



RACE POLICY

Reporting and Recording Racist Incidents

The McPherson Report, the report of the inquiry into the murder of Stephen Lawrence, contained a number of recommendations for the education service generally and for schools. Among them was a requirement for schools to record and report racist incidents and the action taken to deal with them. This was included in DfEE Circular 10/99 paragraph 4.32, which was sent to schools last year. Schools' behaviour policies will be expected now to cover racial and sexual harassment. The Home Office Code of Practice on Recording and Reporting Racist Incidents stipulates that each school should record all racist incidents, including the date, the names of perpetrators and victims, the nature of the incident and action taken in response. Parents and governors are to be informed of the number and nature of such incidents and the action taken to deal with them. Governing bodies are required to inform the LEA annually of the pattern and frequency of any incidents.

The behaviour policies of many schools already cover racial and sexual harassment, but all schools ought to review their policies and practices in the light of the new requirements. To help schools the LEA, working with Telford and Wrekin LEA and the Shropshire Multicultural Development Service (SMDS), has been preparing notes of guidance on equal opportunities generally and forms for recording and reporting racist incidents in particular. One of these forms (EO5) is enclosed.

There may be a temptation in Shropshire to feel that this is not an issue that Shropshire schools need to address. This is not so. It does not need the presence of pupils or staff from different ethnic backgrounds for racist attitudes to be apparent and racist language to be used, sometimes casually and apparently without awareness that it might be offensive. There have been instances of visitors to Shrewsbury being abused, and football 'supporters' from Shropshire seem to be as capable of hatred and violence as those from more culturally diverse parts of the country. Indeed intolerance of differences seems to be deep-rooted in some people, and can be a common cause of bullying in schools. It is, therefore, a fundamental issue for all schools, and the links with PSHE programmes and other aspects of the curriculum are obvious. It is also a sensitive issue, because children may be reflecting the attitudes and values of their parents, but there should be no place in school for racial harassment and racist abuse.



POLICY FOR RACE EQUALITY

January 2003

1. School Background

- (i) The Marches School and Technology College is a large 11 to 16 comprehensive school situated in the market town of Oswestry in rural North West Shropshire. Approximately two thirds of its intake comes from the town of Oswestry, and one-third from the surrounding villages. Although the school is within five miles of the Welsh border, there are very few children at the school who actually live in Wales.
- (ii) The school population is almost entirely Anglo-Welsh by ethnic origin. The minority groups within the school represent about 2% of the population and are almost entirely comprised of two ethnic groups. These are:
 - (a) Bangladeshi. From the owners and families of the local “Indian” restaurants. The home language of our Bangladeshi children is Bengali, but all pupils currently in the school are bilingual, and speak English fluently. Most tend to be high achievers.
 - (b) Traveller Children. There is a travellers’ settlement at Park Hall, two miles from the school. Children from the settlement attend the school. Most travellers do not find school an easy experience and there is a history of under achievement.
- (iii) From time to time other children from different ethnic backgrounds attend the school. Mostly this is because of the Orthopaedic Hospital, which employs consultants on one and two year contracts from around the world. Children who have attended The Marches School and Technology College from this source have always been high achievers, but have usually needed support with their English.
- (iv) Over the 15 years of its existence The Marches School and Technology College has employed several staff from different backgrounds. This has included until April 2002 a head of D&T who was Indian. He left the school for further promotion. Currently on the staff are a language teacher from Sicily, a language teacher from Reunion Island, and a Special Needs teacher from New Zealand.
- (v) The very small number of pupils from different backgrounds, and the very local culture that predominates, means that most children at the school have very little opportunity to experience diversity in their everyday lives. This means that there is a responsibility on the part of the school to widen horizons generally.
- (vi) Although there are very few reported racist incidents in the school and in the town, this does not mean the potential for racial tension does not exist. The school accepts it has a responsibility to do what it can to minimise this potential.

2. Aims of the Policy

- (i) The Marches School and Technology College has had an Equal Opportunities policy since 1993. This was last revised in December 1997. Promoting race equality is an integral part of equal opportunities. The school believes that equal opportunities should be built into the management and structure of the school at all levels, and has actively attempted to do this.
- (ii) The central aim of Race Relations Policy at The Marches School and Technology College is to **promote racial equality and good race relations, and to challenge racial discrimination wherever it occurs**. The school sees this as a fundamental responsibility for any civilised community.
- (iii) In the context of the school, Race Relations Policy, in conjunction with Equal Opportunities Policy, is also concerned to do everything possible to maximise the potential of every pupil, in all the various curricular and extra curricular opportunities the school offers.
- (iv) As a community comprehensive school, a Technology College, a partner school within North West Shropshire Education Action Zone, and having achieved two schools curriculum awards, The Marches School and Technology College is also committed to working within and amongst the local community, and promoting good practice in all areas of its work. The promotion of Equal Opportunities and of Race Equality are integral to this work.
- (v) The Marches is an inclusive school. The needs of all pupils, including the most challenging and the least able, are considered to be of equal importance. School pastoral and behavioural policy, including its policy for exclusions, should always reflect the inclusiveness agenda.
- (vi) All incidents of racism and racial harassment will be dealt with quickly, firmly and sensitively in accordance with existing policy to combat bullying wherever it occurs.
- (vii) Wherever an incidence of racism or racial harassment is substantiated following investigation, it will be recorded as required by the Race Relations (Amendment) Act 2000, and statistics made available to the LEA and the DfES as required using for E05 for the yearly returns.

3. Responsibilities

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| Governing Body | <ul style="list-style-type: none">▪ The governing body will ensure that the school fulfils its legal responsibilities in accordance with Race Relations Legislation, and will monitor the implementation the Race Relations policy▪ It will keep the policy under review through the staffing and curriculum committee |
| Headteacher | <ul style="list-style-type: none">▪ Will ensure the implementation of the Race Relations Policy in both spirit and practice throughout the school▪ Will ensure staff are aware of their responsibilities under the policy▪ Will authorise appropriate training where necessary▪ Will ensure that reported incidents of racism and racial harassment are dealt with▪ Will ensure that appropriate action is taken as necessary when racial discrimination is substantiated |

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| Teaching Staff | <ul style="list-style-type: none"> ▪ Will ensure that all pupils have access to the curriculum and to all activities ▪ Will promote racial equality and diversity through teaching and learning, and through the relationships they develop with pupils, staff, parents and the wider community ▪ Will deal with racist incidents according to school policy ▪ Will challenge racial bias and stereotyping |
| All Staff | <ul style="list-style-type: none"> ▪ Will be aware of the school policy for Race Equality ▪ Will be expected to act in accordance with the school policy |

All visitors to the school will be expected to comply with the school's policy for race equality, and will be challenged if racism or racial harassment is reported or observed.

4. Promoting Diversity

The Marches School and Technology College has already developed a range of approaches to promote diversity. This is a very central aspect to the school's work, and has already contributed to winning an international competition in 1997, and to Schools Curriculum Awards in 2000 and 2002. Key aspects of the schools work are as follows:

- (i) Participation in the Comenius Programme for links with other European countries.
- (ii) A link Africa project in which the school has fund raising days for schools in poor black South African Townships. There is a prominent display board for this work showing the townships.
- (iii) A link with Pandahill School in South Western Tanzania, developed through the Technology College programme and built into the phase 3 development. An African member of the staff of this school has already visited The Marches School, talks have been given to assemblies across the school, and photographs from Tanzania are displayed prominently in the Technology College areas.
- (iv) The citizenship programme within PSHE also promotes cultural and social diversity.
- (v) Cultural diversity is actively pursued in RE work. The five key religions of Christianity, Judaism, Islam, Hinduism and Sikhism are all taught to all pupils. Visits are arranged to religious buildings of these faiths, and visiting speakers from the faiths have visited The Marches School and Technology College.
- (vi) The school arranges trips to countries in Europe and beyond to promote cultural diversity. Over 100 Year 11 pupils went to New York in October 2000, and 20 pupils went on a dance and netball tour to Barbados in July 2001. Currently, trips to France and Germany are annual events.
- (vii) The school has taken the opportunity where this has been possible to appoint staff from varied cultural backgrounds at all levels of responsibility, thus providing diverse role models for all pupils. It also allows us to provide a range of experiences including Spanish Club, Welsh Club, and recently Bengali Club.
- (viii) Future opportunities to promote cultural and social diversity will always be sought to widen

the horizons of pupils. This is also a core aim of the North West Shropshire Education Action Zone, to which The Marches School and Technology College belongs.

5. Managing Racial Incidents

- (i) Any racist incident reported or observed involving school pupils will be managed quickly, sensitively and firmly, in accordance with the school's behavioural policy as outlined in the school brochure and the staff handbook.
- (ii) Any racist incident reported or observed involving members of the school staff will be managed according to the school's personnel policy document.
- (iii) All substantiated incidents of racism or racial harassment will be recorded according to the requirements of the Race Relations Act (amendment) 2000, and reported to the governing body and to the LEA (see 2 vii).

6. Conclusion

- (i) The Marches School and Technology College recognises that in its overwhelmingly Anglo-Welsh school population, it would be easy to be complacent about racism. The school will not be complacent. This policy is an affirmation of its determination to educate the children of Oswestry to understand and value the diverse cultural backgrounds which are represented not just in Great Britain but in the world
- (ii) This policy has necessarily been formulated in order to meet the legal requirement. It does however accurately reflect what already happens at the school, and also indicates aspirations for future development.
- (iii) The policy will be reviewed and monitored by the staffing and curriculum committee in January 2003 and in subsequent years at that time.

*D L Sheppard
January 2003*



THE MARCHES SCHOOL and TECHNOLOGY COLLEGE



RECORD OF RACIST INCIDENTS

1. Date of incident:

2. Name of victim(s):

Ethnic group:

3. Name of perpetrator(s):

Ethnic group:

4. Brief description of incident:

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5. Action taken:

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6. Signed:

Date: