

Sheringham Woodfields School

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RACE EQUALITY POLICY

Approved by SMT: 19 th January 2024	Approved by Staff: 26 th January 2024	Approved by Governors: N/A
Next Review date: Spring 2027	Person(s) responsible for review: SLT	

It is not enough "to not be racist" we must aim to be "anti-racist".

Principle

Our school aims to be anti-racist and we are committed to:

- Address racism
- Supporting victims of racism
- Ensure school policies address racism and other forms of discrimination
- Record, report and learn from any racist incidents.

Purpose

This policy reflects our belief in a cultural diversity that embraces individuals and promotes community spirit. It is in keeping with our vision that, through our curriculum, we will prepare our pupils for participation in our multi-ethnic society. It furthers our aim to promote equality of opportunity and good race relations, and to eliminate any form of racial discrimination and prejudice.

It recognises the predominantly white context of our school and covers members of all ethnic and national groups represented in our school community.

Using a whole-school approach, we will ensure that we do not inadvertently discriminate. We will achieve this by monitoring and reviewing our practice, planning opportunities within the curriculum for promoting good race relations and dealing with racist incidents effectively. We will implement our strategies for dealing with racist incidents according to guidance provided by the Commission for Racial Equality (CRE) and the local education authority, and in accordance with known best practice for supporting all children, parents, staff and visitors to the school.

Annual reporting of prejudice related incidents is also provided to the LA in their required format.

Practice roles and responsibilities of the Head teacher, all staff and governors

The head teacher will ensure that:

- The curriculum promotes positive attitudes to ethnic and cultural diversity, and challenges racism.
- The school recognises the importance of language to a person's sense of identity and belonging.
- Communication with parents recognises and responds to ethnic and cultural differences.
- Appropriate methods of communication are used to enable all staff, pupils, parents and governors to understand their rights and responsibilities in relation to race equality.

- All staff are informed of their responsibilities and receive appropriate training and support to deal effectively with racist incidents, racism, racial harassment, prejudice and stereotyping.
- Where appropriate, data is collected and analysed to identify issues and trends in the performance of ethnic groups.
- The data and the response to it (action plan, targets) is presented in appropriate formats to staff, governors, parents and the LA.
- All racist incidents are investigated and recorded for future monitoring and reporting.
- A sensitive and structured system of support is available to victims of racism, racial discrimination, racial incidents and racial harassment.
- The school has clear procedures for dealing with perpetrators of racist incidents.
- Immediate action is taken to remove racist graffiti from all school property.
- Active links are established with external organisations dealing with racist incidents and racial harassment.

All staff are expected to:

- Actively and positively promote racial equality and good race relations.
- Avoid any form of racial discrimination.
- Follow the guidelines for dealing with perpetrators of racist incidents and secure appropriate support for the victims.
- Address racist incidents that are reported to them following agreed procedures stated in the school behaviour, anti-bullying and anti-harassment policies.
- Ensure that they are well informed on race relations legislation.
- Report incidents to NCC as and when required (SLT to lead on).

Visitors and contractors will be made aware of the policy through relevant signs around the school and clauses in contracts.

The governing body will:

- Use its power to co-opt governors to ensure its composition reflects the community it serves.
- Encourage parents and staff from all ethnic groups when places for elected members become available.
- Apply the principles of best value without discrimination when purchasing goods and services.
- Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans.
- Disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken.

We expect all members of the school community to be committed to this policy, and that visitors will comply with it. We accept responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action. This may include the following:

In the case of pupils breaching the policy:

- Staff dealing with the incident will inform a member of the SLT immediately.
- The perpetrator will be dealt with in accordance with the behaviour policy.
- The consequences of any further breach of conduct will be clearly stated.

In the case of staff breaching the policy the relevant procedures outlined in the staff discipline and grievance policy will be instigated.

In the case of parents, visitors or contractors breaching the policy:

- They will be reminded of the school's commitment to race equality and asked to desist.
- Further incidents may lead to individuals being requested to leave school premises.

Arrangements for monitoring and evaluation.

The governing body will monitor the pattern and frequency of racist incidents and inform the LA annually of any such incidents. It will receive reports and data from the head teacher and staff that enable evaluation on the relevance of provision for:

- Dealing with racist incidents - defined as 'any incident which is perceived to be racist by the victim or any other person'. Serious breaches constitute criminal offences.
- Behaviour, discipline and exclusion.
- Curriculum content.
- Teaching and Learning.
- Assessment of attainment and progress - including special educational needs.
- Admissions and attendance.
- Recruitment, promotion and professional development of staff.
- Disciplinary and grievance procedures relating to staff.
- Attitudes and personal development.
- Ethos and environment.
- Communications with parents, governors and the community.
- Use of school premises.
- Purchasing goods and services.

The governing body will also receive reports on the progress of pupils by ethnic group.