



HILBRE HIGH SCHOOL HUMANITIES COLLEGE

RACIAL EQUALITY POLICY

Date reviewed: Curriculum Committee 21st March 2017

Ratified by Full Governing body: 27th March 2017

This policy sets out the Governors and staff's commitment to Racial Equality at Hilbre High School Humanities College. The policy and its associated Action Plan for implementation will ensure that Racial Equality is built into the ethos of the whole school as well as partnerships with parents and the community.

The policy has been brought about following the Stephen Lawrence Inquiry and The Race Relations (amendment) Act 2000, the Equality Act 2006 and the Equality Act 2010.

The General Duty on schools is to:

- Eliminate unlawful racial direct or indirect discrimination.
- Promote equal opportunity.
- Promote good relations between people of different racial groups.

Specific Duties include:

- Writing a Race Equality policy for Hilbre High School.
- Assessing the impact of policies on pupils, staff and parents on different racial groups.
- Monitoring the impact of the policy on pupil attainment level.

This policy should be read in conjunction with the CRE's 'Learning for all; Standards for Racial Equality in Schools' handbook, Managing Support for the Attainment of Pupils from Minority Ethnic Groups - OFSTED, the LA's Policy COO2/02 "The Duty to Promote Race Equality in Schools", 'Dealing with Racial Harassment and Racist Incidents in Schools' 2011 and Wirral's 'Equality and Diversity Policy Statement' 2009. These documents can be found online.

This policy was developed through consultation with pupils, staff and representatives of the Governing Body. A review of this policy has been undertaken by Mr David White, Assistant Headteacher with responsibility for Safeguarding and Pupil Intervention in 2016. It will be reviewed as part of the schools review cycle every 2 years.

INTRODUCTION

At Hilbre High School Humanities College we continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person will be given fair and equal opportunities to develop.

As a school we actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education of equality.

Racially motivated incidents in school are dealt with according to the School's Racial Equality policy. Inter-Agency Racial Incident Monitoring forms are completed as a result of any racially motivated incident.

ETHOS, ATTITUDE AND ENVIRONMENT

Equality of opportunity at Hilbre High School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community - pupils, staff, Governors, parents and community members.

It is based on the following core values and ethos as expressed in the school's aims:

- The establishment of a stable school community, committed to a high degree of caring, in which pupils can feel secure and happy, and in which they can relate easily to other people.
- The laying of sound academic foundations upon which pupils can later build according to their interests, abilities and aptitudes.
- The continued development of a curriculum which will fulfil pupils' needs and enable them to become mature and self-motivated adults in a changing world.
- The provision and maintenance of an environment in which pupils can arrive at a knowledge of, and confidence in, themselves and their abilities and in which they can develop an awareness of the needs of others.
- The development of a concept of education as a lifelong and enjoyable process.
- The encouragement of strong links with the community which the school serves and of which it is a part.
- The development of pride in oneself and in the school.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

THE SCHOOL'S COMMITMENT TO RACE EQUALITY

Racial Discrimination may be direct or indirect, and occurs when a person is treated less favourably because of their race, ethnic origin, colour, religion or belief or by being associated with someone who has such characteristics.

Racial Harassment can take many forms, racial innuendo, remarks or jokes, bullying, name calling or the distribution of racially offensive material or e-mails, racist graffiti or physical harassment and acts of violence.

The Macpherson Report on the Stephen Lawrence Inquiry stated that Racial Harassment is 'Any racial incident which is perceived to be racist by the victim or any other person'.

A "whole school" approach is used to promote racial equality and eliminate racial discrimination. This school opposes all forms of racism, racial prejudice and racial harassment but it does acknowledge the existence of racism and is taking positive steps to prevent it, working within its existing school policies and procedures, e.g. National Curriculum, Inclusion, Equal Opportunities policy, Racial Harassment and Racist Incidents (Inter Agency Racial Incident Monitoring forms), etc.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within school.

Staff foster a positive atmosphere of mutual respect and trust amongst pupils from all ethnic groups and within the wider community.

Hilbre High School respects and values differences between people and prepares its pupils for life in a diverse society. It recognises the importance of language to a person's sense of identity and belonging.

POLICY, MANAGEMENT AND GOVERNANCE

Hilbre High School promotes positive and proactive approaches to valuing and respecting diversity.

It is committed to encouraging, supporting and enabling all pupils and staff to reach their potential.

The school management will work in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination.

Staff and pupils contribute to the development and review of the Race Equality policy and the evaluation of the Policy will be used to identify specific actions.

RESPONSIBILITIES

Governing Body

- Ensuring that the school complies with the Legislation.
- Ensuring that the Policy and its related procedures and strategies are implemented.

Headteacher

- Implementation of the policy and its related procedures and strategies.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in any cases of racial discrimination.
- Nominating member of staff to co-ordinate racial equality work.
- Nominating a member of staff (or self) to deal with reported incidents of racism or racial harassment.

All staff

- Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereo- typing.
- Use positive anti-racist language and awareness to create an environment in which all people are equally valued and in which no harassment will be tolerated
- Promoting racial equality and good race relations and not discriminating on racial grounds.
- Keeping up to date with race relations legislation by attending training and information opportunities.
- Celebrate the achievements of individuals and groups so that a range of cultures are seen to be positively valued.

Visitors and Contractors

- Being aware of, and complying with, the school's Race Equality policy.

Staffing: Recruitment, Training and Professional Development

- Hilbre High School adheres to recruitment and selection procedures which are consistent with the statutory race relations Code of Practice in Employment.
- It will take appropriate steps to encourage people from under-represented groups to apply for positions at all levels in the school.
- The employment and professional development of staff are monitored by ethnic groups.

CURRICULUM

- Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils. Its effectiveness in providing an appropriate curriculum for all pupils is evaluated by its monitoring procedures.
- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.
- The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.
- Teaching approaches should be effective for all pupils including those learning English as an Additional Language.
- Extra-curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

TEACHING AND LEARNING

- Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.
- All pupils have access to the mainstream curriculum.
- Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs.
- Teachers take positive steps to include all groups or individuals.
- Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

ASSESSMENT, PUPIL ACHIEVEMENT AND PROGRESS

- All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.
- The monitoring and analysis of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.
- Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.
- Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.
- All pupils have full opportunities to demonstrate what they know, understand and can do and, therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.
- Staff use a range of methods and strategies to assess pupils' progress.

ADMISSION, ATTENDANCE, DISCIPLINE AND EXCLUSION

- Active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- The school monitors pupils' attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- Discipline and exclusions are monitored by gender, ethnicity and background and action is taken in order to reduce any disparities between different groups of pupils.
- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

PUPILS - PERSONAL DEVELOPMENT, ATTAINMENT, PROGRESS AND PASTORAL CARE

- Pupils' attainment and progress in individual subjects are monitored by ethnic groups and the school develops strategies for tackling unjustified disparities in the attainment and progress of particular ethnic groups, as appropriate.
- Pastoral support takes account of religious and ethnic differences.
- Appropriate support is provided for any pupils learning English as an Additional Language.
- All pupils have equal access to extra-curricular activities.

DEALING WITH RACIST INCIDENTS

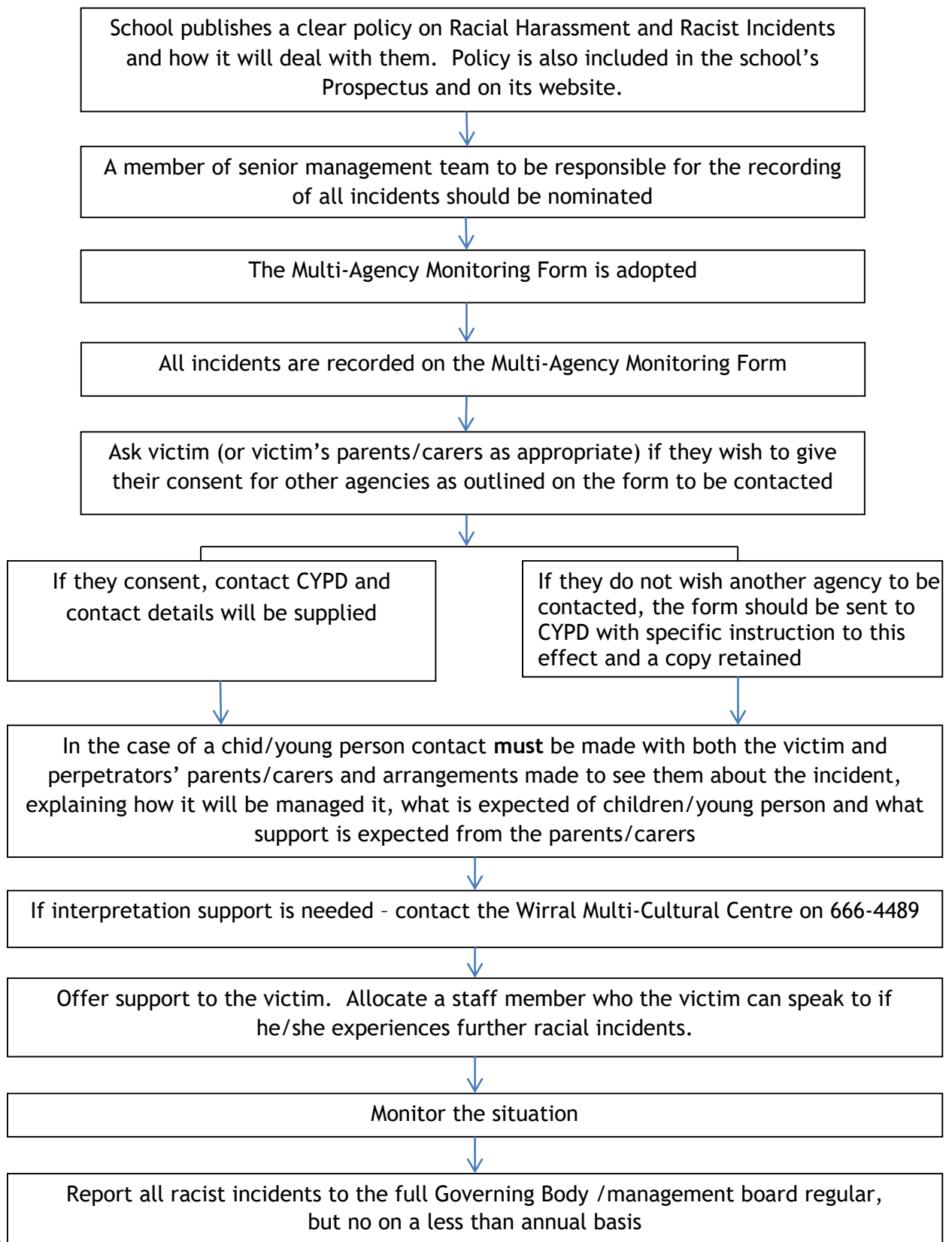
- Incidents will be dealt with in line with Local Authority and school policy as outlined on the flowchart found in Appendix B.
- Racist incidents will be dealt in the same way that other forms of bullying are dealt with.
- Incidents will be reported to the Assistant Headteacher - Pupil Progress and Development
- Staff will investigate the incident sensitively, talking to the victim and the alleged perpetrator separately.
- Counselling, restorative justice education about racism and sanctions may be applied appropriately.
- Parents/carers will be informed.
- Other agencies may be involved such as Victim Support, Police, and Wirral Multi-Cultural Centre.
- All Racist Incidents must be recorded following the flowchart (Appendix A) on the Inter-Agency Racial Incident Form (Appendix C) within 7 days of the incident and sent to CYPD, Hamilton Building via the school's Envopak System.
- The number of Racist Incidents must be reported in the Headteacher's Report to Governors each term.

PARENTS, GOVERNORS AND COMMUNITY PARTNERSHIP

- Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.
- All parents are encouraged to participate at all levels in the full life of the school.
- The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents.
- The school's premises and facilities are equally available and accessible for use by all groups within the community.
- The school is striving to make active links with ethnic minority community groups.

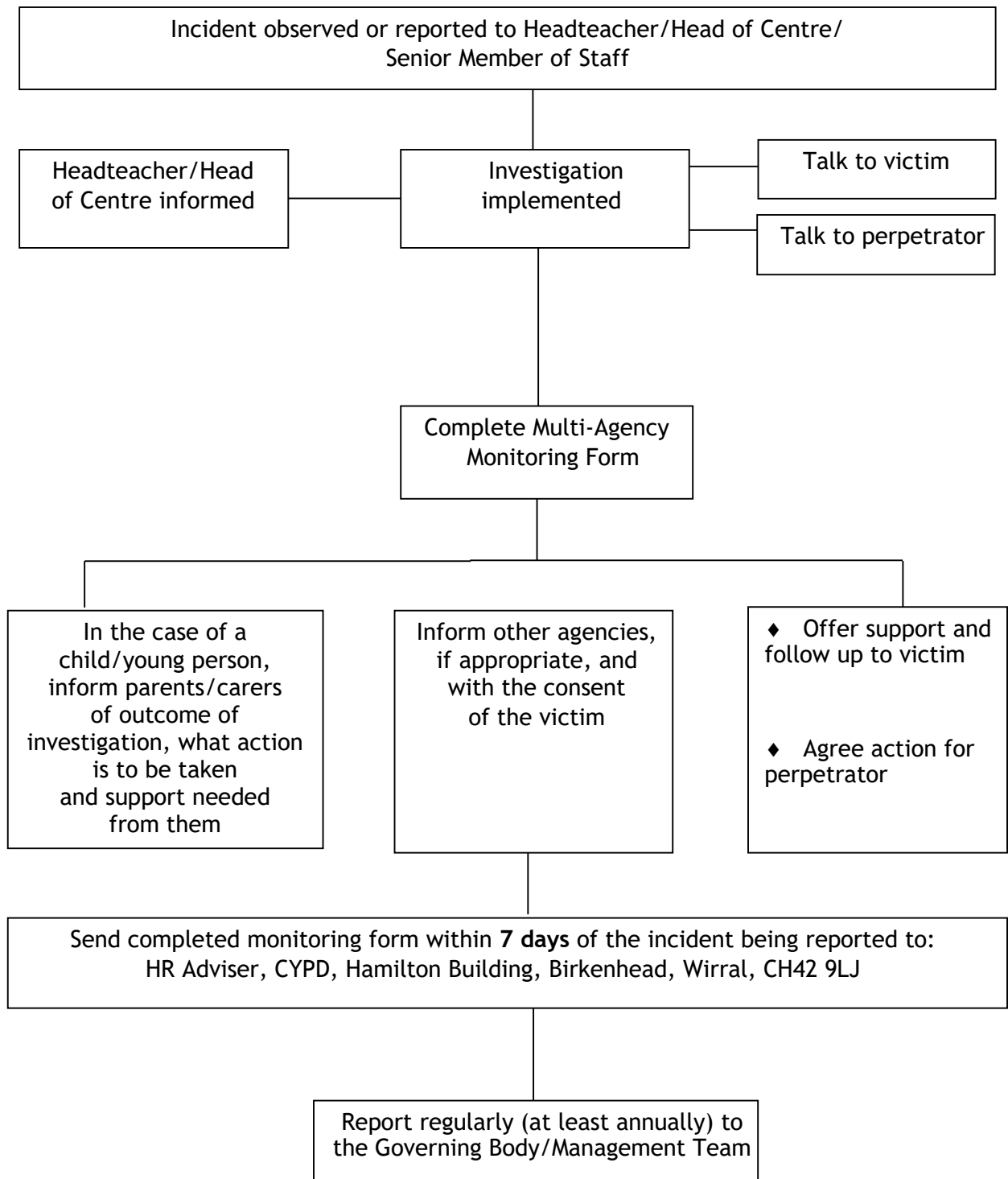
APPENDIX A

FLOW CHART OF THE REPORTING PROCESS



APPENDIX B

FLOW CHART OF HOW TO DEAL WITH RACIST INCIDENTS



INTER AGENCY RACIAL INCIDENT MONITORING FORM

Name of School:

Victim's Details

Name Last First

First language of victim

Pupil/Occupation Gender Male Female

Religion or Belief (if known) Age

Racial Background
e.g. Asian, African-Caribbean, Chinese, White, Black British

Perpetrator's Details

Was the perpetrator(s) recognised? Yes No

How many were involved?

Gender Male Female Both

Age

Has/have the perpetrator(s) been involved in previous incidents? Yes No

Sharing of Details

The Inter-Agency Monitoring Group work in partnership and share information with external agencies to effectively tackle racial harassment. I give consent for my personal details to be shared with the following agencies:-

Merseyside Police Wirral Multi-Cultural Centre

Victim Support Service Other-please specify

Signed: Date:

Victim or on behalf of victim

All personal data is collected and processed in compliance with the Data Protection Act 1998

Incident Details

Verbal abuse Time of Incident

Threatening Behaviour Date of Incident

Physical Assault Location of Incident

Offensive mail/text Was the incident witnessed? Yes No

Graffiti Has any injury or illness been caused? *Yes No

Other (specify) *If yes, state what?

Has the victim suffered an incident before? *Yes No

*If yes, when?

Both sets of parents/carers informed? Yes No

Was the victim satisfied with the outcome of your investigation? Yes No

Brief description of Incident – if verbal abuse, record actual words used

Action taken by the school

Additional support required? Yes No

Contact from MEAS Team required? Yes No

Reporting Details

Name of Person Reporting the Incident

Title

Date Reported