought.

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CATEGORY	SUGGESTED ACTIONS
j) Incitement of others to behave in a racist way	<ol style="list-style-type: none">1. Schools need to be vigilant in identifying potential inter-group tensions that might have a racial context. In every case, consideration should be given to involving the Police who can support the school.2. Refer pupils to the Head of Year or Head Teacher as appropriate.
k) Refusal to co-operate with other pupils because of their race.	<ol style="list-style-type: none">1. Every pupil has the right to be included in school activities and the school should not exclude any pupil on racial, ethnic or cultural grounds.2. Pupils persistently refusing to co-operate must be referred to the Head of Year or Head Teacher as appropriate.

Solicitors

Victims can use solicitors to initiate civil action, e.g. injunctions to stop harassment. Some solicitors may give free initial advice. Phone numbers are in the Yellow Pages.

Appendix 3 – Reporting Forms

Document: RI1 Forms are to be completed for all racial incidents. These are available in the Admin Office.

Appendix 4 - Ethnic Monitoring

Introduction

The following guidance is taken from the Commission for Racial Equality's document 'Ethnic Monitoring : A guide for public authorities'. The whole document can be downloaded from the CRE website, www.cre.gov.uk.

Under the Race Relations Amendment Act schools have a specific duty to assess the impact of all their policies on ethnic minority pupils, staff and parents. In particular schools should assess whether their policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups.

Schools will find it difficult to show that they have met the duty to eliminate unlawful racial discrimination, and promote equality of opportunity and good race relations if there is no monitoring data available.

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Who should supply the data?

Ethnic background information about an individual should be provided by that person wherever possible. This is known as self-classification. Schools should aim for a 100% return of information on ethnicity. This is likely to require schools to have to make an assessment of the ethnicity of some pupils. This is called 'other-classification' and should only be used as a last resort after people have been given several chances to classify themselves. Where 'other-classification' is used, people should be given the opportunity to confirm or correct the classification made on their behalf. School records should show that someone else did the classification.

Ethnic Categories

The categories used in the census should be used. These are :-

White/British
Irish
Indian
Bangladeshi
Pakistani
Other
Chinese
Asian Other
Black Caribbean
Black African
Black British

People whose ethnic background is not known, should be classified in a separate 'unknown' category (e.g Black - unknown, Asian -unknown) to distinguish them from people who have self-classified as one of the 'Other' categories.

What should be monitored?

Schools should monitor the following areas by ethnicity:

Pupils' attainment levels;
Fixed and permanent exclusions;
Attendance
Reports of bullying;
Complaints by parents;
Reports of racist incidents
Disciplinary action
Pupils with English as an additional language
Participation in extra-curricular activities
Assessment and setting

Where there are very few pupils from minority ethnic groups, monitoring should still be carried out. Data will need to be interpreted carefully and it will only be over a period of time that conclusions may be drawn. For example, no conclusions about discrimination could be drawn where a school with 600 white pupils and 15 from minority ethnic groups permanently excludes two pupils in one year, one of whom is from a minority ethnic group. However, if the same school has 5 permanent exclusions of minority ethnic pupils over a five year period, then it is possible that unfair discrimination has been taking place and steps should

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be taken to investigate this further and take corrective action if necessary. (*LEA, not CRE guidance.*)