



St Francis Church of England Voluntary Aided Primary School

Equality, Diversity and Inclusion Policy

Policy drawn up by Special Educational Needs Coordinator in consultation with staff and governors

Date March 2016

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Review date May 2019

Equality, Diversity & Inclusion Policy

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1 Introduction

St Francis Church of England Primary School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families in line with current legislation and guidance such as the Equality Act 2010 and Special Educational needs and disability Code of Practice 2015. We also value our staff and are committed to good employment practice.

St Francis Church of England Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, living situation, or spent convictions.

In this we include all members of the extended school community - pupils, staff, Governors, parents and others from our local community. Partners, contractors and other visitors to the school are also expected to adhere to this policy.

2 Legal Framework

In putting together this Single Equality Scheme in the form of our Equality, Diversity and Equality Policy, we are responding to the introduction of the Equality Act 2010. This replaces all previous policies and legislation relating to Race Equality, Gender Equality and Disability Equality.

This policy has been devised to enable St Francis Church of England Primary School to meet its general duty in:

- Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advancing equality of opportunity between those who have a protected characteristic and those who do not
- Fostering good relations between those who have a protected characteristic and those who do not

We do this by:

- Providing a secure environment in which all of our children can flourish and in which all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality and diversity
- Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities
- Reviewing our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity regularly.
- Making inclusion a thread that runs through all of the activities of St Francis Church of England Primary School

3 Aim

Equality and Diversity is about making a difference to the lives of the community we serve, treating all people with dignity and respect, and recognising the value of each individual. We are committed to ensuring that our services meet the varied and individual needs of children and young people in our school, that our employment practices are fair and promote equality and that we respect the wide variety of lifestyles and cultures, locally and nationally.

We aim to prepare children and young people for living within a diverse society with increasing global connections and controversial issues.

We work hard to build strong and trusting relationships with our pupils and their families in order to harness their engagement and enjoyment in all aspects of school life. We recognise that pupils and family members may experience a range of different needs during different times in their lives and we endeavour to meet these needs by working in close partnership with them and relevant agencies.

4 Our Ethos

St Francis Church of England Primary School is a welcoming and caring community of children, parents, staff and Governors.

Vision: We believe that all children are a gift from God, that they are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished and all children will leave the school with special memories and having achieved personal success, whilst being equipped to take their next steps in the journey of life.

Our aims are . . .

To challenge all children to reach their full potential, spiritually, intellectually, physically, creatively and socially.

To develop relationships where we all respect one another's beliefs, differences and ways of life, recognising each other as unique individuals.

To enable children to develop high self-esteem and encourage independence.

To enable children to take a responsible part in their own learning and become self-motivated to attain their goals.

To make our school a welcoming community for all, where families are encouraged to participate in school activities and in their children's education.

To provide a balanced curriculum that is stimulating, creative and of the highest quality; that is delivered by a committed team who ensure that learning is an enjoyable experience for all.

That our Christian beliefs and values inform everything we do and achieve.

To encourage children within an ethos of trust to reflect on their own values and faith in a supportive environment.

5 Guiding Principles

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, ethnicity or national identity, religious background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- Disability – so that reasonable adjustments are made
- Ethnicity – so that different cultural backgrounds and experiences of prejudice are recognised
- Gender – so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: Staff recruitment, retention and development

Steps are taken to positively promote equality, especially where there is evidence of inequality and to ensure that policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: Reducing and removing inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- Disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys
- Homosexual people as well as heterosexual people

Principle 7: Society as a whole benefits

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life for:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Homosexual people as well as heterosexual people

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an Action Plan within the framework of the overall School Improvement Plan and processes of Self-Evaluation, setting out the specific equality objectives we shall pursue. These objectives take into account national and local priorities and issues, as appropriate. (Appendix 1)

We regularly review our equality objectives and report annually on progress towards achieving them.

Characteristic	Total	Breakdown (number and %)
Number of staff	64	Female: 60 92% Male: 4 8%
Number of governors	13	Female: 10 85% Male: 3 15%
Religious character		Church of England
Mobility of school population		Average
School Deprivation Indicator	0.08	Within the lowest 20th percentile
Disabled staff	0	0
Pupils on roll (March 2017)	472	
Pupils with SEN (School Support)	82	17%
Pupils with Education, Health and Care Plan	16	3.3%

7 Implementation

7.1 Admissions

- St Francis welcomes applications from the whole community
- We base our admissions policy on a fair system (refer to Admissions Policy)
- We do not discriminate against a child or their family, or prevent entry to our school, on the basis of race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, political activities, socio-economic background, living situation, being a member of a travelling community or an asylum seeker or having spent convictions
- We do not tolerate discriminatory behaviour by staff or parents and will take appropriate action
- Displaying of openly racist insignia, distribution of racist material, name-calling, or threatening behaviour are unacceptable on or around the school premises and will be dealt with in the strongest manner
- We do not discriminate against a child with a disability or refuse a child entry to our school because of any disability

- We have ensured that action plans are developed for children and parents with disabilities so that they can participate successfully in the activities offered by St Francis Primary School and in the curriculum offered
- We advertise our school widely in the local community and in Swindon wide educational bodies
- We try to reflect the diversity of members of our society in all our publicity and promotional materials
- We provide information in clear, concise language, whether written or spoken

7.2 School Curriculum

The curriculum offered at St Francis Primary School encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

Equality and diversity is embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability.

We do this by:

- Making children feel valued and good about themselves through a broad and balanced curriculum, collective worship based on exploring our values and the PSHE curriculum which is based on our agreed values and SEAL foci.
- Ensuring that children have equal access to learning with support of appropriate resources where necessary
- Recognising the different learning styles of children, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials
- Celebrating a wide range of festivals
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning within school and from outside agencies.

- Data is collected with regard to the attainment and achievement of all pupils in order to inform the planning and provision of support to individuals and groups of pupils
- We recognise the specific assessment needs of pupils with additional needs such as EAL, SEN, etc, and also the importance of scrutinising assessment materials for cultural bias

7.3 Valuing Diversity in Families

- We welcome the diversity of family lifestyles and work with all families
- We encourage children to contribute stories of their everyday life through SEAL
- We encourage parents/carers to take part in the life of St Francis Primary School and to contribute fully
- For families who speak languages in addition to English, we will develop plans to ensure their full inclusion
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support

7.4 Food and Dietary Needs

- We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met as far as is reasonably possible
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them

7.5 Events

- Events are arranged to ensure that all families may become involved in the life of the school if they wish
- Information about events and meetings is communicated in a variety of ways (e.g. electronically, written and verbal), to ensure that all parents have information about, and access to, the meetings

7.6 Employment

- Posts are advertised and all applicants are judged against explicit and fair criteria
- Applicants are welcome from all backgrounds and posts are open to all
- The applicant who best meets the criteria is offered the post, subject to references and checks by the Disclosure and Barring Service – this ensures a fair selection process
- All job descriptions include a commitment to equality and diversity as part of their specifications
- We monitor our application process to ensure that it is fair and accessible and use LA agreed formats for application to ensure equality

- We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community

7.7 Staff Training

- All staff at St Francis Primary School will have their professional development needs met in relation to this agenda. This includes staff across all sections (teaching, support, mid-days, office staff, etc) and support that will be provided to meet their training needs as outlined in our School Development Plan. New and temporary staff will be made aware of our Equality, Diversity and Inclusion Policy and other practices in relation to this as part of their induction.
- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish
- We review our practices annually to ensure that we are fully implementing our Equality, Diversity And Inclusion Policy

8 Roles and Responsibilities

All who are associated with St Francis Primary School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

The responsibility of Governors is to:

- Provide leadership and drive for the development and regular review of the school's policies
- Provide leadership and ensure the accountability of the Headteacher and senior leadership for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for staff, pupils, parents and all other stakeholders
- Congratulate examples of good practice from the school
- Ensure a consistent response to incidents e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)
- Make sure the school complies with all current equality legislation
- Make sure this policy and its procedures are followed
- Make sure that school has an up-to-date Single Equality Action Plan

The responsibility of our Head Teacher is to:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold subject leaders accountable for effective policy implementation
- Provide appropriate role models for all staff and pupils
- Provide opportunities and mechanisms for the sharing of good practice
- Take appropriate action in cases of harassment and discrimination and ensure a consistent response to incidents e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

Our staff are responsible for:

- Proactively following this policy and any associated guidelines
- Providing role models for pupils through their own actions
- Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Keeping up to date with the law on discrimination and taking training and learning opportunities offered to them

Our pupils are responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any prejudiced related incidents

Pupils' parents/carers are responsible for:

- Supporting our school in its implementation of this policy
- Following the school policy through their own behaviour
- Ensuring their children attend and engage in the learning
- Telling staff about any prejudice related incidents that occur

Visitors and contractors are responsible for:

- Knowing and following our policy

Overseeing the Policy

- Responsibility for overseeing equality practices in the school lies with a named member of staff and a named Governor. Responsibilities include:
- Co-ordinating and monitoring work on equality issues
- Dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- Monitoring the progress and attainment of vulnerable groups of pupils (e.g. Black and minority ethnic pupils, including Travellers)
- Monitoring exclusion

9 Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure

- Racial incidents will be recorded and reported to the Local Authority following established procedures and guidelines.
- Other prejudice driven behaviour will be recorded and reported following the procedures and guidelines established by Swindon Local Authority.

10 Monitoring and Evaluation

As part of the monitoring and evaluation procedure, we will monitor:

- The attainment of pupils with protected characteristics and those from vulnerable groups and address any issues of differential progress and achievement
- The exclusion and other aspects of the behaviour management system by protected characteristics

- The teaching and learning to ensure all pupils' needs are met irrespective of their background and that challenging targets are set for all
- The curriculum and teaching resources to ensure that pupils' experiences are broadened and they are prepared for life in a diverse society
- The protected characteristic composition of the school's staff and Governors, with the aim of presenting positive role models and reflecting the diversity in wider society
- Incidents of racist and homophobic behaviour and the way the school handles and reports them
- The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious historical, ethnic and/or linguistic heritages
- The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils
- The effectiveness of this policy will be monitored annually and reviewed every three years in the light of experiences and best practice. This mechanism recognises that changes to legislation might require a review of the policy before the three years stipulated.
- In considering the effectiveness of this policy consultation will be undertaken with staff, governors, pupils and parents to assist in this review process.

11 Maintenance and Monitoring of the Policy

We are committed to monitoring and updating our Equality, Diversity and Inclusion Policy. To this end, we will review the Policy annually which will consist of considering impact assessment results, progress made, refinements, amendments and new actions.

APPENDICES

Sample Questionnaires

1. Parent Questionnaire

Letter

Dear Parent,

St Francis, like all Primary schools in England must comply with the Equality Act 2010 and the SEND Code of Practice reforms 2015. As part of this, the school has an Accessibility Plan.

Schools must have due regard to the following-

- Promote equality of opportunity between disabled and non-disabled persons.
- Eliminate discrimination that is unlawful under the act.
- Eliminate harassment of disabled persons that is related to their impairments.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled persons in public life.
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other persons.

The duties apply to disabled pupils, staff, parents and members of the public who may use the schools facilities.

'Disability' for this scheme encompasses many impairments, and includes – Asthma, diabetes, mental health issues, cancer recovery, disfigurement, sickle cell anaemia, short stature, diagnosed eating disorders, hearing impairment, visual impairment, epilepsy, ADHD, autism, mobility impairment (long term), dyslexia, minor speech impairment, mild learning difficulties, emotional and behavioural problems, dyspraxia and incontinence.

Therefore we are asking for your views and comments to help us ensure that we make St Francis accessible and enjoyable for all. The questionnaire is anonymous, the information will be used to improve St Francis and individual replies will remain confidential. Please return your reply to the school office, and place in the box provided.

Please add any comments that would help St Francis more inclusive and accessible for everyone.

Questionnaire

Q Are you or any member of your immediate family registered as disabled?

No / Yes

If yes please comment:

Q Do you or any family member have an impairment that is considered a disability under the new duty?

No / Yes

If yes please state what the impairment is:

Q Have you or any member of your family had any problems using any of the facilities at St Francis because of a disability?

No / Yes / Not sure

If yes please comment:

Q Have you ever experienced any problems with the attitudes of others regarding any impairment you or a family member may have whilst at the school?

No / Yes / Not sure

If yes please tell us about it:

Q Do you feel that there any facilities or adjustments that the school can provide to make all aspects of the school more inclusive for everyone? This would include school policies, procedures, teaching, school meals as well as the building and grounds.

No / Yes / Not sure

If yes please tell us what improvements could be made:

Q Do you think that our school values and aims reflect the ethos of the Disability Discrimination Duty?

No / Yes / Not sure

If No please tell us in what way we could change them:

Q Do you feel that the staff have a positive, helpful and encouraging attitude when dealing with people who have a disability?

No / Yes / Not sure

If No please tell us how this can be improved:

Q Does the school have a positive approach to behaviour, and support those who find it difficult to manage their own behaviour?

No / Yes / Not sure

If No, please let us know how you feel we could help more:

Q Does the management team and the governors of the school provide leadership that gives clear direction, and promotes positive outcomes for disabled people who have links to St Francis?

No / Yes / Not sure

If No, what else could be done to improve this:

Q Does St Francis provide positive role models and images of disability?

No / Yes / Not sure

If No, what improvements can we make?

We appreciate you taking the time to complete this questionnaire, your opinions and comments will help us to improve the school for all those who visit it.

Thank you from the governors of St Francis C of E VA Primary School.

2. Staff Questionnaire

St Francis, like all Primary schools in England must comply with the Equality Act 2010 and the SEND Code of Practice reforms 2015. As part of this, the school has an Accessibility Plan. Part of this procedure is to obtain information from various sources. This particular survey gathers evidence from staff at St Francis.

Please answer the questions as openly as you can and all questionnaires will be treated in the strictest confidence.

Long Term Mobility Impairment	Learning Difficulty
Hearing Impairment	Visual Impairment (not including short or long sightedness)
Incontinence	Autism spectrum
Dyslexia	Emotional or behavioural difficulties
Epilepsy	Dyspraxia
ADHD Diagnosis	Speech Impairment
Mild Learning Difficulties	Asthma
Diabetes	Mental Health Issues
Cancer	Disfigurement
Diagnosed Eating Disorder	Lack of Limbs
Sickle Cell Anaemia	Short Stature
Gross Obesity	HIV / Aids
Multiple Scelorsis	

Questionnaire

Question 1 Are you registered Disabled? Yes No

Question 2 Do you suffer with any of the defined conditions described above? If so, please state below:

.....

Question 3 Can you identify any physical barriers to carrying out your role effectively?

.....

.....

.....

Question 4 Can you identify any other special needs that prevent you from carrying out your role effectively?

.....

.....

.....

Question 5 Taking your needs into consideration, do you feel you are supported at St Francis C of E Primary School?

.....

.....

.....

Question 6 Are there any other comments you would like to make regarding this subject which have not already been covered?

.....

.....

.....

Thank you for your time in answering this survey.

2. Community Users Questionnaire

Community Users Survey

As you may be aware, St Francis, like all Primary schools in England must comply with the Equality Act 2010 and the SEND Code of Practice reforms 2015. As part of this, the school has an Accessibility Plan. Part of this procedure is to obtain information from various sources. This survey is to gather evidence from Community Users at St Francis C of E Primary School.

Please answer the questions as openly as you can. All questionnaires will be treated in the strictest confidence.

Long Term Mobility Impairment	Learning Difficulty
Hearing Impairment	Visual Impairment (not including short or long sightedness)
Incontinence	Autism spectrum
Dyslexia	Emotional or behavioural difficulties
Epilepsy	Dyspraxia
ADHD Diagnosis	Speech Impairment
Mild Learning Difficulties	Asthma
Diabetes	Mental Health Issues
Cancer	Disfigurement
Diagnosed Eating Disorder	Lack of Limbs
Sickle Cell Anaemia	Short Stature
Gross Obesity	HIV / Aids
Multiple Scelorsis	

Questionnaire

Question 1 As far as you are aware are any members of your group registered Disabled?

Yes No

Question 2 Does anyone in your group suffer with any of the defined conditions described overleaf. If so, please state below:

.....

Question 3 Can you identify any physical barriers that members of your group may face when using our facilities?

.....
.....
.....

Question 4 Can you identify any other special needs that members of your group may face when using our facilities?

.....
.....
.....

Question 5 Are there any other comments you would like to make regarding this subject which have not already been covered?

.....
.....
.....

Question 6 Name of Community Group

Thank you for your time in answering this survey. Please return by *date* to the School Office.

2. Pupil Questionnaire

What do you think about your school?

Year Group

Name:

Please Tick



1.	I think that this is a good school to come to			
2.	My teacher helps me to learn			
3.	My teachers expect me to do my best			
4.	In this school, pupils are expected to behave well			
5.	I find assemblies helpful			
6.	There are lots of interesting after school clubs to go to			
7.	The school is interested in my views			
8.	I find my homework useful			
9.	The school deals with anyone who tries to bully us			
10.	The school is well run			
11.	Is there anything getting in the way of your learning? (Circle the answer)			
	• Seeing things	Yes	No	Don't Know
	• Hearing things	Yes	No	Don't Know
	• Moving around the classroom	Yes	No	Don't Know
	• Moving around the school	Yes	No	Don't Know
12.	Do you have an illness that gets in the way of your learning? If yes, please describe:	Yes	No	Don't Know
13.	What would make St Francis a better school?			

SWINDON BOROUGH COUNCIL EDUCATION DEPARTMENT

RACIST INCIDENTS MONITORING FORM applies to:

- a) Staff to staff incidents
- b) Teacher to pupil incidents
- c) Pupil to teacher incidents
- d) Members of the public on any Education Department premises to employees
- e) Employees to members of the public on any Education Department premises

Data Protection Act 1998

The information you provide on this form will only be processed for the purpose for which it has been given and will not be used for additional purposes without your consent. All personal data is collected and processed in compliance with the eight data protection principles of the Data Protection Act 1998 and you have certain rights in respect of this information.

PART ONE – Reporting of a Racist Incident

Racist incidents are any incidents regarded as racist by the victim or by an observer. This includes staff as well as service users.

Please give as much detail as possible. The information will be treated in confidence, and will be used to monitor incidents affecting employees and service users in order to develop policies, procedures and training, which will tackle racism.

1 PERSON REPORTING THE INCIDENT

Tick boxes as appropriate

Who is reporting the incident? The Victim Third Party

Name

Work or Home Address

Work or Home Tel No

Relationship to the victim

Who identified the incident as racist?

2 DETAILS OF INCIDENT

Date :/...../..... Time: AM/PM

Location of Incident

Description of Incident

3 DID THE INCIDENT INVOLVE:

Verbal Abuse Intimidating/Threatening Behaviour

Physical Assault Damage to property including graffiti

Other (please specify)

Does the incident form part of any pattern? Isolated Part of a series

Is any other Department/Office/School involved? Y / N

If YES, please complete Section 6.

4 DETAILS OF VICTIM & ALLEGED PERPETRATOR

Please tick boxes as appropriate

	Details of Victim	Details of Alleged Perpetrator
A member of the public		
An Employee		
An Employee of another organisation		
Not known		
Full Name		
Work/Home Address		
Work/Home Tel No		
Age or Date of Birth		
Occupation		
Department/School		
Religion		

5 REPORTING OF THE INCIDENT

Where else has the incident been reported?

Police station: Race Coalition

Disabled Peoples Coalition Lesbian, Gay, Bisexual, Transsexual

Older Peoples Coalition

Women's Coalition

Other (please specify)

.....

IMPORTANT

It is not necessary for this form to be signed by the person reporting this racist incident, but it may be helpful if formal action is required.

Any of the following declarations may be deleted if inappropriate:

- I confirm the information contained in Part One of this Form to be correct
- I give permission for agencies indicated in Section 4 of this form to be contacted in relation to the incident(s) I have reported
- I give permission for any other agencies to be contacted if it is required as part of the investigation into the incident(s).
- I wish to remain anonymous but I do give permission for the information contained in this form to be used for Education Department training purposes.

Signature:.....

Date:.....

Please complete PROFILE details at Part Two of this form

6 YOUR DETAILS

Signature of person completing Parts One and Two of this form:

Department/ School:

Job title:

Date:

7 NEXT STEPS

You should now explain to the person reporting the incident what will happen next and give a copy of this form immediately to:

- the person reporting the incident
- your line manager
- the Education Department Equality Officer

PART TWO - Victim & Perpetrator Profile

	Victim	Perpetrator
ETHNICITY		
White		
British		
Irish		
Any Other White 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		
Black Or Black British		
Caribbean		
African		
Any Other Black Background		
Chinese Or Other Ethnic Group		
Chinese		
Japanese		
Traveller – Irish Heritage		
Gypsy/Romany		
Other Ethnic Group		
GENDER		
Female		
Male		
AGE		
Under 25		
25 – 34		
35 – 44		
45 – 59		
60 – 64		
65 & over		
DISABILITY		
Yes		
No		
RELIGION (if relevant to incident)		
Please specify		

The above categories have been identified as a minimum requirement. It is however recognised that these categories may be expanded to capture other ethnic groups.

For further advise, please contact, Rita Glen-Gallo, Education Equalities Officer, Sanford House, Sanford Street, Swindon SN1 1QH - Tel: 01793 463071

PART THREE – Taking Further Action

There is an expectation that further action will be taken wherever possible and appropriate.

8 ACTION

Detailed investigations e.g. interviews with alleged perpetrator(s)

Referral to the police or other body (CRE, Swindon Coalitions.)
(if yes please describe in 'other' below)

Mediation

Warning to the perpetrator which if oral must be recorded at the time

Relocation of the victim

Removal of graffiti

Other (please state)
.....
.....

Further action required

Please state
.....
.....

No Action to be taken in this case

State Reason:
.....
.....

Signature of person completing Part Three of this form:

Name: Job Title:

Date: Time:

PART FOUR – Glossary of Terms

RI	Racist Incidents - any incident which is perceived to be racist by the victim or any other person (definition adopted from the Stephen Lawrence Inquiry Report Recommendation 12).
RACIAL GROUNDS	These are grounds of colour, race, nationality citizenship or ethnic or national origins (as defined by the Race Relations Act 1976).
RACISM	Racism in general terms, consists of conduct, or words or practices which disadvantage or advantage people because of their colour, culture, or ethnic origin. In its more subtle form it is as damaging as in its overt form (as defined by the Stephen Lawrence Inquiry Report [6.4]).
BVPI	Best Value Performance Indicator
BVPI 174	This covers any incident regarded as racial by those involved whether victim or staff. If the victim thinks it is racially motivated but staff do not or vice versa, it should still be counted as a racial incident. Note that counting something as a racial incident does not necessarily mean that the incident/complaint is justified.
BVPI 175	Racial incidents that resulted in further action: Note that the action (s) should be recorded and that a detailed investigation counts as 'further action'.
CRE	Commission for Racial Equality
RELEVANT LEGISLATIONS	Crime and Disorder Act 1998 Race Relations (Amendment) Act 2000 Public Order Act 1986 Data Protection Act 1998 Human Rights Act 1998
VERBAL ABUSE	Insults and racist jokes, including racist comments, jibes, name calling, etc.

PROVOCATIVE BEHAVIOUR

Including inciting, others to behave in a threatening/racist way, abuse of personal property, vicious threatening behaviour, racist propaganda, bringing into school or workplace racist literature, racist graffiti, wearing racist insignia; incitement of others to behave in a racist way.

PHYSICAL ASSAULT

Physical intimidation, including jostling, punching/kicking, and other physical contact which may include the use of a weapon

USING INAPPROPRIATE LANGUAGE

There is a universal consensus in Swindon Borough Council that we do not use language, which is offensive or violent surrounding race, gender, or disability.

VICTIM SUPPORT

A number of specialist organisations, who provide, support such as counselling to the victim (e.g. Victim Support Service).

LIASION WITH POLICE AND EXTERNAL AGENCIES

Police involvement in racist incidents is critical particularly when acts of violence are committed and the behaviour of the perpetrators is against the law, and is a criminal offence.

CRIMESTOPPERS

Freephone service for members of the public to report crimes, or intelligence/information about crimes, with a facility for anonymity.

REPEAT VICTIMISATION

Repeat victimisation occurs when the same person or place suffers from more than one incident over a specified period. (As defined by Home Office).

CPO

Crime Prevention Officer. A police officer who plays a crucial role to the victim support process.

REC

Racial Equality Council.

SAMPLE LETTER 1

Date

Name and Address

Dear

There has been an incident today that has been of a racial nature. *(name of child)* has been the victim of this incident. The purpose of my letter is to reassure you that the school has taken this incident very seriously.

In dealing with the incident the school has taken the following action:

-
-
-
-

Please talk to *(name of child)* about the incident and reassure him/her that this was not his/her fault. Should *(name of child)* wish to talk to me about the incident then please reassure him/her that I will be available to discuss the matter at any time.

Should you have any concerns regarding the incident or the action we have taken then please contact me.

Yours sincerely

Head Teacher

SAMPLE LETTER 2

Date

Name and Address

Dear

I am disappointed to have to write to you to inform you that *(name of child)* has been involved in a racial incident today.

Unfortunately, *(insert details of incident)*

The school has a very clear equality policy and discrimination of any kind will not be tolerated, especially discrimination of a racial nature. I would ask that you spend some time talking to your child about the seriousness of this matter, emphasising that this behaviour is totally unacceptable.

With your help I am sure I will not need to write to you again about incidents of this nature.

Yours sincerely

Head Teacher