

The Hayfield School Policy Statement: RACIAL EQUALITY
Reviewed: December 2007

RATIONALE AND PURPOSE:

Whatever the nature of the local community, pupils are growing up in a wider multicultural and multiracial society, where they are subject to various attitudes towards minority groups, and also to certain images/stereotypes of these groups portrayed by the media. Racial prejudice exists as much, or more, in the "all white" parts of Britain as in the multiracial areas.

The School stands against racism and all forms of discrimination on the grounds of ethnic origin, religion, gender or disability or culture.

It is incumbent on the school:-

- to promote justice, equality of opportunity and fair treatment of all and thereby allow all pupils, irrespective of their ethnic origin, to achieve the level of success and self respect they deserve, whilst retaining their cultural identity.
- to instill in pupils an awareness of racism and to establish an environment where school becomes effective in reducing prejudice and raising self esteem.
- to prepare children for being in a complete multicultural society.
- to promote an understanding of a variety of cultures, valuing the positive contribution these make to a community eg. Pupils should understand the cultural differences in dress, diet, hairstyles etc.
- to provide a safe welcoming place for all its members.
- to provide an environment where racist assumptions, attitudes and behaviour are continually challenged
- to provide a curriculum which, where appropriate, emphasizes the positive aspects of all cultures and seeks to give children the confidence that racism can and must be eradicated.
- to recognise that pupils themselves are often the most important multicultural resource within a classroom and their experiences are to be valued and shared.
- to contribute towards a sense of citizenship in the pupils
- by careful use of language and choice of resources avoid reinforcing stereotypical views of society. Schemes of work will be carefully reviewed with respect to content, aims and resources which may reinforce inappropriate stereotyping.

BROAD GUIDELINES:

- The school does not tolerate or condone:-
 - Racial prejudice
 - Racial harassment
 - Racial Graffiti
 - Racist name calling
 - Racial stereotyping
 - Racist attitudes

Whether they are evident in students, staff, adults on site, parents, caretakers, suppliers on site or a work experience placement.

- Any student or employee of the school who is involved in perpetuating any of the above will be severely disciplined (see note 1)
- Any victim will be provided with support appropriate to the circumstances.
- Parents of racist and/or victim will be involved where appropriate (see note 2)
- Any student/employee witnessing or experiencing racist behaviour/attitudes should report this to:
 - Student - Year Tutor
 - Employee - Headmaster
- A record of such incidents will be recorded and reported to the Pastoral Committee of the Governors (see note 3)
- All curriculum areas have a duty to promote anti-racism when possible through subjects areas/PSE/Tutorial Work/General Studies and in Assemblies.

NOTES:

The school's Admission Policy, Parental Links Policy, Home-School Agreement, Exclusion, Recruiting, and Internal Setting Policies must have no element of racial inequality.

Racial Equality 'policies' will be communicated to parents and pupils via school newsletters and school brochures -already done in a recent newsletter (April 2000).

Curriculum text books will not be used if they contain any element of racism or unreasonable cultural bias.

Ethnic data will be monitored to assess disadvantage in terms of attendance, pupil tests, SATS, public examination results, Special Needs, and related assessment processes (to check for any undue bias): and steps taken to seek to counterbalance this.

Where parents or students have difficulties with English as a second language, all reasonable steps will be taken to overcome this in communication with the school. At the request of parents pupils will be allowed time off for religious observance and for any special needs on residential trips given that the latter does not inhibit the effective organisation of the trip for other pupils.

The school will give equal value to achievements of all pupils in extra-curricular activities and seek to ensure access for all to avoid any social or cultural isolation.

In providing Career Track advice the school will avoid any stereotyping of pupils choice of career based on ethnic group and will challenge any racial discrimination evidenced by any employer or racial harassment experienced in any work experience.

Dietary needs of ethnic groups will be taken into account by the school's Catering Service.

The School's Dress policy will be sensitive to the religious and cultural needs of individual pupils and to their religious festivals.

A diversity of culture and religious faith will be recognised where appropriate in the teaching of R.E., Worship, in Assemblies, and in aspects of the Curriculum.

ACTION:

All staff (adults on site) need to be vigilant in ensuring Racial Equality and in combating any evidence of racial abuse, harassment or discrimination, prejudice or stereotyping. They should encourage young people or adults to report racial incidents and ensure adequate support and mentoring is offered by adults and peer group.

Note: This broad policy document incorporates the key issues in "Learning for All " Standards for Racial Equality in Schools" (April 2000) a copy of which is held by the Head and available for anyone to read.

A copy of this policy document has been issued to :

- all teaching and support staff on site
- Governors

Other supporting documents available:

- Race Relations Act : Summary of new Code of Practice for Schools (attached)
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NOTE 1

Possible sanctions:-

- Warning
- Inform racist's parents/guardians
- Withdrawal from circulation at breaks/lunchtime (with supervision)
- Withdrawal from circulation during day (with supervision)
- Formal School detention

In extreme/repeated offences:

- Fixed term exclusion
- Permanent exclusion

NOTE 2

Involvement of Parents:-

- Contact by letter
- Explain School's policy for dealing with racist incidents
- Invite parents to discuss any aspect of an incident with senior staff.
- Involve Officers/Advisers of other offences as appropriate.
- Support as necessary

NOTE 3

Recording and maintaining records:-

- description of incident
- Schools response including support agreed to victim
- Signed and dated by individual dealing with incident

COMPLAINTS

In the case of a student, member of staff or parent not being satisfied with steps taken by the school they should be informed of their right to make a formal complaint in writing to the Chair of the Governors (address available from the Clerk to the Governors at the school).

RACE RELATIONS ACT

SUMMARY OF NEW CODE OF PRACTICE FOR SCHOOLS

- Race Relations Act 1976 (amended by Race Relations Act 2000) place a new general duty on governing bodies of schools to promote race equality.

BENEFITS OF DUTY

- 1 Aim of 'general duty' will help schools to:-
 - meet all pupils needs, encourage them to achieve their full potential, and raise educational standards
- 2 Take specific action to tackle any differences between racial groups in attainment levels and progress, disciplinary measures against them, in admissions and assessment.
- 3 Create a positive inclusive atmosphere based on respect for people's differences and show commitment to challenging and presenting racism and discrimination.
- 4 Prepare pupils to be full citizens.
- 5 Make workforce more representative of communities served (employing more ethnic minority staff).
- 6 Improve staff morale and performance.
- 7 Avoid losing able staff.
- 8 Make full use of skills and knowledge of people from difference racial groups.

GENERAL DUTY

General duty means that in everything we do we must aim to:-

- eliminate unlawful discrimination
 - promote equality of opportunity
 - promote good relations between people of different racial groups
- The duty is obligatory and appears to all relevant functions
 - Weight given to race equality should be in proportion to its relevance

FUNCTION – anything affecting public

RELEVANT – always to service delivery and employment

PROPORTIONATE – highest priority should be given to those functions having greatest effect on public. Size of ethnic population does not matter. Race equality is important even if no one from ethnic minority groups in school or community – education plays vital role in influencing young people's views and attitudes. Racist acts (racist literature) can happen in school with no ethnic minority pupils.

GENERAL DUTY AND CONTRACTED SERVICES

Need to decide whether when contracting out there is any race relation issue eg. Process of choosing contractor

PARTNERSHIPS

Any work/services done or provided jointly with other organisations – other organisations has similar obligation.

AUDITING AND INSPECTION

Ofsted will examine and report on whether we meet general and specific duties of the Act. Commission for Racial Equality (CRE) can carry out an Audit.

SPECIFIC DUTY

These have to be met before 31st May 2002

1. Prepare a written policy for promoting race equality – Race Equality Policy which:-
 - takes account of schools character and circumstances
 - leads to action which results in positive outcomes
 - deals with race equality explicitly
 - covers main areas relevant to promoting race equality and tackling racial discrimination
 - defines roles and responsibilities
 - sets out how impact and effectiveness will be monitored and evaluated
 - links with other policies
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2. Monitor the impact of Policy on pupils, parents and staff from different racial groups, with particular attention to pupil attainment
 - collect, compare and evaluate data to measure performance
 - monitor performance and progress, exclusions, racism and racial harassment, support, advice and guidance, parental involvement, membership of governing bodies, rewards/punishments, language needs.
 - evaluate data, revise and set targets especially linked to attainment.
3. Assess the impact of all policies including Race Equality Policy on staff, pupils and parents from different racial groups, by:-
 - building key assessment questions into main policy
 - establishing a timetable for reviewing existing policies
 - carry out assessments of policies using data consultations etc
 - evaluating assessment dates and use to influence and inform decision
 - making and to revise racial equality objectives, targets and strategies

ENROLMENT OF GENERAL AND SPECIFIC DUTIES

OFSTED, the Audit Office etc will build general duty into their practices and inspections

CRE can serve compliance notice of necessary and can seek a Court Order to enforce notice.

RACE EQUALITY POLICY - attached

INCLUSION – MULTI RACIAL/ANTIRACIST

The draft policy includes most of the general duties which have to be addressed. However still needing to be done:-

- arrangements for monitoring, analysis and evaluation of ethnic minority attainment
 - review of all policies (timescale) relating to racial equality
 - review of all policies/practices relating to employment/recruitment of staff
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