

*Be the best we can, for ourselves, for others and for God*



## **HILDENBOROUGH CHURCH OF ENGLAND PRIMARY SCHOOL**

### **EQUALITY POLICY**

**January 2017**

*Christian values underpin all that we do at Hildenborough CEP School. We feel it is important for both adults and children alike to understand that Christian values are based on God and the work of Jesus Christ. We believe that the understanding and application of Christian values strengthens the school community's spiritual development and this is reflected through daily deeds and actions. Core Christian values include hope, righteousness, love, and putting God first in our lives. As a school we have chosen the particular Christian values of love, honesty and courage to enhance the children's curriculum and daily school life.*

Last Reviewed            January 2017

Next Review Date        January 2018

Ratified by                FGB

Ratified on                18.1.17

Lead Person               FGB

Category                  Curriculum

# **Hildenborough Church of England Primary Equality Scheme 2017 - 2019**

<b>Contents</b>	<b>Page</b>
<b>Section 1. The Equality Scheme Policy Outline</b>	<b>2</b>
<b>Section 2. Disability Equality Scheme</b>	<b>5</b>
<b>Section 3. Gender Equality Scheme</b>	<b>9</b>
<b>Section 4. Race Equality Policy</b>	<b>12</b>

# Section 1

## **Hildenborough Church of England Primary Equality Scheme and Action Plan**

March 2017 – March 2019

### **SYNOPSIS**

**This Equality Scheme sets out how our governing body will meet the equality requirements, including:**

- Disability Equality Scheme**
- Race Equality Policy**
- Gender Equality Scheme**

While this Scheme meets these legislative requirements, the school has long recognised the importance of ensuring that its policies and procedures are effective in promoting equality and tackling discrimination. The school has had its Disability, Race and Equal Opportunities Policy in place for a number of years. This Scheme has the school's Mission Statement and Aims at its heart. It reinforces the tenet that discrimination will not be tolerated in Hildenborough Church of England Primary School. Existing policies will be updated and included in this Scheme.

### **AIMS AND OBJECTIVES**

1. Our whole-school approach aims to promote equality and eliminate discrimination. Pupils are prepared for life in a diverse society.
2. Hildenborough Church of England Primary School publicly supports ethnic, gender, cultural, religious, linguistic and social diversity, including people with disabilities, and actively fosters good personal, community and race relations.
3. Diversity is recognised as having a positive role to play within the school and the school recognises the importance of fostering a person's sense of identity and belonging.

### **Introduction**

#### **Race**

Duties under the Race Relations (Amendment) Act 2000 require the governing body to:

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

To meet this requirement the governing body will

- produce a written race equality policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school.
- assess and monitor the impact of race equality policies on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and take such steps as are reasonably practical to publish the results of this monitoring annually
- record racist incidents and report them to the local authority on a regular basis.

The school will contact the local authority for advice on the format, process and frequency of reporting as required.

## **Disability**

Duties under Part 5A of the Disability Discrimination Act 2005 (DDA) require the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

Duties in Part 4 of the DDA 1995 require the governing body to plan (the Schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery of information to disabled pupils, which is provided in writing for pupils who are not disabled.

## **Gender (sex)**

Duties under the Equality Act 2006 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of sex.
- Promote equality of opportunity between women and men.

From 6 April 2007, the Equality Act 2006 requires the governing body to promote equality of opportunity between women and men (including boys and girls) and to publish a Gender Equality Scheme showing how the school intends to fulfil the general and specific duties. The Governing body will revise and review the plan every 3 years and report on progress annually.

There are no specific duties or requirements on schools in relation to gender reassignment, beyond the requirement not to discriminate in terms of employment of staff

## **Religion or Belief and Sexual orientation**

Duties under the Equality Act 2006 require the governing body to:

- Eliminate unlawful discrimination and harassment on the grounds of sexual orientation.
- Eliminate unlawful discrimination and harassment on the grounds of religion or belief.

*There are no specific duties or requirements on schools to publish a Scheme relating to religion, beliefs or sexual orientation.*

## **Discriminatory Tension**

Teachers endeavour to be sensitive to any sign of possible victimisation of individual pupils or groups of pupils and report this to the Head Teacher, even where there is no discernible incident. Similarly, behaviour that can be viewed as possibly indicating discriminatory tension within the school as a whole is reported.

## **Supporting the Victims**

Hildenborough Church of England Primary School works constantly to create a climate in which victims of discrimination feel able to report them. All staff and pupils are able to report incidents that they witness, and all such reports are investigated. The particular vulnerability of pupils with special educational needs, who might also be prey to discrimination within the school, are considered, as they often find communicating their position and feelings difficult.

Staff dealing with such incidents are alert to the issue of retaliation by the victim, which can be a reaction to a long series of relatively minor incidents that have not been reported and therefore not dealt with effectively

The School involves parents when offering support to victims. It is appropriate, in some cases, to involve the Education Welfare Service and other agencies. We recognise that the victims of discrimination might require pastoral support over a lengthy period in order to regain self-confidence. The school always address the issue of harassment, whether it involves pupil(s) harassing other pupils, or a member of staff. For staff who experience discrimination, support is available through the Staff Welfare Section, as well as from colleagues.

## **Wider Implications**

In dealing with discrimination, we recognise the wider implications for the school and the local community. Clear lines of internal communication ensure that all appropriate members of staff are aware of any incident. Formal procedures for involving Parents, Senior Management, outside agencies and Governing Bodies are being developed.

## Section 2

# Hildenborough Church of England Primary School Disability Equality Scheme

### Introduction

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

**This scheme sets out how the governing body promotes equality of opportunity for disabled people.**

**Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:**

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

## 1 Raising Awareness

**1:1 The purpose of the school's scheme is to meet the duty to promote equality of opportunity for disabled pupils, staff, parents and other users of the school.**

- Establish with all staff overall vision of the duty to promote equality of opportunity for disabled pupils, staff and parents.
- Refer to the six elements of the duty:
  - **Promoting equality of opportunity**
  - **Eliminating discrimination**
  - **Eliminating harassment**
  - **Promoting positive attitudes**
  - **Encouraging participation**
  - **Taking steps to meet disabled people's needs, even if this requires more favourable treatment (See p14 of DFES draft guidance)**

Action by SLT responsible for DES:

- **Raise awareness of 6 elements with all staff, governors, parents and pupils.**
- **Refer to 'Implementing the DDA in Schools'**
- **Ensure understanding of the broad definition of Disability within the DDA.**
- **Encourage disclosure of disability by pupils, parents, staff and other users of the school. (See p12 and 22 of DFES draft guidance)**

**1:2 Involvement of disabled pupils, staff, parents and other users of the school.**

Different members of the school community were involved in the development of the original Accessibility Plan.

The school will continue to involve disabled pupils, staff, parents and other users of the school.

The school will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views (questionnaire, informal conversations, parents forum, governors, community users of the site.)

The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.

### **1.3: Information gathering- identifying disabled pupils, staff, parents and other users of the school**

The collection of information is via the parent/carers questionnaire given out at key times during the school year. Support is offered to all parent/carers if they have difficulties with the questionnaire. The information is used to help us to review our support for disabled pupils, to measure the delivery on disability equality, to assess the impact of any changes we make and to help us identify which of our priorities have been achieved.

Identifying disabled pupils, staff, parents and other users of the school is key to the development of the DES.

#### **Definition**

The DDA defines a disabled person as someone who has:

‘a physical or mental impairment which has a **substantial and long-term adverse effect** on his or her ability to carry out normal day-to-day activities.’

#### **Definition of the terms:**

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.

**The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.**

**The effect on normal day-to-day activities is on one or more of the following:**

- 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 risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

## **INFORMATION GATHERED**

- Recruitment development and retention of disabled employees (see p12 DFES materials)
- Education opportunities available to and achievement of disabled pupils (p13 and Section 3)
- Disabled parents carers and other users of the school (All efforts to be made to collect information) (p13)

### **1.4: Impact assessment.**

We will assess over time the impact of our DES on our current policies. It will be incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to our DES.

## **2 Identifying the main priorities and deciding actions**

The priorities for Hildenborough Church of England Primary School scheme are set in the light of:

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Some of the priorities identified are themselves be about:

- improving information;
- improving the involvement of disabled pupils, staff and parents.

## **3 Making it happen**

### **3.1: Implementation**

The actions identified will be incorporated into our School Improvement Plan, with oversight of the governing body so that progress can be checked.

The Action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

We will evaluate the effectiveness of our scheme with our School Improvement Partner and Ofsted when the school is inspected

### **3.2: Publication**

The DES will be published as part of Hildenborough Church of England Primary School's Single Equality Scheme

### **3.3: Reporting**

We will report annually on the progress made on the action plan and its effect on policy and practice within the school.



### **3.4: Reviewing and revising the scheme 2017-2019**

As part of the review of their scheme, we will:

- revisit the information that was used to identify the priorities for the scheme;
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will continue to:

- involve disabled pupils, staff and parents
- be based on information that the school has gathered.

The main documents that will inform the development of this scheme are:

Disability Equality in Education Course Brook, Richard Rieser

Implementing the Disability Discrimination Act in schools and early years setting, DFES

Promoting Disability Equality in Schools, DFES Draft Guidance.

### **Contractors and procurement**

Procurement is the process by which we enter into a contract with an external contractor to carry out works or provide goods or services.

We do our best to ensure that relevant staff, including our School governors, has appropriate training so that they fully understand the provisions of the disability duty as it applies to those functions which are carried out through procurement as well as those which are carried out directly by the school itself.

Where a contractor is carrying out a public function on behalf of the school the legal liability for the disability duty in relation to that function remains with the school which contracts out the function. In view of this we recognise the need to build relevant disability considerations into the procurement process.

We use available resources such as local authority human resources and equality staff and information from the Equal Opportunities Commission's website to ensure that all procurement is conducted consistently with the public authority's statutory disability duty.

## **Section 3**

# **Hildenborough Church of England Primary Gender Equality Scheme**

### **Introduction**

#### **The General Duty (Gender Equality Duty)**

The Equality Act 2006 amends the Sex Discrimination Act 1975 (SDA) to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination and harassment (and)
- to promote equality of opportunity between females and males. This is known as the 'general duty' and is effective from 6th April 2007.

Due regard comprises two linked elements: proportionality and relevance. The weight given to gender equality should therefore be proportionate to its relevance to a particular function.

As part of the duty, we are required to have due regard to the need to eliminate unlawful discrimination and harassment in employment and vocational training, for people who intend to undergo, are undergoing or have undergone gender reassignment.

For the purposes of the above legislation maintained schools are classed as public authorities

#### **How we will meet the General Duty**

##### **Consultation - Developing a voice for pupils, staff, parents/carers and others**

Hildenborough Church of England Primary School regularly consults pupils, staff, service users and others (including trade unions/professional associations) who appear to the school to have an interest in the way it carries out its functions. Evidence from this consultation is used to prioritise any gender issues and develop objectives that we all own, understand and are accountable for.

The wider school community is consulted in such a way as to bring out any potential differences in views between females and males or between groups of girls and boys or women and men. Potential barriers to participation are explored and special efforts are made to encourage participation, eg. Different forms of communication.

We recognise that it has been recommended that consultation on employment issues with the transsexual community is conducted separately, although individuals and groups are also actively encouraged to participate in mainstream consultation processes.

##### **Gender Equality Priorities – Objectives**

In determining priorities we review questions of harassment, discrimination and the promotion of gender equality across education, employment, other service provision, public functions and all other functions.

Although, in many instances, we do not set our own pay systems, we recognise that the governing body is legally liable, however, under the Equal Pay Act for the implementation of those pay systems. We endeavour to ensure, therefore, that decisions made within the

school, which have an impact on an individual's pay (such as the allocation of Teaching and Learning Responsibility Points) are fair and equitable.

### **Caring Responsibilities and Gender Segregation**

We endeavour to gather evidence on the impact of caring responsibilities on our workforce and our pupils. Based upon this evidence and on consultation with employees and trade unions/professional associations (union representatives), we consider whether it is appropriate to set objectives to address any relevant issues

We accept evidence on the extent of any occupational segregation in our workforce. Based on that evidence and on consultation with employees and trade unions/professional associations we will consider whether it is appropriate to set objectives to address it.

We review which issues are relevant to any gender pay gap in our organisation by:

- monitoring where women and men work
- what hours they work and at what grade.

We endeavour

- to ensure that neither sex is disadvantaged by the school's decisions and activities
- to identify where the school can promote equality of opportunity between boys and girls and men and women.

### **Gender in the curriculum – learning and teaching and the wider school curriculum**

Gender equality is promoted through the school curriculum and assemblies:

- Gender stereotyping and other forms of gender bias in books and other resources will be highlighted for discussion with children and young people as part of their normal classroom work.
- Curriculum planning and purchasing resources takes account of gender equality.
- Resources that do not reflect the modern pluralist society will be systematically reviewed and replaced, if necessary.

### **Eliminating harassment and bullying and discrimination**

We monitor incidents of harassment and bullying, and scrutinize them for gender discrimination, in particular sexist language and behaviour. Such incidents can, therefore, be analysed and actions taken to address any issues resulting from this process.

### **School facility lettings**

The school continues to monitor the use of school facilities by gender to ensure that the services are offered in a way that the whole community can benefit equally. We consider reviewing the use of school premises to ascertain whether any gender specific barriers are in evidence. The views of service users, and, perhaps, potential service users could be sought and analysed for possible gender bias in provision or use.

### **Contractors and procurement**

Procurement is the process by which we enter into a contract with an external contractor to carry out works or provide goods or services.

We do our best to ensure that relevant staff, including our School governors, has appropriate training so that they fully understand the provisions of the gender equality duty

as it applies to those functions which are carried out through procurement as well as those which are carried out directly by the school itself.

Where a contractor is carrying out a public function on behalf of the school the legal liability for the gender duty in relation to that function remains with the school which contracts out the function. In view of this we recognise the need to build relevant gender equality considerations into the procurement process.

We use available resources such as local authority human resources and equality staff and information from the Equal Opportunities Commission's website to ensure that all procurement is conducted consistently with the public authority's statutory gender equality duty.

#### **Information, performance and evidence**

A wide range of data is already collected detailing the gender profile of pupils and staff. The local authority does collect gender profile details of staff and, where appropriate, the school will use this data to help it to redress any apparent inconsistencies highlighted.

#### **Reviewing and monitoring**

This Gender Equality Scheme will be monitored on a yearly basis, and fully reviewed in March 2013

#### **Staff responsible for developing this plan**

All staff, led by the headteacher.

## Section 4

# Hildenborough Church of England Primary School Race Equality Policy

### **Introduction**

This policy reflects our belief in a cultural diversity that embraces individuals and promotes community spirit. It is in keeping with our vision that, through our curriculum, we will prepare our pupils for participation in our multi-ethnic society. It furthers our aim to promote equality of opportunity and good race relations, and to eliminate any form of racial discrimination and prejudice.

It recognises the multiracial/predominantly white context of our school and covers members of all ethnic and national groups represented in our school community including Gypsy Travellers, asylum seekers and refugees. Through a variety of learning experiences, our pupils are able to explore the contributions of different cultural, racial and religious groups in our society and, at the same time, broaden their knowledge and understanding of such groups. In this way we hope to cultivate the pupils' awareness and respect for cultural and ethnic diversity in the classroom, the school and the world outside.

This cross-curricular dimension is included in class and whole-school-based topics or themes. Religious and secular festivals provide excellent opportunities to consider ethnic diversity and are incorporated into class lessons and school assemblies.

Through the partnership that exists between home, school and the community, Hildenborough Church of England Primary School hopes to enrich the Curriculum by inviting representatives from a range of cultures, religions and ethnic backgrounds to visit the school and share their experiences with the children.

Teachers consider carefully the information they place before pupils. Resources are selected to ensure that they do not display a cultural or racial bias nor show stereotyping or prejudice. Such resources, where possible, reflect life in multicultural Britain. Attention is drawn to cultural similarities as well as differences. The Curriculum is adapted to the particular needs of any vulnerable groups for example where English is a second language.

We promote Christian attitudes and values at Hildenborough Church of England Primary School that teach our pupils tolerance and understanding of others and to recognise the worth of every individual, however different from themselves. The pupils are encouraged to respect themselves and others, be it in pupil–pupil relationships, pupil–staff relationships or relationships with others in the school and wider community.

Staff try to eliminate any bias towards, or against, any particular group or individual. They are asked to respond positively in their approach to incidents relating to race or religion, be it in the classroom or the playground or with parents. We strive to ensure that our practices and procedures do not discriminate in any way.

Using a whole-school approach, we endeavour to ensure that we do not inadvertently discriminate. We achieve this by monitoring and reviewing our practice, planning opportunities within the curriculum for promoting good race relations and dealing with racist incidents effectively. We implement our strategies for dealing with racist incidents according

to guidance provided by the CRE and the local education authority, and in accordance with known best practice for supporting all children, parents, staff and visitors to the school.

Racist behaviour can take a variety of forms. Some are more blatantly offensive than others; however, some apparently harmless incidents can be damaging in the long term. Below are examples of the kinds of incidents that our School might encounter:

- Derogatory name-calling, insults, racist jokes and language.
- Racist comments during discussion in lessons.
- Ridicule of an individual for cultural differences, for example food, music, dress.
- Refusal to co-operate with others because of their ethnic origin.
- Verbal abuse and threats.
- Physical assault against a person or group because of colour and/or ethnicity.
- Racist graffiti.
- Inciting others to behave in a racist way.
- Bringing racist material, such as leaflets, comics or magazines into school.
- Provocative behaviour, such as wearing racist badges or insignia.
- Attempts to recruit other Pupils to racist organisations and groups.

### **Roles and responsibilities**

The **headteacher** will ensure that:

- the curriculum promotes positive attitudes to ethnic and cultural diversity, and challenges racism
- the school recognises the importance of language to a person's sense of identity and belonging
- communication with parents recognises and responds to ethnic and cultural differences.
- appropriate methods of communication are used to enable all staff, pupils, parents and governors to understand their rights and responsibilities in relation to race equality
- all staff are informed of their responsibilities and receive appropriate training and support to deal effectively with racist incidents, racism, racial harassment, prejudice and stereotyping
- data is collected and analysed to identify issues and trends in the performance of ethnic groups
- the data, and the response to it (action plan, targets) is presented in appropriate formats to staff, governors, parents and the LEA
- all racist incidents are investigated and recorded for future monitoring and reporting
- a sensitive and structured system of support is available to victims of racism, racial discrimination, racial incidents and racial harassment
- the school has clear procedures for dealing with perpetrators of racist incidents
- immediate action is taken to remove racist graffiti from all school property
- active links are established with external organisations dealing with racist incidents and racial harassment.

**All staff** are expected to:

- actively and positively promote racial equality and good race relations
- avoid any form of racial discrimination

- follow the guidelines for dealing with perpetrators of racist incidents and secure appropriate support for the victims
- address racist incidents that are reported to them following agreed procedures stated in the school behaviour, anti-bullying and anti-harassment policies
- ensure that they are well informed on race relations legislation.

**Parents** be consulted on the policy regularly and be kept informed through the school prospectus and home/school agreement.

The **governing body** will:

- incorporate race equality targets into the school improvement plan
- designate a lead governor for equality issues
- use its power to co-opt governors or appoint associate governors to ensure its composition reflects the community it serves
- encourage parents and staff from all ethnic groups when places for elected members become available
- apply the principles of best value without discrimination when purchasing goods and services
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken.

We expect all members of the school community to be committed to this policy, and that visitors will comply with it. We accept responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action. This may include the following:

**In the case of pupils breaching the policy:**

- staff dealing with the incident will complete a racist incident report form
- the perpetrator will be dealt with in accordance with the behaviour policy
- the consequences of any further breach of conduct will be clearly stated with the ultimate sanction of exclusion.

Category	Suggested Actions
1. Derogatory name-calling, insults, racist jokes and language.	<ul style="list-style-type: none"> <li>ž Explain fully to the perpetrator that verbal racist abuse is not tolerated. <ul style="list-style-type: none"> <li><input type="checkbox"/> Individuals who are persistently abusive should be referred to the headteacher.</li> <li><input type="checkbox"/> Parents should be informed.</li> </ul> </li> <li>ž Offer support to the victim and counselling to the perpetrator. <ul style="list-style-type: none"> <li><input type="checkbox"/> Record the events on whatever form is provided locally by the LA/other Advisory Body/CRC/ Network.</li> </ul> </li> <li>ž Exclude the perpetrator if the behaviour persists.</li> </ul>
2. Racist comments during discussion in lessons.	<ul style="list-style-type: none"> <li>ž Racist statements should not go unchallenged. <ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils who persist in making inappropriate comments should be referred to the headteacher.</li> </ul> </li> <li>ž Parents/guardians should be informed. <ul style="list-style-type: none"> <li><input type="checkbox"/> Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network.</li> </ul> </li> </ul>
3. Ridicule of an individual for cultural	<ul style="list-style-type: none"> <li><input type="checkbox"/> Members of staff should not ignore any form of ridicule.</li> </ul>

<p>differences, for example food, music, dress, etc.</p>	<p>ž Explain fully to the perpetrator that racist behaviour is not tolerated.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individuals who are persistently abusive should be referred to the headteacher.</li> </ul> <p>ž Parents should be informed.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Offer support to the victim and counselling to the perpetrator.</li> </ul> <p>ž Modify the planned Curriculum to address this matter through e.g. PSHE, assemblies, timetable, carefully constructed teaching and learning.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network.</li> <li><input type="checkbox"/> Exclusion if appropriate.</li> </ul>
<p>4. Refusal to co-operate with others because of their ethnic origin.</p>	<p>ž Explain that pupils should work collaboratively.</p> <p>ž Every pupil has the right to take part in school activities and the school should not exclude any pupil on racial, cultural or linguistic grounds.</p> <p>ž Pupils who refuse to co-operate should be referred to the headteacher.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents/guardians should be informed.</li> <li><input type="checkbox"/> Offer support to the victim and counselling to the perpetrator</li> </ul> <p>ž Draw other pupils into being proactive in situations where co-operation is possible and highly visible.</p> <p>ž Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exclusion if very serious.</li> </ul>
<p>5. Verbal abuse and threats.</p>	<p>ž Members of staff should not ignore any form of verbal racist abuse in the school.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain fully to the perpetrator that verbal racist abuse is not tolerated.</li> </ul> <p>ž Individuals who persistently abuse should be referred to the headteacher.</p> <p>ž Parents/guardians should be informed.</p> <p>ž Offer support to the victim and counselling to the perpetrator.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network.</li> </ul> <p>ž Exclusion if very serious.</p>
<p>6. Physical assault against a person or group, because of colour and/or ethnicity.</p>	<p>ž Report to the class teacher, or headteacher as appropriate.</p> <p>ž Full report to the headteacher.</p> <p>ž Full report to parents/guardians.</p> <p>ž Act to prevent recurrence.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Offer support to the victim and counselling to the perpetrator.</li> <li><input type="checkbox"/> Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network.</li> </ul> <p>ž Fixed-term exclusion.</p>
<p>7. Racist graffiti</p>	<p>ž All racist graffiti in the school should be reported to the headteacher and should be removed immediately.</p> <p>ž Regular checks should be made and steps taken to discourage reappearance of graffiti.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network.</li> </ul>
<p>8. Inciting others to behave in a racist way.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pupils should be referred to the Head Teacher.</li> <li><input type="checkbox"/> Offer support to the victim, if one exists, and counselling to the perpetrator.</li> <li><input type="checkbox"/> Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network.</li> </ul>



	<input type="checkbox"/> Exclusion if appropriate.
9. Bringing racist materials, such as leaflets, comics or magazines into school.	<ul style="list-style-type: none"> <li>ž All forms of racist literature and materials should be destroyed.</li> <li>ž Pupils should be referred to the headteacher.</li> <li>ž Parents/guardians should be informed.</li> <li><input type="checkbox"/> Depending on the nature of the material, consider calling in the local Community Relations staff and/or the police.</li> <li>ž Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network.</li> </ul>
10. Provocative behaviour, such as wearing racist badges or insignia.	<ul style="list-style-type: none"> <li>ž Pupils wearing such badges or insignia should be referred to the headteacher.</li> <li>ž Parents/guardians should be informed.</li> <li>ž Record on whatever form is provided locally by the LA/other Advisory Body/CRC/Network.</li> </ul>

### **In the case of staff breaching the policy:**

An allegation of racist behaviour by any member of the teaching or non-teaching staff is a serious disciplinary matter and is under the jurisdiction of the Governing Body. There are specific procedures for dealing with racial harassment as part of staff grievance procedures. Where the victim of alleged racist behaviour is a pupil, the headteacher should investigate carefully and seek to resolve the matter. The school will investigate the case fully and take the appropriate action: if necessary, formal disciplinary procedures. A guidance leaflet is available from the Local Education Authority setting out procedures to be followed in all such cases.

Where a member of staff is the victim of racist behaviour by pupils, it is important that full support is given to the member of staff concerned and the pupil(s) dealt with as set out in the previous section of this policy.

### **In the case of parents, visitors or contractors breaching the policy:**

- they will be reminded of the school's commitment to race equality and asked to desist
- further incidents may lead to individuals being requested to leave school premises.
- Racial incidents occurring outside school, or involving outside perpetrators, should be brought to the attention of the headteacher. These incidents should be reported to the appropriate authorities, which might well wish to take action under Section 5A of the Public Order Act 1986. Such incidents will be condemned publicly in whole-school forums, such as Assembly.

### **Arrangements for monitoring and evaluation**

The governing body will monitor the pattern and frequency of racist incidents and inform the LA annually of any such incidents. It will receive reports and data from the headteacher and staff that enable evaluation on the relevance of provision for:

- dealing with racist incidents – defined as “any incident which is perceived to be racist by the victim or any other person”. Serious breaches constitute criminal offences
- behaviour, discipline and exclusion
- curriculum content
- teaching, learning
- assessment of attainment and progress – including special educational needs
- admissions and attendance
- recruitment, promotion and professional development of staff

- disciplinary and grievance procedures relating to staff
- personal and social education and pastoral care
- attitudes and personal development
- ethos and environment
- communications with parents, governors and the community
- use of school premises
- purchasing goods and services.

### **Contractors and procurement**

Procurement is the process by which we enter into a contract with an external contractor to carry out works or provide goods or services.

We do our best to ensure that relevant staff, including our School governors, has appropriate training so that they fully understand the provisions of the race equality duty as it applies to those functions which are carried out through procurement as well as those which are carried out directly by the school itself.

Where a contractor is carrying out a public function on behalf of the school the legal liability for the race duty in relation to that function remains with the school which contracts out the function. In view of this we recognise the need to build relevant race equality considerations into the procurement process.

We use available resources such as local authority human resources and equality staff and information from the Equal Opportunities Commission's website to ensure that all procurement is conducted consistently with the public authority's statutory race equality duty.

The governing body will also receive reports on the progress of pupils by ethnic group.

**Date for next review: March 2018**

### **Christian Values**

Christian values underpin all that we do at Hildenborough CEP School. We feel it is important for both adults and children alike to understand that Christian values are based on God and the work of Jesus Christ. We believe that the understanding and application of Christian values strengthens the school community's spiritual development and this is reflected through daily deeds and actions. Core Christian values include hope, righteousness, love, and putting God first in our lives. As a school we have chosen the particular Christian values of love, honesty and courage to enhance the children's curriculum and daily school life.

At Hildenborough CEP School our chosen Christian values of love, honesty and courage, as well as those of acceptance and tolerance, are at the forefront of the school community's approach to behaviour. When dealing with more challenging behavioural situations, we also focus on the Christian values of forgiveness and compassion to support us.