



celtic cross education



Bishop Bronescombe C of E School
Race and Equal Opportunities Policy

A handwritten signature in blue ink, appearing to read 'L. M. J.'.

Signed (Chair):

Date: 16/3/21

Reviewed:	Feb 2021	Reviewed by:	Gail Lowe
Due for review:	Feb 2025	SMC or Governor responsible:	SMC

School Aims

At Bishop Bronescombe School we aim to give all children:

- ✚ Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- ✚ Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- ✚ High self esteem by feeling valued as a member of our school.
- ✚ A sense of fair play, treating others with dignity and respect.
- ✚ The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Bishop Bronescombe C of E School's motto is: **'Learning that lasts a lifetime'**.
Celtic Cross Education's Mission Statement is: **'We nurture, we learn, we achieve together.'**

General policy statement

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to the Visitor Policy, which all visitors must acknowledge and accept upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

Introduction

At Bishop Bronescombe we believe in promoting cultural diversity, we embrace individuals and promote community spirit. It is in keeping with our beliefs that, through our ethos and curriculum, we will prepare our pupils for a richly diverse society. It furthers our aim to promote equality of opportunity and good race relations, and to eliminate any form of racial discrimination and prejudice against children, parents, carers, staff, visitors and the wider community served by the school. It recognises the context of our school and covers members of all ethnic and national groups represented in our school community.

Our policy recognises the importance of understanding and appreciating cultural diversity beyond the limits of our immediate school community and local area. Using a whole-school approach, we will ensure that we do not inadvertently discriminate. We will achieve this through 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 local authority, and in accordance with known best practice for supporting all children, parents, carers, staff and visitors to the school.

Aims of this policy

- This policy supports the aims of the school in that it seeks to promote the welfare of all pupils and their academic achievement, regardless of their racial, religious, social or cultural background.
- This policy seeks to set out how the school will respond to incidents of racism, offering appropriate support to pupils, parents and carers within the school community.
- The policy will also clarify the support given to minority ethnic members of staff.
- The policy aims to meet the requirements of the Race Relations (Amendment) Act 2000.
- Ensure that all pupils, staff, governors, parents and visitors are treated respectfully with regard to their cultural heritage including their ethnicity, socio-economic status, gender, sexual orientation, faith and any disability which they may have.

We will achieve our aims 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.
- Promoting racial equality through our correspondence with parents, regular consultations with parents and members of the local community and displays of work.
- 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 racist and aggressive behaviour.
- The teaching methods and styles employed by the staff will take account of the needs of all pupils.
- Teaching methods will encourage positive attitudes to ethnic differences, cultural diversity and racial equality.
- The curriculum will take account of the ethnicity, background and language needs of all pupils to ensure that it is made relevant and meaningful by drawing upon areas of interest and experience in all pupils.
- The school will encourage visitors from different ethnic backgrounds and religions.
- Training and support will be given to staff where necessary, in teaching children with English as an additional language.
- The achievements and progress of all pupils will be monitored. Alongside this, groups will be identified and their progress will be compared with the progress of all pupils. These groups will include gender, ethnic minority groups and children with special needs. If there are concerns over progress, then strategies will be implemented to address these.

Statement concerning racism, phobic and other diversity incidents

Racism is defined by the school as:

attitudes and actions directed against a person by virtue of the fact of their colour, culture and/or ethnicity in such a way as to hurt another or to engage in stereotyping.

Incidents may include:

- Threatened or actual physical assault
- Verbal abuse
- Expressions of prejudice calculated to offend others or to influence the behaviour of others
- Racist graffiti
- Distributing racist literature
- Wearing of badges or symbols belonging to racist organizations
- Name calling
- Teasing in relation to language, religion or cultural background

Under recent legislation it is no longer appropriate for such allegations to be dismissed because the incident is judged by the school not to be racially motivated.

Incidents that target people because of their disability, their gender, their age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and are reported. A homophobic or transphobic **incident** occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation. Any such incidents are also reported.

The school believes that racism is wrong and it will not tolerate racist attitudes among its staff, pupils or those who visit the school. Staff, when they encounter it or when it is brought to their attention, will always challenge racist attitudes and behaviour. The school will not tolerate racist taunting or bullying and in certain cases will contact the police, especially if parents are involved.

The following principles underpin the school's approach to dealing with incidents of racial harassment:

- The perception of the person who has experienced harassment should be given particular attention
- All incidents should be responded to immediately and appropriately. School staff should understand that their reactions to such incidents will influence the attitudes of pupils. A failure to respond for example may be seen as condoning racist behaviour.
- All incidents should be reported to the Head of School/Assistant Head who will keep a log of all incidents.
- The response to an incident will vary according to the nature of the incident. Initially, staff should ensure the child understands why their behaviour or language is racist. The child should apologise verbally to the person offended and if appropriate and age-related,

in writing. Additional sanctions may be applied and communication made with parents of the children involved.

- Incidents will be reported to the Local Authority.
- Breaches of this policy by staff will be dealt with by the Head of school /Trust and if necessary, the Local Authority.

Statement concerning equality of opportunity

At Bishop Bronescombe all children, staff, parents, governors and visitors will be treated equally with regard to their cultural background including socio-economic status, ethnicity, gender, faith, sexual orientation and/or any disability. All are welcome!

Procedures are in place to ensure any new resources (particularly printed resources and web images) reflect the cultural diversity of the United Kingdom. Resources should challenge stereotypes and display positive role models, ensuring all groups are represented.

Children who are new to the school are given an induction programme, where they are welcomed into the school and shown where resources can be located as well as being introduced to staff. They are given a 'buddy' to look after them and give them help as required. Staff will then monitor these children closely, liaising with parents and gaining as much information as we can about the child and their needs.

If there are individual needs which might require an individual education plan (Assess, Plan, Do, Review tracker) then the SENDCo may become involved together with other outside agencies as are deemed appropriate by the SENDCo and the Head of School.

Combating racism – behaviour management

The schools Relationships and Behaviour Policy and Anti-bullying Policy directly cover racism and racist attitudes. Nevertheless, the school recognises that racist attitudes and bullying often go on unreported. Therefore the school, with the consent of minority ethnic parents, will:

- monitor minority ethnic pupils in such a way as to find out what sort of attitudes they have encountered or bullying using racial taunts has happened
- act on the finding of the monitoring exercise, even where this shows that currently the pupil isn't suffering from racial abuse
- report to parents on any action taken in light of the monitoring that has taken

Combating racism – public statements

The school will make known its commitment to combating racism in the following ways:

- The school's Relationships and Behaviour Policy and Anti-bullying Policy will be published on the websites and will contain a clear statement about the unacceptability of racism and racist attitudes, either exhibited by staff, pupils or parents.
- Visitor policies will make it clear that racism is unacceptable and will not be tolerated by the school.

- The home/school agreement will include the unacceptability of racial abuse or racially motivated behaviour.

Working with parents

The school will take positive measures to support the parents of ethnic minority pupils.

At parent consultation evenings the class teacher will bring up racism to see if any issues have been picked up by the family and not reported in school. If there is evidence that a pupil is experiencing racism at school but not reporting it to teachers, action will be taken and the parents will be informed of the action taken in light of the information given.

If the behaviour of a minority ethnic pupil changes significantly then the parents will be contacted. The teacher will seek to establish if the behaviour change is a result of racism, either in school or in the wider community. If there is evidence that there is racism that is effecting a behaviour change the school will act accordingly as set out in the policy above. Parents will be notified of any action taken by the school.

Where there is a language barrier for the parents the school will contact the Local Authority to solicit support.

School Visits and visitors to Cornwall

The school recognises that many of its pupils have little contact with racial minorities and therefore:

- When going on trips pupils will be reminded of their responsibility to act appropriately. The issue of living in a multi-cultural society will be brought-up and pupils reminded that racial abuse or the exhibiting of racist attitudes will be dealt with severely by the school.
- When studying about Cornwall, its history and geography, mention will be made of the different sorts of people who come to visit the county. It will be made clear that racism is unacceptable and that we have a duty of hospitality to all those who come here on business or for a holiday.

Minority ethnic teachers

The school welcomes applications from all qualified teachers irrespective of race, ethnicity, gender or sexuality for posts advertised by the governors. The Head of School or mentor will speak to minority ethnic teachers about the issue of race as part of an annual review.

Reporting, monitoring and evaluation

The Head of School will monitor the effectiveness of the policy on an annual basis. This will be done in the following ways:

- Monitoring the number of incidents with a racial element. Diversity incident report forms will be completed and sent online to the Equality and Diversity Service for all incidents of a racist, sexist or gender bias nature.
- Monitoring the effect of any PSHCE module which has had a focus on combating racism, especially when following a racist/diversity incident.
- Talking with minority ethnic pupils to ask them how they feel the policy is working

All racially motivated incidents will be recorded and reported to the LA as they occur on the online form.

Staff will refer cases to the Police when an incident is judged serious enough to necessitate their direct involvement. The decision on the level of Police involvement will be established in negotiation with the Police.

Transgender PE Policy

Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical Education develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A young transgender person has the same right to Physical Education as other young people.

With regard to young transgender people at school, there should be reasonably few, if any, issues regarding participation within the sports of their gender identity. There may be sports where, as puberty develops, MTF transgender participants may have a physical advantage over other girls but this should not present a problem within a carefully and sensitively managed lesson context. The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing young transgender people from participating (which would be discriminatory).

Within the competitive and representative aspects of school sports (outside of PE lessons), advice from CPSU states that during the growth period, leading up to puberty, there is little difference in male and female strength development so transgender boys or girls pre puberty (Primary School age) can compete in their affirmed gender at school sports competitions. This will include our School Sports Day.