

The First Federation Trust Anti-Racism (Race Equality) Policy

Adopted:	11 th July 2024
Review cycle:	Annual (*)
Next review due by:	July 2025
(*) Normally three years but annual this time because of new guidance being expected next year	

This policy reflects the general and specific duties on schools as detailed in the Equality Act 2010.

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;
- 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.

Other school policies

This Anti-Racist (Race Equality) Policy should be read in conjunction with the following school policies:

- Anti-Bullying
- [Child Protection and Safeguarding](#)
- [Equality Information and Objectives](#)
- [Pupil Behaviour policy](#)
- [Suspensions and Exclusions Policy](#)
- [Special Educational Needs](#) Policy.

The First Federation Trust vision and values should also be read in conjunction with this policy.

The First Federation Trust ethos and values and the individual school values

Our Trust is committed to upholding the principle that all human beings should be welcomed, accepted and valued as unique individuals of equal value and dignity.

We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit our schools. We promote a positive culture of inclusion, in which all those connected to our schools feel proud of their identity and able to participate fully in school life.

The First Federation Trust is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our schools, irrespective of age; disability; sex; gender reassignment; pregnancy or maternity; ethnicity, colour or national origin; religion or belief; sexual orientation or being married or in a civil partnership.

As a Trust, we aim to tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, and creating an environment which champions respect for all.

We aim to ensure that every adult and child is treated fairly and has equality of opportunity to participate fully in the life of the school, they attend. We also work to develop good relations between people from different groups.

We aim to make sure that our school is a safe and secure place for everyone.

We do not put up with unfair treatment or bullying of any kind.

We recognise that people have different needs and we understand that treating people equally does not always involve treating them all the same. When people face particular difficulties, they need extra support to help them achieve success and we try to do this for people in our school community.

We also try to make sure that people from different groups are consulted and involved in our decisions, for example, through talking to pupils and parents and carers, and through our School Council.

Aims

The First Federation Trust is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. Each school strives to

prepare all pupils for life in a multi-cultural and multi-ethnic society. Our schools strive to promote race equality in all dimensions of the schools' life and community.

We will:

- Take positive action to eliminate racial discrimination and harassment
- Promote equality of opportunity for all members of the school community
- Promote good relations between people of different racial groups

We accept the definition of racism and institutional racism included in the Stephen Lawrence Inquiry Report:

Racism – Conduct or words that either advantages or disadvantages people on the basis of their colour, culture or ethnic origin.

Institutional racism – The collective failure of an organisation to provide an appropriate and professional service to people on the basis of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

We will ensure that all members of our school community have the opportunity to improve their own understanding of race equality and understand their personal responsibility to promote race equality.

All Schools must develop clear procedures for dealing with, recording and monitoring racism. Such procedures help to:

- identify strategies for supporting and, where appropriate, challenging the behaviour of those involved
- build a picture of the level, type and location of racism occurring which in turn can help a school determine the type of anti-racism/bullying work required
- provide evidence to parents, pupils and others of the action taken when an incident has been reported.

When faced with an allegation of racism, two things ultimately matter:

- how the person who feels, they have been subject to racism, perceives his/her situation (**the present**)
- identifying the steps needed to resolve the difficulty (**the future**).

Whatever system a school uses to deal with allegations of racism/racism, it is important that:

- the allegations are handled in a consistent manner
- those involved feel appropriately supported
- allegations of racism/racism are recorded and monitored
- the Head of School (HoS) is fully informed of any situations which may require intervention from him/herself and relevant outside agencies.

Racism

The First Federation Trust, does not tolerate racism. We pursue an active policy of prevention and deal with incidents promptly and effectively when they arise. We expect all members of each school to play a part in preventing and, if necessary, identify and stopping racism.

The definition of a racist incident:

"A racist incident is **any incident which is perceived to be racist by the victim or any other person**".

(Taken from The Stephen Lawrence Enquiry - The McPherson Report, 1999).

The words in bold help to clarify what is defined as racism, therefore by recording all incidents in the electronic safeguarding system using the principles listed in Appendix B we shall be able to identify patterns of unacceptable behaviour. Under no circumstances should racism be tolerated. The teaching and non-teaching staff **must** err on the side of caution

Racism may be in the form of:

- b. Racist violence and threat.
- c. Racist abuse and insult.
- d. Racist graffiti.
- e. Racist literature.

Criteria for success

- Children feel safe, happy and successful at school.
- Children and parents have confidence in each school's procedures for dealing with racism.
- Few incidents of racism occur.

What is the policy going to do?

- Promote positive attitudes towards each other
- Encourage an atmosphere where racism does not occur
- Ensure that staff, children and parents are all aware of what constitutes racism
- Encourage children to report incidents of racism
- Ensure that racism incidents are taken seriously, followed up and dealt with appropriately
- Encourage everyone to actively challenge racism whenever and wherever it occurs.

How is the policy going to be put into practice?

- Positive attitudes towards each other will be promoted through PSHE lessons, circle time, collective acts of worship and all aspects of school life
- Procedures are drawn up for staff to follow when racism incidents are reported to them
- Racism incidents will be taken seriously and dealt with sensitively.
- Staff will be expected to actively promote and implement a whole school ethos that is opposed to racism in all its forms.
- Pupils will be informed of the school's policy and procedures and encouraged to report incidents of racism to their class teacher, or familiar adults {TA's, MTA's, Support staff}.

Information will be provided for parents which explains the First Federation Trust's anti-racist policy and procedures and provides advice and guidance on support strategies should their child be a victim of racism.

Record keeping, monitoring and evaluation

We need to keep accurate records of all incidents of racism in order to:

- get a full picture of the frequency and nature of racism incidents:
- measure the effectiveness of the methods used by our school in responding to racism incidents:
- identify trends and hot spots

Each school will use the BPHI Recording form ([online](#) for Devon schools, paper form for other LA schools, see appendix of the Trust anti bullying policy [here](#)) and:

- All racism incidents will be logged on the school's electronic safeguarding system under the heading 'Racism'
- Incidents of racism will be regularly monitored by the Head of School, Link Directors and Trustees

Guidelines

When being informed of a case of racism the following steps must be taken:

1. Assess the nature of an incident by sensitively finding out:
 - What happened?
 - Who was/is involved (were there any witnesses)?
 - Where did it take place?
 - When did/does it take place?
 - Does the incident indicate that racism was taking place and, if not racism, what is the nature of the difficulty?
 - What is required to try to resolve the difficulty now and in the future?
2. Inform the child you will take what they have said seriously and that you will inform the Head of School
3. Inform relevant teaching and non-teaching staff so that everyone is able to proactively monitor whilst the incident is being investigated
4. Depending on the assessment of the situation:
 - Monitor the child's relationships with other children during the next 48 hours.
 - Talk to the child(ren) concerned and establish a way forward
 - Complete the online or electronic version of the BPHI form and refer the incident to the Head of School to deal with.
5. The Head of School will talk to the children concerned identifying ways forward and establishing a code of conduct.
6. The Head of School will contact the parents/carers of all parties (see Appendix A for model letters).
7. Staff will monitor the plan for the next five school days and any repeat or associated incidents will be entered onto the school's electronic safeguarding system, and the online or electronic BPHI form.
8. If there are repeated incidents, the parents of all parties need to be contacted by the Head of School. The parents of the aggressor should be told of their child's actions and the impact of these actions and the parents will be given the opportunity to add any further information. Emotive language should not be used. A short term behavioural plan will be drawn up in conjunction with the parents/carers and clear targets identified. (see strategies list below)

All information must be entered onto the online or electronic BPHI form. The class teacher and the Head of School are responsible for monitoring the whole process.

Between points 1 and 8 there should not be more than a lapse of seven school days.

Strategies to support the change in behaviour may include:

- Circle Time activities
- Positive behaviour strategies
- Setting of positive behaviour goals
- Withdrawal of privileges
- Daily conduct sheets/home-school diary
- 'Mentoring' or 'buddying' system
- Peer mediation
- Setting up social skills groups
- Class, group or individual discussion with staff about the effects of racism
- Involvement of other agencies such as Educational Psychologist, CAMHS, Behavioural Support Service etc.

Support for the target(s) is essential both immediately following the incident and during an agreed period of review.

These strategies may include:

- Circle Time
- peer support
- 'mentoring' or 'buddying' system
- staff support
- parent support
- outside agency support.

It may be that parents/carers (target and aggressor) will require support from the school and/or other agencies.

If there is consistent and/or repetitive offending behaviour then more severe steps may be taken.

1. They may be suspended from the school premises at break and/or lunch times.
2. We may arrange for them to be escorted to and from the school premises.
3. If they do not stop racism, they will be suspended for a short fixed period (one or two days)
4. If they then carry on, they will be recommended for a suspension for a longer fixed period
5. If they will not end such behaviour, they will be recommended for permanent exclusion

Websites and Information

The Stephen Lawrence Inquiry Report: 1999: Ch 6.17

The Stephen Lawrence Inquiry Report: 1999: Ch 47: Recommendation
12

www.gov.uk/government/publications/the-stephen-lawrence-inquiry

Show racism the red card website

www.srtrc.org/home

Kick it out – tackling racism and discrimination website

www.kickitout.org/

Anne Frank Trust website

www.annefrank.org.uk/

www.anti-bullyingalliance.org.uk

Appendix A

Model Letters

Letter 1 Aggressor/parent

First or repeated incidents

CONFIDENTIAL

Dear (Parent/carer)

Re: **(name and date of birth of pupil)**

I am writing to inform you thathas been involved in an incident which has racist connotations/overtones/implications. The incident involved..... **(type of incident)**..... (brief details).

We take such incidents very seriously in school and this is clearly stated in our prospectus and policies/school agreement.

As a result**(name of pupil)** will be
(sanctions/support)

We trust that you will be able to support this action and continue to promote
.....**(name of pupil)**..... appropriate behaviour.

Yours sincerely,

Head of School

✂.....
Reply slip

I confirm I have received the above letter and agree to the school's action.

Signed.....

I would/would not like to make an appointment to discuss the incident with you.

Letter 2 – Target/parent

CONFIDENTIAL

Dear (**Parent/carer**)

Re: (**name and date of birth of pupil**)

It has been brought to my attention today that ...(**pupil's name**).....
has been subject to a racist incident.

We have spoken with her/him and gained as much detail as possible,
ensured of our support and explained the actions we
will be taking. Mr/Mrs will offer personal support
..... (brief details) and monitor the situation.

The school has a clear policy and procedures for dealing with these
kinds of incidents and you are welcome to see copies if you so wish.

We encourage pupils to report all such incidents and always record
them and the actions which follow.

If you have any questions or concerns please contact me.

Yours sincerely

Head of School

Appendix B

There is a need to monitor racist incidents in every educational institution in order to:

- Get a full picture of the frequency and nature of racist incidents
- Measure the effectiveness of the methods used by our school in responding to racial incidents
- Give staff a statistical bases for analysis of racist incidents.

We need therefore to keep a record of all racist incidents. Records should be kept in such a way that they give details of the offence, the person(s) concerned, action taken and sanctions imposed. Racist incidents may be recorded under the following categories:

- a. Racist violence and threat
- b. Racist abuse and insult.
- c. Racist graffiti.
- d. Racist literature.