



## **HARTSBOURNE PRIMARY SCHOOL RACE EQUALITY POLICY**

To be read in conjunction with the following policies: Admissions, Assessment, Behaviour, Equalities, Inclusion, English as An Additional Language, Lettings and SEN.

### **RATIONALE:**

- To ensure that everyone has an equal opportunity to succeed.
- To ensure that no member of this school will suffer or be disadvantaged by direct or indirect discrimination.
- To actively promote the view that racism is not acceptable and will be challenged, particularly if the provisions of the Race Relations (Amendment) Act 2000 are broken.
- To work within the provisions of the law, and make every reasonable effort to meet the Standards as laid down by the Commission for Racial Equality in 'Learning for All.'

### **DEFINITIONS:**

The term 'racist bullying' refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

### **AIMS AND VALUES:**

To ensure that:

- Racial equality is an explicit aim of the school
- Acts of bullying and harassment will not be tolerated, including racist graffiti
- Members of the local community will be used to support the school in promoting racial awareness and equality.
- We develop the knowledge, understanding and skills of all pupils to enable them to participate fully in Britain's multi-cultural society and make their contribution as global citizens.
- Every pupil has opportunities to develop a positive sense of personal and cultural identity; open to change, receptive and respectful towards other identities.
- The school will take active steps to ensure that resources used are inclusive and will promote a greater understanding of cultural diversity, racial equality and the importance of challenging racism and racial discrimination.
- Guidelines for dealing with racial incidents will clearly set out the procedures for handling complaints and incidents.

### **TEACHING AND LEARNING**

All staff will create an environment where all pupils can contribute fully and feel valued. Teaching will take account of pupils' cultural background, linguistic needs and different learning styles. Cultural traditions will be valued and made meaningful to pupils. Pupils will be encouraged to challenge stereotypes and to develop the skills necessary to detect bias. Displays and assemblies will reflect the cultural diversity of the school population.

## **CURRICULUM**

The curriculum is planned to incorporate the principles of racial equality and to encourage positive attitudes towards diversity. Pupils will be given opportunities to explore concepts and issues relating to identity, racial equality and racism. The school will monitor and evaluate its effectiveness in providing an appropriate curriculum for pupils from all groups. The curriculum will contribute to the spiritual, moral, social and cultural development of all pupils.

## **PROGRESS, ATTAINMENT AND ASSESSMENT**

We monitor the attainment and progress of all pupils including \*minority ethnic groups and pupils who need support to learn English as an additional language. We identify trends and patterns of underachievement and take positive action to improve attainment.

## **BEHAVIOUR AND DISCIPLINE AND PASTORAL CARE**

- Procedures for managing behaviour will be fair and equitable to pupils from all groups.
- All staff will operate consistent systems of rewards and sanctions.
- Exclusions and other sanctions will be monitored to establish patterns and trends.
- Strategies for integrating excluded pupils will address the needs of all groups.
- We will follow the LEA: 'Guidelines for Dealing with Racial Harassment Incidents in School.'

Pastoral support will take account of religious and ethnic diversity and the experiences and needs of particular groups. Support will be given to victims of racism and racial harassment, using the expertise of external agencies where appropriate.

## **ADMISSIONS**

Hartsbourne follows the standard admissions arrangements for Hertfordshire community schools. The admissions process is monitored to ensure no particular groups are being unfairly disadvantaged. Comprehensive information about pupils' ethnicity, first language, religion, physical needs and diet is collected to ensure we meet the needs of all groups.

## **MONITORING**

We will assess the impact of all school policies on pupils, staff and parents from different racial groups by auditing policies and practice against the CRE Learning for All – Standards for Racial Equality in Schools.

## **PARTNERSHIP WITH PARENTS**

All parents will be encouraged to be fully involved in the school community. Information and material for parents will be accessible in plain language and in languages and formats other than English as appropriate. The school will promote active links with local minority ethnic communities.

## **STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT**

All staff vacancies will be open to the widest permitted pool of applicants. The school will ensure that good professional practice exists throughout the recruitment and selection process and subsequent professional development. The school will provide appropriate employment data to the Council's Human Resources service.

## **RESPONSIBILITIES**

The **governing body** is responsible for ensuring that the school complies with legislation and is implementing all policies, procedures and strategies.

The **Head teacher** is responsible for awareness of and implementation of the policy, staff training and support, and for taking appropriate action in any cases of unlawful discrimination.

All **staff** are expected to respond to and report racist incidents, challenge racial and cultural bias and stereotyping, support pupils with EAL and incorporate the principles of equality and respect for diversity in all aspects of their work.

\*Minority ethnic groups include black and other ethnic groups, faith groups, travellers, asylum seekers and refugees.

## **GUIDELINES TO THE RACIAL EQUALITY POLICY**

### **ATTITUDES AND THE ENVIRONMENT**

#### ***The school will:***

Publicly support cultural, religious, linguistic and social diversity.  
Actively encourage a respect for other people, their religions and culture.  
Prepare children for life in a multi-cultural society.  
Remove racist graffiti at the earliest opportunity.  
Ensure that displays actively promote racial equality and challenge stereotypes.  
Use dual language signs where appropriate.

### **ADMISSION, ATTENDANCE, DISCIPLINE AND EXCLUSION**

#### ***The school will:***

Take active steps to ensure that the admission policy and programme is fair and equitable to pupils from all ethnic groups.  
Collect comprehensive information about pupils' ethnicity, first language, religion, physical/medical needs and diet to ensure we meet the needs of all groups.  
Monitor pupil attendance and use the data to develop strategies to address poor attendance in partnership with parents and the LEA.  
Recognise the rights of pupils and staff to be absent for the purpose of significant religious observance.  
Take proactive steps to prevent exclusion.  
Monitor exclusions by ethnicity, and identify and adopt strategies in order to reduce differences in rates of exclusion between ethnic groups.  
Ensure that the school behaviour policy contains clear approaches to behaviour management, including reference to racism.

### **CURRICULUM TEACHING AND ASSESSMENT, ATTAINMENT AND PROGRESS**

The curriculum will draw on the cultural background and experiences of all members of the school community. ***The school will:***

- Encourage the school community to recognise and challenge racism bias and stereotyping
- Build racial equality objectives into programmes of work.
- Monitor and evaluate its effectiveness in providing an appropriate curriculum for pupils from all ethnic groups through assessment data and co-ordinator monitoring.
- Check assessment methods for cultural bias.
- Analyse the results of SATs, QCA and NFER tests by ethnic group and use the outcomes to identify the specific needs of ethnic minority pupils.
- Track the attainment and progress of individual pupils through the school
- Identify underachievement and use data to inform decisions about allocation of resources

### **PARENTS, GOVERNORS, COMMUNITY PARTNERSHIP**

#### ***The school and governors will:***

Regularly attempt to involve all parents in the life of the school.  
Regularly inform parents of their child's progress and use translation and interpreting services where necessary.  
Encourage people from ethnic minority communities to become school governors

Develop links with ethnic minority community groups and make use of their expertise, experience, skills and knowledge, where it is appropriate to do so.

Ensure that a designated member of staff has specific responsibility for co-ordinating race-equality work.

Ensure that the Head Teacher collates, evaluates and reports racist incidents

## **STAFFING, RECRUITMENT, TRAINING AND PROFESSIONAL DEVELOPMENT**

### ***The school will ensure that:***

Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment.

Everyone involved in recruitment and selection adheres to these procedures.

People from under represented ethnic minority groups are encouraged to apply for positions at all levels within the school.

Monitor and review the recruitment and selection process to ensure that discrimination is not taking place.

Monitors the employment and professional development of staff by ethnic group as required by the LEA.

Take steps to identify, support and provide opportunities for the professional development of staff from all ethnic groups.

## **LEADERSHIP AND MANAGEMENT**

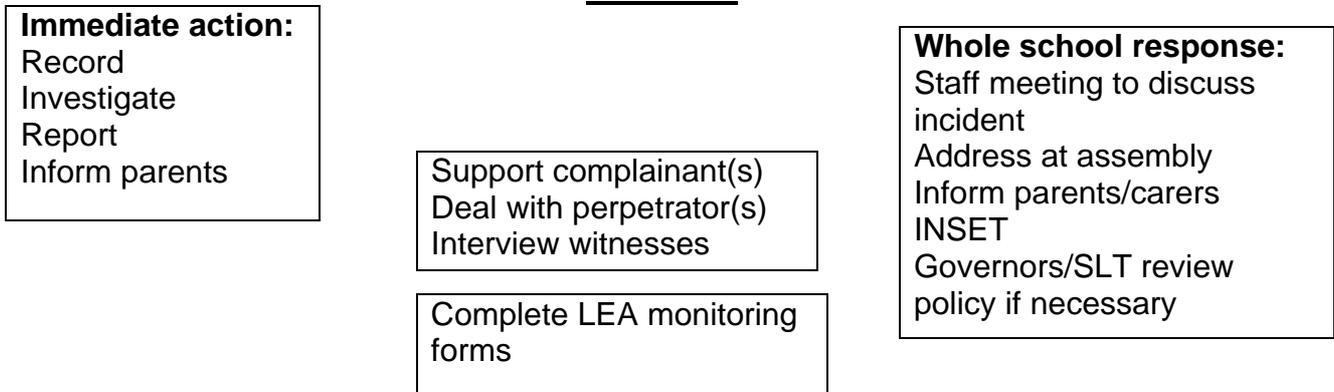
### ***The leadership and management team will ensure that:***

- Racial equality is included as an explicit aim of all school policies as they are reviewed.
- The guidelines for dealing with racial incidents are known by all staff, parents and governors.
- The guidelines clearly set out the procedures for handling complaints and incidents.
- Breaches of the policy will be dealt with by using the appropriate pupil or staff disciplinary procedures.

## **COMPLAINTS AND INCIDENTS**

Hartsbourne will follow Hertfordshire County Council guidelines for dealing with racial harassment incidents in school. The following procedures will be followed:

### **INCIDENT**



Date of Policy: January 2007  
Date of Review: January 2009