



SRS Race Equality Policy

(Draft 4 was annotated post 22.2.22 FZ meeting)

1. Introduction

1.1 Process

Futurezone schools are committed to inclusivity, celebrating diversity and ensuring equality of opportunity for all of our pupils, staff and parents and carers irrespective of ethnicity, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which everyone connected to our schools feels welcomed and valued and able to participate fully in school life.

In 2020/21 Futurezone schools are focusing on diversity through the “Conolly Project”; named after Yvonne Connolly, who became the UK’s first female black Headteacher in 1969.

The project has four objectives:

1. To increase our knowledge and understanding of racism and how it relates to education and to build knowledge of antiracist research and practices.
2. To identify ways in which the curriculum excludes important knowledge and address these through curriculum development.
3. To be familiar with research findings relating to the recruitment, retention and career progression of ‘BAME’ teachers and use these to improve diversity at all levels of the school. To provide training to support with this aim.
4. To identify, document and disseminate good antiracist practice within Futurezone and nationwide and create a supportive, open yet challenging forum for discussion on the issues and barriers facing people from Black Asian and Minority Ethnic backgrounds in our schools.

This policy works alongside our school vision and values:

LEARNING FOR LIFE

Our vision is to provide pupils with the life skills, social competencies, practical abilities, and qualifications to find a meaningful role in our community as resilient and increasingly independent adults.

2. Commitments

We are committed to:

- Actively tackling racial discrimination and promoting equal opportunities and an antiracist environment for everyone involved with our school.
- Encouraging, supporting and helping all pupils and staff to reach their potential.
- Working with parents and guardians and with the wider community to tackle racial discrimination and to follow and promote good practice.
- Making sure the race equality policy, and its procedures, are followed.

3. Principles

All staff at Samuel Rhodes School will:

- Build a clear picture of pupil progress and plan appropriate action informed by data.
- Take a strong and determined lead on equal opportunities monitoring attainment, attendance, behaviour and exclusions of all groups.
- Listen to and learn from students and their parents and try to see things from the students' point of view.
- Create positive links with local communities.
- Understand and work with the 'whole child'.
- Respond to racist bullying and racist harassment swiftly and appropriately. [Refer to staff code of conduct document].
- Work on strategies for preventing exclusion.
- Have high expectations of both teachers and students and clear systems for targeting, tracking and monitoring of individual student progress.

4. Promoting Race Equality

4.1 Teaching and Learning (Please refer to teaching and learning/ curriculum policy)

- We accept that we all have one or more ethnicities and that it is important we reflect individually and collectively upon how this may affect our identity, how we view the world and in turn how we relate to others.
- We believe that the quality of teacher – pupil relationships are of great importance in primary education. We accept responsibility for fostering these relationships.
- We recognise that many of us have been educated in systems that did not value the promotion of racial equality. As such we see the importance of actively expanding our own understanding in order to provide educational opportunities for all pupils. We recognise the importance of teacher preparation.
- We recognise that a policy of never talking about racism does not eliminate racism but rather prevents the possibility of tackling it.
- We believe it is important to help children make sense of the world. This includes racism and other forms of injustice. This also includes promoting a greater understanding of cultural diversity and equality.

4.2 Curriculum / Extra Curriculum

Our school curriculum is always in constant development to meet the individual needs of our ever-evolving cohort. (Please refer to curriculum policy)

- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.
- As we experience racialisation differently, we need to create opportunities for children to make sense of their experiences through dialogue. This is essential as we want children to recognise racism and make steps to tackle it, seeking support from staff to do this.
- We recognise the importance of dialogic teaching throughout the curriculum, including how we formatively assess and feedback to the children about their learning.
- We promote an inclusive curriculum which reflects the multi-ethnic nature of our society and allows children to learn about historical and current injustices and controversies.
- Class teachers and subject leaders will choose appropriate resources to promote equality and also to recognise stereotype and bias.
- Support children to have knowledge of the most appropriate language, the right to describe themselves in their own words.

4.3 Progress, Attainment and Assessment

- Pupils' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language, Pupil Premium, religion, disability).
- An action plan will be implemented and evaluated based on the monitoring. This evaluation will be reported to staff and inform the next cycle.

4.4 Behaviour, Discipline and Exclusion

- By recognising that behaviour is itself a form communication, we seek to help our pupils develop appropriate ways of communicating with others. We recognise that getting to know the children we teach and communicating with them can impact positively on their behaviour.
- We recognise that it is our responsibility to actively foster good relations with the parents and carers, which will help us to appropriately support all areas of learning
School exclusions will be monitored and analysed by ethnic group (and by gender, language, Pupil Premium, religion, disability). This data will be used to identify children at risk of exclusion, and appropriate interventions taken.
- Students have various opportunities to lead on the responsibility to look after each other and model good behaviour. Opportunities for playground buddies, monitors, school council, prefects, head boy and head girl and through reward systems.

4.5 Attendance

Attendance is important for academic success and for emotional and social progression. We are keen to support children and families with the support of our pastoral co-ordinator, SENCO team and close multi-agency work with a variety of services in our associated boroughs.

- We monitor pupil attendance by ethnic group and use the data to develop strategies to address low attendance.
- Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

4.6 Partnership with Parents and Communities

- Parents are welcome and respected in school.
- Parents are encouraged to make appointments to meet their child's teacher whenever they feel appropriate.
- Parents will be consulted on their views of race equality annually, beginning September 2011.
- We aim to provide interpreters to parents where possible on Open Evening, and translation of school letters to parents.
- We will take active steps to ensure our board of governors reflects the school community.
- Wherever possible, the school will employ positive action provisions to target underrepresentation of ethnic groups on the governing body.
- We commit to having a preliminary meeting to form Parent Staff Association by SRS with a view to establishing a PSA.
- When considering visitors, trips and special projects, teachers and subject leaders should seek to make links with a wide range of groups within the community.

4.7 Staff Recruitment and Professional Development

- Recruitment and selection procedures are consistent with the Equality Act 2010 and other Equality Legislation.
- We aim to encourage people from underrepresented minority ethnic groups to apply for positions at all levels in the school, by use of formal and informal networks for BME teachers e.g. Investing in Diversity, Black Teachers Group, Network for Black Professional (NBP).
- The school monitors and reports annually on the employment and professional development of staff by ethnic group.
- We will ensure that at least one INSET for all staff each year is devoted to promoting race equality,
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place. This includes monitoring of applicant ethnicity.
- All person specifications for posts vacant will include promoting racial equality as an essential requirement. Senior Management positions will also include knowledge, skills and understanding of the implications of ensuring racial equality.

5. Dealing with Incidents of Racism

Policy aims to look at four types of racist incident

- pupil to pupil
- pupil to staff
- staff to pupil
- staff to staff

Following the recommendations of the Stephen Lawrence Enquiry (2000), an incident is to be investigated as racist if anyone witnessing it regards it as such. Incidents could take the form of physical assault, verbal abuse, damage to property or lack of cooperation in a lesson, due to a person's ethnicity.

5.1 Pupil – Pupil

- The first priority is to comfort and support the child who has been targeted and make it absolutely clear that nothing he or she has done justifies it.
- Make sure that anyone listening to, overhearing or witnessing the incident understands that what was said or done was hurtful and unacceptable.
- Support the child who has said or done something racist, while at the same time making sure that they know it is hurtful and unacceptable and that it will not be condoned. Explain why.
- Where appropriate, talk together about the incident with the perpetrator, the wronged person and, where necessary, any witnesses. Inform all parties what action will be taken.
- Report the incident to the Head teacher, Deputy Head teacher or in their absence a member of SMT.

- The incident should be investigated by the senior member of staff to decide on the appropriate course of action.
- SMT to inform the class teacher of both the wronged person, the perpetrator and then record what happened on a racist incident report form to be located on the Teacher Shared Area. The form will subsequently be sent to the LEA.
- Inform both sets of parents, if appropriate.
- All racist incidents will be recorded and reported to the governing body and the local authority by the Headteacher. Headteacher will share statistics with staff annually, in April.

A child can only safely tell in a setting where others will take responsibility and do something constructive about it, where they will be comforted and their pain acknowledged and where they will not subsequently be victimised. Children need to know where adults stand about these issues.

Similarly, adults in work situations need to make clear to other adults that they will take issues of racism seriously and where appropriate take personal action and provide support to anyone subjected to it.¹

5.2 Pupil – Staff

- The first priority is to comfort and support the member of staff who has been targeted and make it absolutely clear that nothing he or she has done justifies it.
- Make sure that anyone listening to, overhearing or witnessing the incident understands that what was said or done was hurtful and unacceptable and debrief on the day of incident, if appropriate.
- Support the child who has said or done something racist, while at the same time making sure that they know it is hurtful and unacceptable and that it will not be condoned. Explain why.
- Where appropriate, talk together using a restorative conversation structure about the incident with the perpetrator, the wronged person and, where necessary, any witnesses. Inform all parties what action will be taken.
- Class teams to have an opportunity to debrief about incidents and have opportunities to discuss outcomes with SLT.
- Report the incident to the Head teacher, Deputy Head teacher or in their absence a member of SLT.
- This needs to be reported on CPOMS that day and clearly categorised as racism so we can inform data and track the impact of racism across the whole school.
- The incident should be investigated by the senior member of staff to decide on the appropriate course of action with a clear process connected to the behaviour policy with an understanding of each individual child's need.

¹ Jane Lane (2008) Promoting Racial Justice in the Early Years

- SLT to inform the class teacher of both the wronged person, the perpetrator and then record what happened on a racist incident report to be located on the CPOMS. Chair of governors assesses how this is being managed regularly.
- Inform parents, if appropriate.
- All racist incidents will be recorded and reported to the governing body by the Headteacher. Headteacher will share statistics with staff annually, in April.
- Staff have opportunities to plan resources and implement strategies including behaviour management plan, social story, talking mats etc for the child's return.
- If racial abuse continues and SLT/ SHM to explore multi agency strategies to input ongoing support for the child.
- Ongoing supervision in place for any staff who have been targeted.

5.3 Staff- Staff

All staff are responsible for dealing with racist incidents (see above) and being able to recognise and tackle racial bias and stereotyping. We are committed to supporting each other in developing a culture which promotes race equality. We recognise the need to challenge any racist comments or behaviour in a supportive manner. This affords people the opportunity to take restorative action. This will depend on the incident, but maybe include clarifying ambiguous comments and apologising for racist comments or behaviour. Staff member will report the behaviour and restorative action taken to Headteacher. Headteacher will ensure that the perpetrator engages in restorative action with a member of SLT present as part of a small, solution focussed group and appropriate action is taken in a timely manner.

5.4 Staff-Pupil

Staff witnessing what they perceive to be racially inappropriate comments by colleagues towards children should act immediately to maintain the child's self-esteem. Subsequent action to further support the child should be considered and discussed with the Headteacher. We recognise that challenging colleagues is a sensitive issue that is often best done in private. However any pupil witnessing racially inappropriate comments needs to know that they will be challenged at our school. Therefore it is the responsibility of all members of staff to intervene should they or anyone else regard a comment as racially inappropriate. Public comments should be challenged publicly. We aim to challenge such comments in the spirit of respect and learning that is encapsulated in our school motto, by adopting a no-blame culture that allows people to make amends at the earliest opportunity.

6. Responsibilities

6.1 Governing body

The governors are responsible for:

- Making sure the school complies with the Equality Act 2010 (the Act); and

- Making sure the race equality policy and its procedures are followed.
- A designated governor will have responsibility for monitoring this policy and the forthcoming Equality Policy that is designed to complement.
- Making sure the race equality policy is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Making sure the race equality policy and its procedures are followed.

Governors may discharge these responsibilities through the Headteacher or designated staff member who will:

- Produce regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary.
- Make sure all staff know their responsibilities and receive training and support in carrying these out; and
- Take appropriate action in cases of racial harassment and racial discrimination.

6.2 All staff

All staff are responsible for:

- Dealing with racist incidents and being able to recognise and tackle racial bias and stereotyping.
- Promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins; and
- Keeping up to date with the law on discrimination and taking up training and learning opportunities.

6.3 Visitors and contractors

Visitors and contractors are responsible for:

- Knowing, and following, this race equality policy. We will make a summary of this policy available in bullet point form on the staff room notice board and on the information sheet given to visitors e.g. supply teachers, contractors, visitors etc.

7. Outcomes/Results

7.1 Action Plan

Using the Plan – Implement – Evaluate cycle, this policy will be reviewed on an annual basis as part of an ongoing promoting race equality action plan.

The staff attitude survey, pupil survey, governor survey (to monitor progress in promoting race equality) will be done every academic year and the results will be shared with staff. This consultation will inform the updating of the Action Plan, which should be written and implemented by May.

The Headteacher will report to staff, governors and other stakeholders as appropriate, on:

November 2025

- Pupil Attainment
- Levels of exclusion
- Racist incidents
- The impact of any interventions
- Staffing at the school including middle management and senior positions
- Make up of the Governing Body
- CPD on promoting race equality
- Consideration of promoting race equality with respect to CPD generally
- Staff CPD courses attended by teachers since the previous March
- Partnerships with parents (as part of parent consultation – see below)
- Monitoring attainment, attendance and exclusion by ethnicity, gender and receipt of Free School Meals.
- Planned action to address any identified inequalities.

And also

- Staff attitudes
- Pupil attitudes
- Governor attitudes
- Parent attitudes

to SRS's effectiveness at promoting race equality.

The monitoring and evaluation of the above will then inform the action plan for the coming year.

We will endeavour to safeguard pupils' anonymity wherever possible.

We will plan for:

- Reducing exclusions.
- Raising pupil attainment and ensure equity of attainment.
- Reducing number of racist incidents through appropriate training.
- Implementing / continuing / modifying interventions based on our evaluations.
- Active recruitment of staff to reflect the local community, including middle and senior managers.
- Ensuring equity and equality of opportunity of CPD in terms of being appropriate to the needs of the school and staff.
- The inclusion of actions to promote race equality via the school development plan and subject leader action plans.

8. Date approved by the governing body

30.01.2025. Will be reviewed in the next SDP committee (January 2026).

Appendix

What is race?

It is widely accepted that there is no such thing as separate human races in the traditional biological sense. Those characteristics that are usually taken to denote 'racial' phenomena (especially physical marker such as skin tone) are assigned different meanings in particular historical and social contexts. Far from being a fixed and natural system of genetic difference, 'race' is a system of socially constructed and enforced categories that are constantly recreated and modified through human interaction.

What is racism?

Racism is a highly contested term and one that is almost always controversial. To be labelled a 'racist' is generally a highly derogatory slur and this can be an advantage for those of us working for greater race equality because we begin from a position where most people will be broadly sympathetic to our aims (at least in public). However, the force of the label can also be a hindrance: racism is such a harsh word that some people feel uneasy about using it.

In addition, the term is so forceful that most people react very defensively against any suggestion that they might possibly be involved in actions or processes that could conceivably be termed as 'racist'...it is important to state clearly that such forms can operate regardless of people's conscious intentions.

In this way, even well-intentioned actions can be said to have racist consequences if they unfairly discriminate against members of one or more minoritized groups."²

² Gillborn D (2008: 3) Racism and Education: Coincidence or Conspiracy?

What is institutional racism?

“The collective failure of an organisation to provide an appropriate and professional service to people because 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.

It persists because of the failure of the organisation openly and adequately to recognise and address its existence and causes by policy, example and leadership.”³

Current version reviewed by: Chelsea Day-Bourne

Next review date: November 2026

³ The Stephen Lawrence Inquiry, pg 28