

**Plymouth
School of
Creative Arts**

make
discover
perform

Plymouth School of Creative Arts

Race Equality Policy

Date created: 14/01/2013	Created by: M. Sweeney,	Review period: Annually
Reviewed: Feb 2017	By P & SW	Next Review Due: Feb 18

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1. Introduction

1.1 The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes that schools need to aware of.

1.2 The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

1.3 As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – ***meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.*** Protection is now extended to pupils who are pregnant or undergoing gender reassignment. However, schools that are already complying with the law should not find major differences in what they need to do.

1.4 The exceptions to the discrimination provisions for schools that existed under previous legislation – such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character, are all replicated in the new act.

1.5 **However, there are some changes that will have an impact on schools as follows:**

- It is now unlawful to discriminate against a transgender pupil
- It is now unlawful to discriminate against a pupil who is pregnant or has recently had a baby

1.6 New Positive Action provisions allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim – for example providing special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys.

1.7 Extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. However this duty is not due to come into effect until a later date, following consultation on implementation and approach.

1.8 The three existing general and specific equality duties on schools (race, disability and gender) to eliminate discrimination and advance equality of opportunity have been combined into a single, less bureaucratic and more outcome-focused duty extending to all of the protected characteristics.

2. Our Commitment to Racial Equality

2.1 Plymouth School of Creative Arts (PSCA) is committed to ensuring racial equality for all its students, teachers, governors, stakeholders and visitors. PSCA aims to provide a supportive environment where all individuals are treated with courtesy, dignity and respect, and where their contribution to the learning process is valued.

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2.2 PSCA will strive towards creating conditions which reflect the values of a multicultural community within not only its ethos, but also its day to day provision, where all individuals are treated solely on the basis of their merits, abilities and potential, regardless of ethnic or national origin.

2.3 The school aims to promote the spiritual, moral, cultural, mental and physical development of all our learners and prepare them for the opportunities, responsibilities and experiences of later life.

2.4 We already consider this part of our role, and work in ways which promote community cohesion. As migration and economic change alter the shape of our increasingly diverse local communities, it is more important than ever that all schools and academies play a full part in promoting community cohesion and ensuring there is racial equality.

2.5 In line with this PSCA will;

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial and ethnic groups

2.6 ***PSCA understands that the definition of institutional racism is ‘the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin.’*** It can be seen in various processes such as attitudes and behaviour that amount to discrimination, through unwilling prejudice, ignorance, or thoughtless and racial stereotyping; all of which disadvantage minority groups.

2.7 ***PSCA understands that a racist incident is ‘any incident which is perceived to be racist by the victim or any other person’.*** Incidents could take the form of physical assault, verbal abuse, graffiti, slogans, damage to personal property, or lack of co-operation in a lesson on account of another student’s ethnicity.

2.8 Any incident of racial harassment is unacceptable in PSCA.

3. PSCA principles

3.1 Encouraging respect for the needs and feeling of others.

3.2 Creating a safe and supportive environment in which all students within PSCA are encouraged to develop to their maximum potential.

3.3 Every student should develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to other people’s identities.

3.4 Every student should develop the knowledge, understanding and skills they require in order to participate within Britain’s multi-cultural society and the wider world community.

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3.5 To be proactive in promoting racial equality, good race relations and tackling unlawful racial discrimination.

3.6 Working in partnership with parents and the wider community to tackle racial discrimination and establish, promote and disseminate racial equality good practice.

3.7 Using a range of materials that are representative and inclusive of all cultural backgrounds.

3.8 Enabling students to maintain links with their own culture, while at the same time appreciating cultural diversity.

3.9 Challenging racial discrimination and stereotyping. Students will be taught how to recognise bias.

4. In support of PSCA principles

4.1 We will offer each student access to all benefits and facilities and, therefore, ensure there is no discrimination. (Race Relations Act 1976).

4.2 Record all racist incidences. (MacPherson Report 1999).

4.3 Report all racist incidents to the parents of the students involved and the governors. (MacPherson Report 1999).

4.4 Provide a curriculum, which promotes cultural diversity and prevents racism.

4.5 Ensure that all literature reinforces that PSCA will not tolerate any form of racist behaviour.

4.6 Celebrate the diversity of our population, recognising and considering local and national issues and events.

4.7 Implement effective procedures throughout PSCA for dealing with harassment of students, staff and visitors.

4.8 Ensure that procedures for disciplining students and for managing behaviour are fair and applied to students from all racial backgrounds.

4.9 Recognise that cultural background can influence and effect behaviour, taking this into account when dealing with unacceptable behaviour.

4.10 Monitor records, checking them for signs of discrimination and racist incidences.

4.11 Ensure that all visitors and contractors will be made aware of and comply with the school's race equality policy.

5. Implementation

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5.1 The Headteacher and the Governing Body will ensure that the policy and its procedures are compliant with the Equality Act 2010, are implemented and that staff are aware of their responsibilities.

5.2 Staff will receive appropriate training and support in putting the policy into practice, enabling them to deal with racist incidents in accordance with school procedures, and ensure disciplinary action is taken against staff or pupils who have discriminated racially.

5.3 PSCA is committed to providing staff development and training in relation to race equality. This will consist of core staff development for all staff and additional training for key personnel. Governing Body members will also be required to attend training.

5.4 Opportunities for partnership training arrangements with external agencies will be pursued. Training will enable staff to identify and accept responsibility for dealing with racist incidences and know how to identify and challenge racial bias and stereotyping.

6. Recording incidences of racism

6.1 PSCA will record incidences of racism and will use this information to inform and develop its anti-racist policy. To ensure this takes place PSCA will do the following;

- Ensure all racist incidences are investigated
- Record incidences of racism on a Racist Report Form (A copy of the form to be used is attached as **Appendix 2**)
- Ensure the Governing Body monitors the pattern and frequency of racist incidents through an annual report, which will include dates. Each member of staff will review their practice in this field on an annual basis as part of a whole school review
- Report to the Governing Body on the number of incidents, prevailing trends and how the issues have been dealt with
- Ensure that all pupils, parents and staff are aware of PSCA procedures for dealing with racist incidents
- Deal with all racist incidents immediately, even if some aspects of the response are dealt with at a later stage. Failure to respond may be construed as racist behaviour
- Monitor the progress of ethnic minority students when reviewing general achievement and provide appropriate support as defined in the Equality Act
- Report racist incidents on an annual basis to the Local Authority

7. Procedures and actions subsequent to a report of a racist incident

7.1 PSCA will adhere to and include the following principles and actions, subsequent to a report of a racist incident:

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- The perpetrator will be interviewed and the incident discussed in detail with an aim to establish a clear understanding of events. This in turn should educate and repair damage and to build towards a better understanding
- The victim will be counselled with the aim of showing understanding and giving reassurance. The incident will be discussed in some detail in order to clarify events, to educate, to repair damage and to build towards a better understanding
- There will be recognition that dealing with racist incidents is a learning experience for the victim and perpetrator
- Victims of racism and racial harassment will be supported by PSCA and where appropriate, we will seek the support of outside agencies
- Intervention strategies should as far as possible, empower students who have suffered harassment
- All racist incidents will be seen as serious bullying
- Every effort will be taken so the student and parents/guardians involved in a racist incident feel that it has been properly dealt with and that effective procedures are in place to enable any complaints to be heard fairly and appropriately

8. The Curriculum and Anti-racist Education

8.1 PSCA recognises that all subjects within the curriculum make a contribution to multi-cultural and anti-racist education and will strive to embed this philosophy in all areas of its curriculum delivery and school life.

8.2 We will follow the Citizenship Curriculum via PSHE to promote anti-racism. We will also use other learning activities via pastoral time (assemblies, form time) to further promote these values.

9. Monitoring, Evaluation and Review

9.1 The Governing Body will determine the review cycle of this policy and assess its implementation and effectiveness.

9.2 The policy will be promoted by the Headteacher and implemented throughout PSCA.

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Appendix 1 – Advice on Reporting and recording racist incidents in PSCA

Introduction

In this guidance, we refer to ‘racist incidents’ rather than to ‘racist bullying’ because this conveys the importance of dealing with one off events, before a pattern emerges. We believe it is important to be consistent in the terms that are used to describe racist incidents.

What is a racist incident?

It will be important that schools think through for themselves the implications/ definition of the term ‘racist incident’. Recommendation 12 of the Macpherson Report on the Stephen Lawrence Inquiry published in February 1999 defined a racist incident as “any incident which is perceived to be racist by the victim or any other person.”

Types of racist incidents that can occur are:

- Physical assault against a person or group because of colour, ethnicity or nationality
- Use of derogatory names, insults and racist jokes
- Racist graffiti
- Provocative behaviour such as wearing racist badges or insignia
- Bringing racist material into the school
- Verbal abuse and threats
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion
- Attempts to recruit others to racist organisations and groups
- Ridicule of an individual for cultural difference e.g. food, music, religion, dress
- Refusal to co-operate with other people because of their appearance, ethnic origin or nationality
- Written derogatory remarks
- Any of the above forms of racial harassment, or any other discrimination by employers in connection with work placements or work experience

One key step towards creating a safe learning environment is ensuring that all forms of racism are tackled firmly as and when they occur, because no child can feel safe in an environment where racism is not challenged. If racist incidents are not dealt with in PSCA, then this will send a powerful message to children that racism is acceptable not only in schools but in society as a whole.

Schools may wish to consider putting the Macpherson definition of a racist incident in words that are appropriate to the age and understanding of their pupils. To this end schools may find it helpful to involve students in writing the definition as a means of ensuring that pupils understand and feel responsible for their school’s commitment to equality.

Statutory requirements

Specific duties that all educational establishments must comply with are:

- Prepare a written policy on race equality
- Assess the impact of policies on different racial groups of pupils, staff and parents; in

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- particular, assess and monitor the impact on pupils
- Make information available about their policies to promote race equality
- Take account of the Equality Act general duties for public bodies

Schools' arrangements

Tackling racist incidents effectively is a key step that schools can take in promoting race equality. The legal responsibility for PSCA to meet the requirements of the Equality Act rests with the Governing Body, who should maintain an overview of the implementation of their Race Equality Policy.

The PSCA Headteacher (or nominated senior members of staff) is/are encouraged to:

- Discuss and agree procedures and format for monitoring and recording racist incidents
- Report such incidents at least annually to PSCA Governing Body and to their liaison officer in the Department for Education (DfE)

Since March 2004, schools have been required to record reasons for permanent exclusions: this includes racist incidents. Schools should ensure that, where a child is permanently excluded for a racist incident, this is recorded on the local exclusions form and recorded on the racist incident form.

Ofsted inspections

School Self-Evaluation prior to an Ofsted inspection plays a crucial role in the inspection procedures and schools may wish to use the existing form to demonstrate links between their handling of racist incidents and their action plan on race equality. When Ofsted's inspectors visit a school, they can ask for evidence to show what that school has been doing to tackle racism and promote harmony in the community.

Governors

The Headteacher should ensure that Governors are aware of racist incidents, particularly where serious or persistent offences occur. This should be part of a report on PSCA's race equality policy action plan. It should cover trends and year groups involved.

Currently, the Headteacher is responsible for ensuring that the policy is implemented and for monitoring reports of racist behaviour, seeking to establish reasons for trends and action planning accordingly. It is important however, that this information does not prejudice the Governors' ability to act impartially and appropriately in any subsequent disciplinary action or appeal. This applies whether students or staff are involved. The Department recommends that a report to the Governors is made in the autumn cycle of meetings so that the information can be included in the annual school profile.

Schools are reminded that their procedures for collecting and keeping records of racist incidents should comply with the Freedom of Information Act (2000) and the Data Protection Act (1998).

Teachers and other staff

Staff will need to attend appropriate training sessions in order to identify and challenge racist bias and stereotyping and to help maintain racial equality between children of different backgrounds and communities. New staff should be inducted into the processes.

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Students

It is important that the victim of any racist incident is informed of any investigation and the outcome. Students who may have witnessed an incident need also to be aware of the outcome.

Parents and Carers

Schools should ensure that parents and carers are aware of PSCA's policy and procedures on racism and bullying. We will encourage parents and carers to inform PSCA about racist incidents which their children talk to them about. They should also feel confident that PSCA will take appropriate action to resolve the situation. Such actions should form part of the whole school policy and approaches to combat racism within the community.

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Appendix 2 – Racist Incident Report Form

RACIST INCIDENT REPORT FORM – PAGE 1

School Name: _____

School Number: _____

Date of Incident: _____

Perpetrator

Victim

Pupil/Pupils

Outside Person(s) inc. Parents

Teaching Staff

Support Staff

Unknown

Male/Female

Year Group

Pupil/Pupils

Outside Person(s) inc. Parents

Teaching Staff

Support Staff

Victimless Incident

Male/Female

Year Group

Ethnic Origin:

Ethnic Origin:

White

British

Irish

Traveller of Irish heritage

Gypsy/Roma

Any other white background

White

British

Irish

Traveller of Irish heritage

Gypsy/Roma

Any other white background

Black or Black British

African

Caribbean

Any other Black background

Black or Black British

African

Caribbean

Any other Black background

Mixed

White and Black Caribbean

White and Black African

White and Asian

Any other mixed background

Mixed

White and Black Caribbean

White and Black African

White and Asian

Any other mixed background

Asian or Asian British

Indian

Pakistani

Bangladeshi

Any other Asian background

Asian or Asian British

Indian

Pakistani

Bangladeshi

Any other Asian background

Chinese

Any other Ethnic background

Chinese

Any other Ethnic background

Please ensure you have ticked all the relevant boxes

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RACIST INCIDENT REPORT FORM – PAGE 2

Nature of Incident

Verbal abuse
Violence
Provocative behaviour
Graffiti
Possession/distribution of racist material
Other

Brief Description of Incident

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Action Taken

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Signed _____ Date _____
Headteacher

Please send completed forms to:

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