Oakwood Infant and Nursery School

Race Equality Policy (OAK086/05/2027)

School Mission Statement

At Oakwood Infant and Nursery School we provide a safe, healthy, happy and creative learning environment for everyone, through high expectations and mutual respect.

We are all stars, watch us shine.

Reviewed: May 2026
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Oakwood Infants School

Equality Policy

Background

The majority of learners are of White British heritage. 33.2% of learners are from other/minority groups, which is below the national average of 37.4% (Gov.com June 2024) The staff are predominantly British.

The school has an extremely low number of racist incidents, fewer than one in a three-year period, on average. We are aware of a small number of racist incidents reported in the local area.

Aims and values

As a school we are committed to eliminating unlawful racial discrimination and promoting equal opportunities and good race relations in all areas of school life.

We aim to:

- Promote opportunity for all, including people from different racial, cultural and religious backgrounds
- Take prompt and effective action to deal with racist incidents and address racial, ethnic, cultural and religious inequalities
- Promote good relations between people of different racial, ethnic, cultural and religious groups
- Enable every child to participate in a curriculum that takes full account of the richness and variety of the world's racial, ethnic, cultural and religious groups
- Develop the understanding and attitudes necessary for living in a multi-ethnic society

Aims in demonstrating commitment to Race Equality

- Foster respect for all groups and individuals
- Promote non-discriminatory behaviour
- Ensure appropriate support for pupils of different ethnic groups
- Ensure high expectations for all pupils
- Ensure that a wide range of heritages is represented within the curriculum and the school community
- Encourage links with the wider community

We recognise that it is the responsibility of every member of our school community to ensure that the ethos to develop these aims is actively and consistently reflected in our practice.

How the school reflects the aims of this policy

Whole school ethos

Throughout the school, we aim to reflect the richness and variety of the world's racial, ethnic, cultural and religious groups. We do this by:

- Displaying posters and photographs showing different countries, cultures, religions and people of different nationalities
- Displays of children's work
- A wide variety of books and resources which reflect the wider multi-ethnic community

Language and terminology

We believe that attention to the use of language extends to the wider issues around race equality. Therefore all members of the school community must be aware of the terms they are using and draw attention to insensitive or inappropriate use of language by others. (See Appendix C)

Leadership and Management - Roles and Responsibilities.

The Governing Board is responsible for:

- ensuring the school complies with the Race Relations Act 1976, as amended by the Race Relations Amendment Act 2000 and the Equality Act 2010.
- ensuring the race equality policy and its procedures are followed

Race Equality Coordinator. A senior member of staff is responsible for:

- co-ordinating the work on race equality
- dealing with reports of racist incidents

The Headteacher is responsible for:

- supporting the Coordinator
- ensuring the race equality policy is readily available and that governors, staff, pupils and their parents/carers know about it
- ensuring the race equality policy and its procedures are followed
- producing regular information for governors and staff about the policy and how it is working, and providing training for them on the policy, if necessary
- ensuring that all staff (including supply staff) understand their responsibilities and are given appropriate training and support
- taking appropriate action in cases of racial harassment and racial discrimination

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
- keeping up to date with the law on discrimination and taking up training and learning opportunities

Visitors and contractors are responsible for:

- knowing and following our race equality policy

School Policies and Practices

We ensure that the aims and commitments embodied in this policy apply to all policies and practices, especially those concerned with:

- Equal opportunities.
- Pupil's progress, attainment and assessment.
- Behaviour, discipline and exclusions.
- Pupil's personal development and pastoral care.
- Teaching and learning.
- Staff recruitment and retention.
- Induction of staff.
- Admissions and attendance.
- The curriculum and curriculum subjects.
- Partnership with parents/ carers.
- Visits and visitors.

6. Dealing With and Reporting Racist Incidents.

The school follows the Code of Practice on reporting and recording racist incidents issued by the Home Office in 2000.

The following main actions are taken by the school regarding racist incidents:

- All reported racist incidents and the response are recorded. (see Appendix G)
- Governors and parents are informed of the number of racist incidents and action taken.
- The Governing Body informs the LA annually of the pattern and frequency of such incidents.
- Serious or persistent incidents or perpetrators are passed on to the police.

Appendix H gives further advice to staff on dealing with the perpetrators of racist incidents.

7. Monitoring and Evaluation.

As required by the Race Relations Amendment Act 2000 and as part of our regular review process, we monitor the impact of the Race Equality Policy on the school community and the attainment levels of pupils from different ethnic groups.

Links with Other Policies

Inclusion Policy
Equal Opportunities Policy
Access policy
Multicultural Education Policy
Disability Equality Scheme

Attached Appendices

Appendix C (Appropriate Terminology)
Appendix F (Knowledge and understanding , skills and attitudes

Appendix G (Forms provided by Essexs LEA to record incidents on)
Appendix H (Dealing with perpetrators of racist incidents.

APPENDIX A

Appropriate terminology

The following guidance is taken from Appendix C of ‘Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001. The suggestions are not definitive, but are offered as general guidance. Individual members of minority ethnic groups may not be comfortable with these suggestions. It is important to be sensitive to this issue, and to try to use their own preferred terms.

Preferred terms	*Less preferred/unacceptable terms*
British plus origin: British African Caribbean, British Asian, British African, British Chinese, etc	immigrant, foreigner Paki, nigger, Chink, etc
Black, people of color (used in USA)	coloured, ethnic
dual heritage mixed heritage	half-caste mixed race
minority ethnic group	ethnic minority group
economically developing countries	third world countries, developing countries
Congolese, Kenyan, Zimbabwean, Nigerian, Senegalese, Sudanese, etc	African
indigenous peoples	natives
First Nation Americans Native Americans	(Red) Indians
Inuit	eskimos
Ba’aka	pygmies
Gypsy (Traveller)	gyppo, didikoi, tinker
forename, first name	Christian name
BCE (before the Christian or common era)	BC (before Christ)
CE (during the Christian or common	AD (Anno Domini – in the year of the

era) Lord)

Appendix B

Knowledge and understanding, skills and attitudes

The following is taken from section 5. of ‘Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001.

Foundation Stage

Knowledge and understanding

1. To understand that there are similarities and differences in:
   a) physical appearances;
   b) speech, languages, accents and dialects;
   c) lifestyles, circumstances and homes;
   d) faiths, cultures and traditions;
   e) the way special events are celebrated.

2. To understand that certain words are racially/ethnically hurtful.

Skills

1. To recognise and discuss similarities and differences in:
   a) physical appearances;
   b) speech, languages, accents and dialects;
   c) lifestyles, circumstances and homes;
   d) faiths, cultures and traditions;
   e) the way special events are celebrated.

2. To respond positively and creatively to:
   a) multicultural literacy and art forms;
   b) new and different multicultural experiences.

3. To recognise, discuss and challenge appropriately:
   a) racist remarks, comments or jokes;
   b) stereotyping and/or racist attitudes;
   c) what is fair and unfair.

Attitudes

1. To value and respect oneself as a unique individual.

2. To value and respect others as unique individuals.
3. To be willing to learn from each other and the wider community.

Key Stage 1

Pupils should build on the knowledge, understanding, skills and attitudes identified for the Foundation Stage by developing the following:

Knowledge and understanding

1. To understand ways in which all human beings are fundamentally the same: we are all members of a single human race with the same basic needs.
2. To understand that there are similarities and differences between people in physical appearance, including skin colour and type of hair.
3. To understand people speak in different languages, accents and dialects.
4. To understand people have different types of homes.
5. To understand that people's circumstances differ.
6. To understand certain words are racially/ethnically derogatory and offensive.
7. To understand that people's names are important to them.
8. To understand that the United Kingdom is made up of many ethnic and cultural groups.
9. To identify some of the groups and communities to which they belong, and to identify some of the groups and communities to which others belong.
10. To understand people do similar things but often in different ways.
11. To have some understanding of faiths and cultures other than their own.
12. To understand the food we eat, the clothes we wear and the products we use come from all over the world.

Skills

1. To recognise, discuss and appropriately challenge racist statements, comments or jokes.
2. To recognise when stereotyping occurs, and to discuss and challenge stereotyping.
3. To recognise when people can be offended or hurt by misrepresentation, stereotyping or racist attitudes.
4. To pronounce people's names accurately.
5. To recognise what is fair and unfair.

Attitudes

1. To value and respect oneself for one's uniqueness and special qualities.
2. To value and respect others for their uniqueness and special qualities.
3. To respect other people's feelings, their belongings and things that are important to them.
4. To value and respect differences in lifestyle practised by people from different communities and environments around the world.
5. To be willing to learn from people different from oneself.

Appendix C

Forms provided by Essex LEA for completion and return in the event of racist incidents

These are amended versions of the originals contained in ‘Dealing With and Reporting Racist Incidents’, Essex CC 2001. The forms have been revised in the light of new procedures. In view of data protection requirements, schools are now asked not to record the names of victims, perpetrators and witnesses on copies returned to the LEA.

Racist incident report form — Form A

1. School/Establishment _____

2. Person who reported incident _____

3. Date/time of report _____ Date/time of incident .....

4. Victim's name _____

Pupil	☐	Ethnic origin	.....
Outside person inc. parents	☐	Gender	M/F
Teaching staff	☐	Year group	.....
Non-teaching staff	☐		

5. Perpetrator's name _____

Pupil	☐	Ethnic origin	.....
Outside person inc. parents	☐	Gender	M/F
Teaching staff	☐	Year group	.....
Non-teaching staff	☐		

6. Type of incident (tick any that apply)

Verbal abuse	☐	Written abuse	☐	Abuse graffiti	☐
Physical attack	☐	Damage	☐	Other	☐
Ostracism	☐	Threats	☐		

7. Details of incident:

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8. Witness(es):
   (i) .....
   (ii) .....
   (iii) .....

9. Action taken:

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Have parents of victim been informed?	YES	☐	NO	☐
Have parents of perpetrator been informed?	YES	☐	NO	☐

10. Record completed by: .....

11. Signature of designated member of SMT .....

12. Date .....

Once completed please forward a copy to the EMAS Manager at Advisory and Inspection Service, PO Box 47, Chelmsford CM2 6WN.

Pupil/staff report sheet **Form B**

Your name: .....

Your class/form _____ Today's date .....

Please tick the boxes as appropriate

I have:	been called names	☐	had something taken	☐
	been called racist names	☐	had things broken	☐
	been pushed	☐	been told to give things to someone	☐
	been told I will be hit	☐	been told to give money to someone	☐
	been hit	☐	had my work spoiled	☐
	been kicked	☐	been frightened by a group	☐
	been threatened	☐		

When did this happen? .....

Has this happened before? YES ☐ NO ☐

Have you told anyone at home? YES ☐ NO ☐

Have you told anyone else? YES ☐ NO ☐

Who have you told? .....

Do you wish to talk to a teacher/colleague about it? YES ☐ NO ☐

Who would you like to talk to? .....

Once completed please forward a copy to the EMAS Manager at Advisory and Inspection Service, PO Box 47, Chelmsford CM2 6WN.

Racist incident monitoring form
Form C

Autumn/Spring/Summer – Year ……..……

School: ..... **DfES No:** ..... **Total N**

S – Teaching staff N – Non-teaching staff F – Parent/Carer P - Pupil

	Nature of incident								Victim – ethnic origin										Gender		Yr	Perpetrator – ethnic orig				
Incident Ref. No	Verbal Abuse	Written Abuse	Abuse Graffiti	Threat	Damage	Assault	Ostracism	Other	White	Black African	Black Caribbean	Black Other	Indian	Pakistani	Bangladeshi	Chinese	Traveller	Other/Refugee	Female	Male	Year Group	White	Black African	Black Caribbean	Black Other	

If 'other' columns used, please specify

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Signature of Headteacher: ..... **Date:** .....

Please return this form including nil returns at the end of each term to EMAS Manager at Advisory and Inspection Service, PO Box 47, Chelmsford CM2 6WN.

Appendix D

Dealing with the perpetrators of racist incidents

Physical bullying or assault	• Report to appropriate member of staff, who will ensure the matter is dealt with in accordance with school behaviour policy. • Complete Form A (copies held in school office). • Full report to the headteacher/ pastoral senior manager. • Full report to parents/carers. • Report to police if assault constitutes a criminal offence.
Verbal abuse, including racist comments, ridiculing another on the basis of their cultural practices, derogatory name-calling, insults and racist 'jokes'	• Members of staff must not ignore any form of verbal racist abuse. • Report to appropriate member of staff, who will ensure the matter is dealt with in accordance with school behaviour policy. • Complete Form A (copies held in school office). • Explain fully to the perpetrator that verbal racist abuse will not be accepted. • Persistent offenders must be referred to the headteacher/ pastoral senior manager. • Report to police if abuse constitutes a criminal offence.
Racist graffiti	• All racist graffiti must be reported to the headteacher/pastoral senior manager. • All racist graffiti must be removed immediately. • For each graffito, Form A (copies held in school office) is to be completed. • Report to police if any graffito constitutes a criminal offence.
Incitement to other to behave in a racist way, including attempts to recruit to racist organisations and	• Report to appropriate member of staff, who will ensure the matter is dealt with in accordance with

groups	school behaviour policy. • Complete Form A (copies held in school office). • Full report to the headteacher/ pastoral senior manager. • Full report to parents/carers. • Take necessary action to prevent recurrence. • Report to police if activity constitutes a criminal offence.
Refusal to co-operate or work with others because of their race, ethnic background, culture, religion or language	• Report to appropriate member of staff, who will ensure the matter is dealt with in accordance with school policy. • Complete Form A (copies held in school office). • Full report to the headteacher/ pastoral senior manager. • Full report to parents/carers. • Take necessary action to prevent recurrence. • Report to police if activity constitutes a criminal offence.