



# Race Equality Policy

This policy is reviewed and updated annually

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## **1.0 Introduction**

- 1.1 Equal opportunities should permeate all aspects of school life and it is the responsibility of every member of the school community to ensure this happens. The Staff and Governors of all HMFA schools aim to ensure that Equality of Opportunity is available to all members of the school community. This includes children, teaching and non-teaching staff, parents, governors, visitors to the school, students on placement and other users of the school.
- 1.2 HMFA schools recognise that the ethnic diversity, culture and faith of pupils and their families enrich the society within which we live and work. Each school strives to ensure that its culture and ethos are such that, whatever the heritage and origins of its community members, everyone is equally valued and treats one another with respect. We aim to provide all pupils with the opportunity to experience, understand and celebrate diversity.
- 1.3 We value the individuality of all our children and are committed to giving all pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We hope the consistent implementation of this policy will help to ensure that each school promotes the individuality of all our children, irrespective of ethnicity, gender, age, attainment, disability or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.
- 1.4 We respect the religious beliefs and practice of all staff, pupils and parents and comply with all reasonable requests relating to religious observance and practice.

## **2.0 Legal Requirements**

- 2.1 This policy reflects the general and specific duties on schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. The general duty requires us to have due regard to the need to:
  - eliminate unlawful discrimination;
  - promote equality of opportunity;
  - promote good relations between people of different racial, cultural and religious groups.
- 2.2 In order to achieve these aims the school has specific duties to:
  - Prepare and publish a policy to promote racial equality and diversity;
  - Assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils;
  - Monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

## **3.0 Aims & Objectives**

- 3.1 In fulfilling our legal duties listed above, we seek to ensure that every pupil:
  - has the opportunity to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
  - is helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
  - is able to develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society and in the wider world.
- 3.2 We aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life by:
  - creating an ethos in which pupils and staff feel valued and secure;
  - building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;

- having consistent expectations of pupils and their learning;
- removing or minimizing barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;
- consulting regularly with parents/carers and the local community, so that they are well informed of our policy and procedures;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge racist and aggressive behaviour.

#### **4.0 Links to Other School Policies**

4.1 We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- Admissions
- Attendance
- Behaviour, Discipline and Exclusions
- Curriculum
- Equal Opportunities
- PSHE Policy
- Special Educational Needs
- Teaching and Learning

4.2 The School will also regularly review the impact of its policies on the needs, entitlements and outcomes for pupils, staff and parents from different racial groups. We will make specific reference to the impact that our policies have on the attainment of pupils from different racial groups.

#### **5.0 Teaching & Learning**

5.1 The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

5.2 We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils.

5.3 Within lessons and at all other times, teaching staff will use language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates the conditions for everyone to develop their self-esteem;
- Uses correct terminology in referring to particular groups or individuals, e.g. 'Inuit' rather than 'Eskimo', 'Native Americans' rather than 'Red Indians'.

## **6.0 Tackling Racial Harassment**

- 6.1 Any incident of racial harassment is unacceptable in our school and it is the duty of the school to challenge all types of discriminating behaviour. Incidents could take the form of unwanted attention (verbal or physical), unwelcome or offensive remarks or suggestions about another person's appearance or character, verbal abuse, physical assault, damage to a pupil's property or lack of co-operation in a lesson due to the ethnicity of a pupil.
- 6.2 Any member of staff witnessing or being informed about an incident must follow these agreed procedures:
- stop the incident and comfort the pupil who is the victim;
  - reprimand the aggressor and inform the victim what action has been taken;
  - if the incident is witnessed by other pupils, tell them why it is wrong;
  - report the incident to the Head Teacher (or in his/her absence the Assistant/Deputy Head Teacher) and inform him/her of the action taken in order that s/he can pursue the matter (including completion and submission of the relevant county council form);
  - inform the class teacher(s) of both the victim and the aggressor, then record what happened on a racist incident form (form kept electronically) and forward to the Head Teacher/Deputy/Assistant Head. A log of incidents is kept by the school.
  - inform both sets of parents, if appropriate.
- 6.3 Any other adult witnessing or being informed about an incident should report the matter to the Head Teacher at the earliest opportunity, providing as much information as possible regarding the circumstances and the parties involved. The Head Teacher or Deputy/Assistant Head will then pursue the matter as appropriate with the parties concerned and record any action taken on the incident log.
- 6.4 All racist incidents are reported to the governing body by the Head Teacher through a verbal or written report.
- 6.5 All racist incidents are reported to the local authority each term. If there are no racist incidents in a term, the school makes a nil return.

## **7.0 Staff Development**

*To be read in conjunction with the Staff Development and Performance Management Policies.*

- 7.1 All members of staff are entitled to appropriate training in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the School Improvement Plan. Induction for new staff includes an element on racial equality. Members of the governing body will also be encouraged to identify their own training needs in relation to racial equality.
- 7.2 The school is required to supply the Local Authority with employment data related to racial groups employed by the school.

## **8.0 Communicating the Policy**

- 8.1 This policy was drawn up with the support of teachers, support staff, members of the governing body (including parents) and pupils.
- 8.2 We ensure that the content of this policy is known to all staff and governors and also, as appropriate to all pupils and parents. All staff and governors have access to a variety of resources which discuss and explain concepts of racial equality and cultural diversity in appropriate detail.

## **9.0 Roles & Responsibilities**

- 9.1 The **Governing Body** is responsible for ensuring that the school complies with the relevant equality legislation and that this policy and its related procedures and strategies are implemented.

- 9.2 The **Head Teacher** is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- 9.3 **All staff** are responsible for dealing with race-related incidents that may occur, knowing how to identify and challenge racial and cultural bias and stereotyping, supporting pupils in their class for whom English is an additional language and incorporating principles of equality and diversity into all aspects of their work. Staff should also keep up-to-date with the law on equal opportunities and discrimination and take up available training and learning opportunities.

## **10.0 Monitoring & Evaluation**

- 10.1 We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we will monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress and use this information to adjust future teaching and learning plans as necessary. Resources will be made available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance data.
- 10.2 School performance information is compared to national data and Local Authority data to ensure that pupils are making appropriate progress when compared to all schools and to schools in similar circumstances.
- 10.3 As well as monitoring pupil performance information, we also regularly monitor a range of other information, including admissions, attendance and punctuality, exclusions and incidents of racism, racial harassment and bullying, together with the actions taken.
- 10.4 At our school, we also use *Learning for All*, the racial equality standard for schools published by the Commission for Racial Equality (CRE), to help audit our policies.
- 10.5 Our monitoring activities will enable us to identify any differences in pupil performance. This will allow us to take appropriate action to meet the needs of specific groups and to set targets in our School Improvement Plan in order to make any necessary improvements.