

## **RACE, EQUALITY AND CULTURAL POLICY**

### **Introduction**

This single equality scheme (SES) integrates the statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, students, governors and any others using the services of the school.

Legislation relating to religion or belief, sexual orientation and age are also included in the overarching statement. It therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

In the Autumn of 2007, the then Department for Children Schools and Families (DCSF) produced a single equality scheme and the Equality Act brings a statutory requirement for public bodies, including schools, to have such a scheme.

It is a further requirement to review the single equality scheme regularly. This will be through the governing body and will cover activity undertaken in relation to the three original equality schemes and the six equality strands together with the requirements for promoting community cohesion.

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths/beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

## **Statement**

Hungerhill School is a multi-cultural, multi-racial community of over 1300 people, both adults and students. We believe that everyone in the school is of equal value and should have equal opportunities in school, the community and in life.

Many people in our society are discriminated against and treated as if they are worth less than others because of their race, religion or language; because of their gender or sexuality; because of their class or because of a disability or home circumstances. These attitudes will be challenged in our school.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our school and the community. The staff and governors for their part strive to give unconditional trust and ask of students that they endeavour to be honest and give respect to other people and their property. Our core values include Respect, Honesty and Care for others. There may be times when the relationship between a member of staff and a student breaks down. In such cases, the school will give all the support it can to the student concerned and his or her parents/carers.

Equal opportunities is not about treating everybody the same. It is about meeting people's individual needs, appreciating their individual strengths and gifts and celebrating diversity. We are all different and should all be equally valued. Everything that follows in this statement is to help everyone involved to aim towards making Hungerhill School a working example of an equal opportunities (and inclusive) school.

## **Aims**

Hungerhill School's main aim is to offer an education appropriate to each individual student's needs, regardless of their race, colour, ethnic or national origins, gender, sexual orientation, disability, or religious beliefs.

With regard to the revised SEND code of practice, the index for inclusion and social inclusion initiatives, we aim to ensure equal access to educational opportunities for all our students, and the opportunity to reach levels of attainment appropriate to their ability.

Hungerhill School aims to ensure that everyone at the school, (staff, students, governors, parents, carers, contractors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying (see anti-bullying policy).

Hungerhill School aims to ensure that active encouragement is given to all students in order to enable them to develop fully talents and personal skills for co-operative interaction and academic excellence. No one person has the right to deny another person his or her educational opportunity.

Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees operate according to the school's equal opportunities policies.

Hungerhill School regards all students as being of equal value and will work to ensure that the needs of all students are identified and met, and that they are able to achieve their full potential, helping to raise standards across the school.

Hungerhill School aims to challenge in a positive way any form of prejudice, racism or sexism, whether overt or covert, which contradicts the school's single equality scheme, including disability, gender and racial equality policies and codes of conduct. This means adopting a consistent and unambiguous stand, from which we strive to overcome prejudice and ensure equality of opportunity for all, thus protecting the rights and liberties of every individual.

Hungerhill School aims to create and maintain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills. To achieve this, the school will maintain strong community/parental links and governors will give support to the school and all its stakeholders, to ensure an effective educational delivery.

### **Guidelines**

Any provisions related to equal opportunities and racial equality must set out clearly its aims and objectives taking into account:

- Human dignity (students develop a sense of worth of self and others, irrespective of social, cultural, ethnic, linguistic or faith background).
- Justice and fairness (students value genuinely democratic processes and principles and are willing to take action on this) reflecting our commitment to British Values.
- Commitment to equality (students recognise the principle of equality as the underpinning of relationships between individuals, groups and societies).
- Appreciation of diversity (students develop an open-minded approach to other cultures and social groups and are willing to learn from them).

From this, the following key guidelines emerge:

- All students should be encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community.
- Every member of staff needs to accept responsibility for establishing a reasonable climate for debate and extending opportunities for controversial discussion. They must address widely held misconceptions to avoid the risk of students with limited experience arriving at consensus views of doubtful validity.
- The provision of genuine equality of opportunity must be inherent in the education the school offers. The 11–16 curriculum opportunities must be open to all. The school must challenge any gender stereotyping, which leads to constraints on the development of students' abilities and aspirations and should include the opportunity to study multicultural issues as an intrinsic part of all programmes and teaching.
- The school should clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self-esteem (see anti-bullying policy).

More specifically, this means the following codes of practice for governors and staff, students, parents/carers and visitors and/or contract staff.

### **Governors and staff**

Staff will treat each other and all students with respect.

Policies on displays, notices, meals, uniform, etc in the school will reflect the school's commitment to promote human dignity, justice and fairness, commitment to equality and appreciation of diversity. If a member of staff feels they have been abused racially or bullied they should report the matter immediately to the Headteacher.

Attendance at in-service training courses on equal opportunities will be encouraged. Staff will make every effort to understand the origins and nature of racism, disability and sexism and to recognise their own prejudice where it exists.

The school values the fact that some students may be bilingual and will encourage the teaching and/or use of community languages where appropriate.

Positive links will be developed with the homes of students and communities from which our students come.

Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of us all. The school will support victims of such incidents, on or off the premises.

Appointment and promotion of staff will be made and monitored in accordance with the school's equal opportunities policy for staff selection, appointment and promotion. The governing body will monitor the balance at all levels of gender and ethnicity as well as membership of the governing body.

### **Students**

All students are valued for themselves and can expect to have their culture and language treated positively and with respect.

Students will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism, disability and other forms of prejudice.

Students will be able to contribute to the development of equal opportunities and other school policies through the School Council and other student forums.

If students feel they have been abused racially or bullied they should report the matter immediately to a member of staff. All students can expect to be listened to and have their complaints investigated. If a student feels their complaint has not been properly dealt with they may take the matter to a senior leader.

Students who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the school and in particular by their teacher/tutor/Achievement Team (as appropriate). Anyone who has committed such offences will be dealt with appropriately as stated in the school's Behaviour and Discipline policy.

All students should treat each other and staff with respect as outlined in our core values.

## **Parents/Carers and Visitors or Contract staff**

Parents/carers are very important to the school and in particular they have much to contribute to the single equality scheme; their views are welcome and valued at all times. We ask that all parents/carers fully support the school Race Equality and Cultural policy.

The school will discuss with parents/carers any incidents of racist, disability, sexist abuse or bullying and harassment incidents in which their sons or daughters have been involved.

If parents/carers are aware of incidents of racism, sexism or bullying then they are encouraged to contact their child's teacher/tutor/Achievement Team (as appropriate). Parents/carers should be aware that all incidents will be recorded.

Any visitors or contract staff visiting or working at the school who become aware of any incidents of racism, sexism, disability or other discrimination should report them to a member of school staff. They should also abide by any code of conduct established by the school.

## **Implementation**

The school has a code of conduct that incorporates the codes outlined above. Everyone involved with the school will be made aware that a copy is available.

The school will operate the policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance.

All subject teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy.

Information will be collected about students' performance and progress in all areas of school activity to analyse trends that could have an adverse impact on students' attainment:

- Assessment, and subsequent groupings by ability/attainment levels.
- Curriculum, teaching and learning (including language and cultural needs).
- Student behaviour, discipline and reward.
- Exclusions (fixed term and permanent).
- Racism, racial harassment and bullying.
- Staff recruitment and career development.
- Membership of the governing body.
- Parental involvement.
- Working with the community.
- Support, advice and guidance given by teachers/tutors/Achievement Team/counsellors.

## **Evaluation**

This policy is to be monitored regularly to ensure its effectiveness through the school's self-evaluation processes.

The effectiveness of the policy will be confirmed by its impact upon the raising of all students' levels of achievement and attainment, together with an increased inclusive atmosphere for all stakeholders and towards particular goals such as maintaining the gender/disability/racial balance within the staffing establishment, including at senior level.

This policy statement will continue to be shared with students, parents/carers, interested parties, staff and governors.

## **Additional notes on disability equality**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

## **Promoting disability equality**

The school operates in ways to ensure each and every person at our school who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities is treated without disadvantage.

Disability equality is at the forefront of our policy development and over time will ensure that equality for disabled children and adults is woven into the culture of our school in practical and demonstrated ways e.g. ongoing SEND EHCP reviews. A review of the SEND department is reported to Governors regularly.

If declared, we will maintain information about all our school members whose impairment affects:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

We will embrace all disabilities including those due to:

- Cancer.
- Diabetes.
- Epilepsy.
- HIV.
- Multiple sclerosis.
- Hearing or sight impairments.
- Mobility difficulties.
- Mental health or learning difficulties.

### **Monitoring disability equality**

The school will ensure that matters of confidentiality are dealt with appropriately.

In order to monitor the effectiveness of our policies and practices, all staff members will be given the opportunity to raise personal issues throughout the school year.

The school will make sure through student voice that students feel comfortable in school and confident to raise any issues or difficulties they have which may be as a result of an impairment or health condition.

When admitting new students to the school we will ensure information about any disability or medical condition is shared as appropriate.

When appointing new staff, we will ensure that our arrangements for recruiting, developing and retaining disabled employees promote equal opportunities.

The school collates information about the educational opportunities available to, and achievements of, all students including disabled students based on data collection. The results are reported to the governing body.

## **Additional notes on promoting race equality**

This section of the plan reflects the general duties of schools in respect of race equality. The race equality provisions of the Equality Act replaced but mainly replicated those detailed in the Race Relations Act 1976 and as amended by the Race Relations (Amendment) Act 2000.

The general race equality duty requires us to have due regard to the need to:

- Eliminate racial discrimination.
- Promote equality of opportunity.
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an equality scheme which includes our written policy for race equality.
- Assess the impact of policies, including this scheme, on students (and staff) by ethnicity, in particular, the achievement levels of students.
- Monitor the impact our schemes and policies have on such students, staff and parents towards raising the achievement of minority ethnic groups.

All schools are required to include, in their Race, Equality and Cultural policy their provisions for promoting race equality and to assess all other policies and schemes to ensure compliance with the same.

With regard to the statutory code of practice on the duty to promote race equality, we aim to tackle racial discrimination and to promote equality of opportunity and good race relations across all areas of school activity.

The school will work towards removing inequalities between racial groups in their levels of achievement and progress.

The school will aim to foster self-esteem and respect for each person as an individual and aim to create a positive and inclusive atmosphere where there is a shared commitment to respect diversity and difference, challenge and prevent racism and discrimination, and encourage good relations between people of different racial groups.

The school will aim to prepare students to be good citizens, living and working in a multi-ethnic society and to take up the responsibility of participation, and to treat all others as we would wish to be treated. The PSHE Scheme of Work and the agendas of year and School Councils will play key roles in achieving this objective.

Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees operate according to the school's equal opportunities and racial equality policies and code of practice.

The school will aim to create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds.

All of the provisions of the over-arching single equality scheme apply to the racial equality provisions.

## Identification of Racist Behaviour

“A racist incident is any incident which is perceived to be racist by the victim or any other person”.

*Lawrence inquiry*

Any racist incident should be reported to the appropriate Deputy Headteacher, following the “Procedures for Reporting Racist Incidents” (Appendix A)

It is imperative that those procedures are adhered to.

Senior members of the Leadership Group are responsible for co-ordinating work on race equality and dealing with reports of racist incidents.

As requested by the LA data will be provided regarding racist incidents.

Racist behaviour can be defined as any hostile or offensive act or expression by a person of one racial group against the person of another racial group or any incitement to commit such an act, where there is an indication that the motivation is racial dislike or hatred.

In accordance with the definition, incidents or racist behaviour may take a wide variety of forms. They may be physical or verbal; they may involve a small or large number of persons; and their victims may be from either the majority or minority communities. They may also, of course, vary in their degrees of hostility. Some incidents, such as name-calling, may have become an everyday feature of school life and scarcely recognised as the offensive racist expressions they are. Others may be offences of a most extreme and blatant kind which touch the very essence of the individual's or community's self-respect.

The following are all examples of unacceptable racist behaviour:

- 1 Direct physical assault or the threat of it based on colour, ethnicity, racial background (Racial attack)
- 2 Racist name-calling or racist joke making (Racial harassment)
- 3 Racist intimidation and verbal abuse (Racism)
- 4 Incitement of others to collaborate in racist behaviour (Racial harassment)
- 5 Distributing racist literature or materials (Racism)
- 6 The wearing of badges or insignia belonging to extreme political organisations known to be racially motivated (Racism)
- 7 Writing or expressing provocative slogans or catch phrases known to be associated with such organisations (Racism)
- 8 Refusal, by anyone, to work or co-operate with someone because of their ethnic grouping – in the classroom or on field trips etc (Racism)

We, as a community, will not condone racism by staff or students. Racist incidents will be dealt with at the appropriate level following the school's Behaviour and Discipline Policy. Where appropriate, parents of the victim(s) and perpetrator(s) will be informed on the day of the incident. Further discussion and action will follow as appropriate. Where necessary the school will exclude students for racist behaviour.

## **Additional notes on gender equality**

### **The duties**

The Equality Act 2006 created the gender equality duty for all public sector bodies, including schools. The gender equality duty is in two sections: the 'general duty' and the 'specific duty'. This duty is now incorporated in the requirements of the Equality Act 2010.

#### **The general duty**

We will actively seek to:

- Eliminate unlawful discrimination and harassment.
- Promote equality of treatment between males and females.
- Protect the dignity and privacy of transgender persons.

#### **The specific duty**

The school will:

- Consult staff, students, parents and local community groups to help to determine our gender equality objectives via PAG and the School Council.
- Gather and use information on how our school policies and practices affect gender equality, both in our workforce and in our educational functions.

### **Gender equality guidance**

The production of this gender equality guidance, within the single equality scheme, provides a framework for integrating gender equality into all aspects of school life and demonstrates how the school will seek to fulfil the specific duty.

- Both males and females will be involved in developing the guidance.
- The school will maintain a voice for all students, staff, parents and carers.

## Summary

The school involves interested parties at all stages of development and review of the various components of the single equality scheme/Race Equality and Cultural Policy.

Information is collected on race, disability and gender relating to staff, children and other interested parties and is used to inform policies, strategic planning and activities.

The school participates in a variety of events that promote understanding and appreciation of race, disability and gender issues.

The curriculum includes opportunities for students to understand issues relating to the key areas of race, disability and gender. Visual displays within the school reflect race, disability and gender issues appropriately.

All students are encouraged to participate fully in school life and every effort is made to ensure positive contribution from them.

Student achievement is analysed by race, disability and gender and where necessary informs action planning.

General conduct is monitored by race, disability and gender, with particular attention being given to bullying and harassment issues, with any incidents being reported to the governing body as appropriate.

The school participates in a variety of events that promote understanding and appreciation of race, disability and gender issues.

Every effort is made to ensure that the physical accessibility needs of students, staff and visitors to the school are met.

Open evenings are held in areas of the school most easily accessed by parents and carers.

The needs of parents, students and staff are considered in respect of publishing and sending out information.

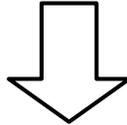
**APPENDIX A**

**PROCEDURES FOR DEALING WITH RACIST INCIDENTS**

The following procedures must be followed when any incident of a racist nature occurs.

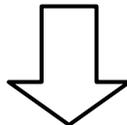
**Racist Incident Occurs**

Please remember that a racist incident is defined as any incident that is perceived by the victim or any other person as being racist.



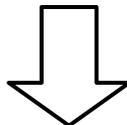
**Incident dealt with by the member of staff at the time. All racist behaviour should be challenged immediately and sensitively.**

**Report incident a.s.a.p. to Deputy Headteacher, Assistant Headteacher, Achievement Leader or Student Support Officer for the key stage.**



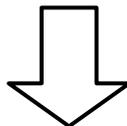
**Deputy Headteacher liaises with the Achievement Team if appropriate.**

**Incident logged**



**Incident Investigated by the appropriate member of the Student Support Team.**

Victim, witnesses and perpetrator interviewed. Witness statements should be taken. Full support should be given to the victim. Deputy Headteacher referred to for advice and further action if necessary.



**Parents/carers of the victim and perpetrator informed of the incident, where appropriate and as soon as possible (preferably on the day).**

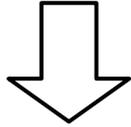
This should happen, even if the incident is still being investigated.

**Investigation completed.**

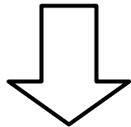
Judgement should then be made about what further action should be taken within the context of:

- The school's Race, Equality and Cultural Policy
- The school's Behaviour and Discipline Policy
- The Law – racist acts, including verbal abuse are against the law

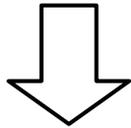
This judgement should be made by the Deputy Headteacher or Assistant Headteacher. It could include an appropriate sanction and some form of 're-education' for the perpetrator. It should be made clear to the perpetrator why the behaviour was unacceptable.



**Action logged in the schools' register of racist incidents and reported to the Headteacher.**

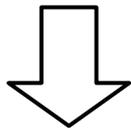


**Parents of the victim and perpetrator contacted and informed of the outcome, if appropriate.**

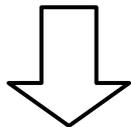


**Appropriate member of student support meets with the victim and ensures adequate support has been provided.**

This support should be maintained for as long as it is felt to be necessary.



**All racist incidents reported termly to the Board of Governors.**



**The record of incidents is used as a part of an annual review of the effectiveness of the policy and the issue of racism in the school.**

## **Race & Cultural Equality Terms**

**Racism is...** a set of attitudes and behaviour towards another racial or ethnic group based on the belief that natural differences in physical characteristics (such as skin colour, hair type, face shape etc.) correspond directly to differences in personality and ability.

**A racist is....** an individual from one racial or ethnic group who exercises his/her social and economic power to enforce and enact discriminatory attitudes and behaviour towards members of other racial or ethnic groups.

**A racist incident is ...** any incident which is perceived to be racist by the victim or any person.

**Institutional racism is....** 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.

**Prejudice is ...** literally pre-judging people in a negative way according to pre-conceived ideas about them.

**Stereotyping is...** making broad generalisation about particular groups of people and expecting all members of that group to think and behave identically.

**Positive discrimination is ...** treating people more favourably on the grounds of race, nationality, religion, gender etc. (N.B. The Race Relations Act makes this illegal in the United Kingdom).

**Positive action is ....** Offering special help to people who are disadvantaged because of prejudice, stereotyping and discrimination, in order that they may take full and equal advantage of opportunities in jobs, education, training services etc.

**Direct discrimination is ...** treating people less favourably because of race, nationality, religion, gender etc.