



# Benington C of E Primary School

## EQUAL OPPORTUNITIES

**(incorporating gender, disability, racial equality and racial harrassment)**

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## 1. Equality Statement

At Benington Primary School we aim to instill in our children a love for learning. We have the same ambition for all of our children, without disadvantage to any group, which not only includes the nine protected characteristics recognised by the Equality Act, but also those children from economically disadvantaged backgrounds.

We are committed to removing any discrimination, wherever it is found, within our school. This Equality Policy is intended to respond to the spirit as well as the letter of the Equality Act (2010). As a school we welcome our duties under the Equality Act 2010. We understand that we are bound by the Public Sector Equality Duty (PSED) and the two specific duties. The PSED requires us to take steps to: eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not.

This Equality Policy will inform our School Development Plan as this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Ensure that our priorities for raising standards support our equality objectives

To ensure success and meet the Public Sector Equality Duty the school will:

- Comply with the two specific duties
- Publish Equality objectives every four years, and review them annually

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of the population. Equality is impossible to achieve without recognising diversity.

What do we mean by a Protected Characteristic?

The Equality Act (2010) introduced the concept of a Protected Characteristic. This is an aspect, or characteristic, of a person's identity that is protected from discrimination. The concept recognises that we are all individual, however that our individuality is made up of characteristics we share with others.

The following are the nine Protected Characteristics recognised by the Equality Act:

- Sex
- Marital status and civil partnership
- Pregnancy/Maternity
- Gender identity and/or reassignment
- Disability
- Race
- Age
- Religion and Belief (or lack of)
- Sexual Orientation

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people who share a Protected Characteristic, or an individual because they belong to a group. In the Equality Act this is called a Protected Characteristic.

Discrimination is shaped by social assumptions that feed into:

- The way people behave towards each other
- The way in which institutions operate

Discrimination gives rise to long term patterns of inequality in terms of:

- Educational attainment
- Employment opportunities
- Distribution of wealth and resources
- Health
- Involvement in the criminal justice system

Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender. Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

## **2. SCHOOL VALUES**

These statements form the basis of our policy on Equal Opportunities and they apply to all pupils, their parents, families and members of staff.

- + Benington Primary School values everyone equally and celebrates the differences between them as enrichment to the school and wider community.
- + The school has a policy of inclusion that supports every pupil and recognises and endeavours to meet their individual needs in accessing the curriculum.
- + We use our pupil premium grant to help those children that need extra support, by supplying educational enrichment trips and activities, small group intervention (teacher and TA) and 'one to one' and small group nurture support
- + We do not tolerate racism, sexism, homophobia/hetrosexism, gender discrimination, religious incitement, discrimination or prejudice of any kind.
- + The school adheres to local and national guidelines when handling investigations into any incidences of racism or discrimination.
- + Benington provides equality of opportunity within the curriculum and uses it to explore issues of prejudice, largely through PSHE, SEAL, Citizenship, Circle Time and Assemblies, to prepare pupils to play an active part in a culturally diverse society.
- + The ability to speak more than one language and have an insight into the traditions and festivals of more than one country or religion is of great individual value and a positive resource for the school.
- + The school believes that good communication is vital and, if necessary, annual reports would be translated into the spoken language at home if there were known problems accessing English.
- + Teaching resources and methods are regularly reviewed to ensure that they are not biased and represent a range of cultures and family groups.
- + The senior management team reviews performance data on a regular basis exploring the performance according to gender and ethnicity to ensure all groups make the expected progress.
- + We actively promote equality for all and hope that this is reflected in the school.

## **3. GENDER EQUALITY**

### **Legislative Context**

The Equality Act (2006) amended the requirements of the Equal Pay Act (1970) and the Sex Discrimination Act (1975). It added to the duty to eliminate sexual discrimination and sexual harassment, the duty to promote gender equality.

### **Social Context**

We understand that despite thirty years of individual legal rights to sex equality there is still widespread discrimination and persistent gender inequality. Both sexes suffer from

the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome.

### **The General Duty**

In accordance with our school's mission statement and values, we welcome the statutory Gender Equality Duty. In compliance with the General Duty, Benington C of E Primary School has due regard for the need to, and works to:

- Eliminate unlawful sexual discrimination
- Eliminate sexual harassment
- Promote gender equality

By unlawful sexual discrimination we mean treating one person less favourably than another on grounds of sex or gender. We understand that this could be done directly but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator. (*refer further: our school's Behaviour/Anti-Bullying policy*)

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

### **The Specific Duties**

We welcome the responsibility to think and act more strategically about gender equality. To meet the specific duties, and guided by the Code of Practice prepared by the Equal Opportunities Commission, we have prepared, published and implemented, and will

maintain, a Gender Equality Action Plan which contains our current objectives. This is attached to and forms an essential part of this policy.

We are working to develop our understanding of the major gender equality issues in our school's functions and services. In order to do this we:

- Collect and analyse school data and other gender equality relevant information, including data about our local area
- Consult all staff, pupils, parents and relevant local communities
- Review all our school policies and practices to assess the ways in which they might impact on gender equality
- Ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting gender equality
- Assess and address the causes of any gender pay gap
- Publish and implement the Action Plan with our proposed objectives and actions

We will:

- Set out the results of reviews, consultations and impact assessments
- Report on progress annually and set further objectives where necessary
- Review and revise the Policy and Action Plan at least every three years

## **Responsibilities**

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and to act in accordance with, the school's Gender Equality Policy and Action Plan. In addition:

**The school governors** are responsible for ensuring that the School prepares, publishes, implements, reports on and reviews a Gender Equality Policy and Action Plan (including budget requirements), and in particular the employment implications of meeting this.

**The Headteacher works with the SMT** to ensure that –

- the Policy and Action Plan are implemented
- staff recruitment, training opportunities and conditions promote gender equality
- all staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the Gender Equality Duty
- existing and planned policies are assessed for the ways in which they impact on gender equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote gender equality
- incidents of sexual/gender bullying or harassment are dealt with according to our Behaviour/Anti-Bullying policy
- visitors to the school, or those who use the premises, are aware of the Gender Equality policy and action plan

**All staff** have a responsibility to deal with incidents of sexual harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote gender equality.

**Pupils and parents** have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the school.

These and other responsibilities are outlined in detail in our Gender Equality Action Plan which is attached to and forms part of this policy.

We believe that, even having the Equal pay Act of 1970 and the Sex Discrimination Act of 1975, there is still widespread discrimination and gender inequality in society. We believe that having this gender equality policy and action plan will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce

We recognise that both sexes can suffer from sexual stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

### **Single Sex Provision**

Where we provide for one sex only, this is to help meet the different needs of boys and girls (men and women), needs often arising out of historical and current stereotyping and unjust gender discrimination, or where there is an issue of physical intimacy or embarrassment to be considered. We do not provide activities, classes, facilities, benefits or services for one sex only if this would amount to less favourable treatment of the other sex, or where it would promote gender stereotyping and gender inequality..

We do not deny one sex the same opportunities as the other and where we provide for one sex only we ensure there are equivalent and proportionate facilities, benefits or services for the other sex. We do not offer different curriculum choices to boys and girls, and where there are curriculum options we ensure that these are not offered in such a way that boys and girls are steered into making choices based on gender stereotypes.

If requests for additional single sex activities, facilities or provision which appear to maintain or promote gender inequalities come from pupils, families or the community, these will be considered and legal advice sought.

### **Breaches of the Gender Equality Policy**

We understand that eliminating gender discrimination and harassment and promoting gender equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues based on sex and gender come to the attention of the school these will be dealt with according to our child protection procedures.

### **Consultation; publishing; staff, pupils and parent development**

This policy has been drawn up in consultation with governors, staff, pupils, parents and members of our local community. These consultations have contributed to developing the awareness among governors, staff, pupils and parents of the ongoing need to eliminate unlawful sexual discrimination and harassment and to promote gender equality.

We have also drawn upon earlier consultations, (*eg in preparation for the SEF, Index for Inclusion, SIAS and Race Equality consultations*)

Copies of this policy are available in the public entrance areas of the school and in the staff policy folders.

We will continue, as outlined in our action plan, to develop awareness of what constitutes unlawful gender discrimination and harassment, and of the need to eliminate this and to promote gender equality.

## **4. DISABILITY EQUALITY**

This Disability Equality Policy and Scheme has 'Every Child Matters', 'Excellence and Enjoyment', the school's 'Healthy School' ethos and the school's Mission Statement and Aims at its heart.

Our school's Mission Statement is:-

***"Inspiring pupils to reach their full potential in our Christian family through trust, respect and care for all"***

This mission applies to all children including those defined as "disabled". The definition of "disabled" from the Disability Discrimination Act is:-

Disabled children and adults are those who have 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.

This policy's aim is to provide a structure to:-

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- to take steps to meet disabled people's needs, even if this requires more favourable treatment.

The school is aware of the 'Access to work' scheme and of LA policies, which may be relevant for disabled staff.

Governors and Staff will be asked when they take up their posts whether there are any disabilities that they wish to disclose in order that the school may make reasonable adjustments necessary. The Headteacher will hold a confidential register of all school users with disabilities.

In pre-transfer interviews parents are consulted as to how their child's needs can be best met.

The school's list of children with special educational needs records the number of children in each category of need. The names of those children not at School Action or School Action Plus phase or who have a statement of educational need, but who are/or have been of concern for any reason, are listed for all staff in each year group. Details of particular, non-confidential, day to day needs are kept inside the school register for the benefit of supply teachers. For example, children with medical needs such as allergies, and children who wear glasses. This is to ensure they can provide appropriate educational opportunities and any additional support for the identified children.

All preparation, planning and assessment of teaching and learning takes into account the requirements of children's disabilities with reasonable adjustment made in areas such as differentiation of resourcing or learning style. For example, picture enhanced communication methods such as visual time-tables for those with language difficulties. Short-term planning indicates those children with particular needs, and the type of teaching method to be employed.

Reasonable adjustments are made to the timetable when required for instance reduced hours, rest periods in the day or phased returns after absence.

The school's pupil tracking system monitors the attainment of all children and individual targets are set in response. The SENCO and staff, review the progress of those children with special needs and Individual Education Plans (IEPs), Pupil



Development Plans or Pastoral Support Plans are drawn up in consultation with pupil, parent or carer and outside agencies if appropriate.

The emotional care of all pupils is high priority in school and developed through classroom circle time, our PSHE curriculum and the SEAL project. Classroom initiatives like "Worry Boxes" or similar, self-esteem questionnaires and conferencing allow children to communicate any concerns and interventions to foster issues such as self-esteem, anger management and conflict resolution are available.

Adult mentors are assigned and older children act as 'buddies' to younger age groups. Children who are socially vulnerable are noted for extra care from staff at break times and alternative activities can be arranged. Playground buddies help to include all children at playtimes.

Children with disabilities are able to access special arrangements for SAT tests, should they meet the statutory criteria to qualify for extra time, a reader or a scribe. Children are trained beforehand so that they are able to take full advantage of these arrangements.

The school promotes and monitors access for children with disabilities on all school visits, social events, such as PTFA events, and residential trips. Individual risk assessments are compiled to facilitate positive inclusion. Children with disabilities are represented in positions of responsibility like the School Council.

Intervention programmes, extra supported visits and informal liaison meetings are arranged to foster successful transfer to secondary school and other establishments.

## **5. RACIAL EQUALITY**

### **Principles**

We respect and value the linguistic, cultural and religious diversity which exists in the community we serve. We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances. We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and

staff. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to race equality will be demonstrated through:

- Fostering respect for all groups and individuals, within the context of Human Rights
- Promoting positive non-discriminatory behaviour
- Providing appropriate support for isolated individuals of different ethnic groups within the school
- Having high expectations of all
- Ensuring representation of a wide range of heritages within our curriculum and school community

- Encouraging links with the wider community.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and constantly review the impact of our school policies

and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

## **Implementation**

### **Monitoring Pupil Achievements**

We will collect group and individual data on attainment by ethnicity, based on the new national population census ethnic categories used by Hertfordshire (see Appendix 1). We will analyse and assess this data in order to measure the school's performance, our effectiveness and to examine trends in progress and development. The results of such analyses will be used to plan positive changes, to address the challenges they present and to maintain and develop our successes. Other areas of the whole curriculum which may have an adverse impact on pupils' attainment will also be monitored.

These will include:

- Behaviour management (including exclusions)
- Racist incidents, racial harassment and bullying
- Curriculum, teaching and learning (including responses to diverse language and cultural needs)

### **Pupils' Attitudes, Values and Personal Development**

In the school we will:

- Enable our pupils and staff increasingly to develop a critical awareness of diversity and equality through input and use of resources from Multi-Ethnic Curriculum Support Service (MECSS) and the Traveller Education Project (TEP)
- Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination
- Equip our pupils and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts
- Ensure a willingness by pupils and staff to learn from different cultures, backgrounds, faiths and beliefs through the use of good quality resources reflecting cultural diversity including resources loaned from TEP
- Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength
- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual

- Ensure that pupils have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

## **Teaching and Learning**

The school will ensure that:

- Teaching methods and styles take full account of the needs of pupils' background experiences
- Access to optional subjects and out of school hours learning activities is fair and equitable across all ethnic groups
- Teaching methods encourage positive attitudes to difference, cultural diversity and race equality
- Diverse learning styles are catered for
- The skills to learn in a range of different styles and contexts are developed and encouraged
- The diversity of cultures and backgrounds represented in the school is welcomed as a positive resource for teaching and learning
- All staff receive training on strategies for helping bilingual and multilingual pupils to improve their English
- Teaching methods used are accessible to all individuals and groups (monitored by ethnicity and background)
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards
- A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe
- Classrooms and other common spaces in the school, where work is displayed present positive and challenging images that are non stereotypical and reflect the multiethnic, multilingual and multicultural society and world
- Support is accessed quickly to support Traveller pupils for whom mobility can be a barrier to learning
- Learning is a collaborative and co-operative enterprise.

## **The Curriculum**

All teachers will ensure that curriculum content and resources and classroom environments present and value Britain as a culturally diverse society and develop pupils understanding of the wider world. In presenting this diversity, all staff and volunteers will take care not to present different cultures in stereotyped ways.

All teachers will develop the dimension of cultural diversity as appropriate to their subject and care responsibilities. Collectively the school curriculum will:

- Support the development of personal, social and cultural identities in all pupils
- Teach pupils respect and value for diversity
- Teach pupils the nature of cultural diversity in Britain and globally
- Illustrate to pupils the nature of inequality and how it affects various groups, within the context of the rights and responsibilities of being a member of society.

## **Admissions and transfer procedures**

As a Community school our admissions policy is that of the LEA and is operated by the CSF. We will provide CSF with appropriate data as necessary for them to monitor the policy.

As a school we are conscious of the vulnerability of our pupils at times of transfer into and out of the school. Appropriate guidance and support will be provided for all parents and pupils in relation to the new context in which the children will learn. We will seek to ensure that all vulnerable pupils are nurtured and supported in a safe environment.

### **Staff recruitment and retention**

- The school recognises the value of diversity in the school staff and governing body and will ensure that its recruitment policy
  - does not discriminate against minority ethnic groups
  - takes appropriate action to seek staff and governors from a diversity of backgrounds.

Steps will be taken to ensure that cultural bias is removed from recruitment and selection processes and that all involved in recruitment and selection understand how to ensure race equality in the process.

A demonstrated commitment to race equality will be a criterion for the selection of all new staff.

The school will seek to ensure that diversity represented in the school staff and the governing body is valued, maintained and built on.

The school will monitor its support practices to ensure that retention rates for minority ethnic staff and governors match the retention rates for the staff and governing body as a whole.

The school will provide data for CSF to enable them to monitor staff recruitment and retention by ethnicity.

### **Staff career structure and development, guidance and support**

We encourage people from under-represented minority ethnic groups to apply for positions at all levels in the school.

We will ensure that all staff have access to professional development opportunities, to support and guidance as appropriate and to career progression opportunities. Such access will be monitored by ethnicity.

We recognise the potential vulnerability of isolated minority ethnic staff and will ensure that appropriate support and networking opportunities are available.

Our awareness of issues related to cultural diversity and staff effectiveness in dealing with issues of race equality is directly addressed in staff induction and training sessions, staff meetings and/or performance management meetings as appropriate. The school strives for consistency of approach and effective practice.

## **Commitment**

The Head Teacher will actively promote race equality and non-discriminatory behaviour as a school priority ensuring high expectations of all. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are respected and valued, and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

To achieve this:

- All staff, governors, parents/carers and pupils will be actively involved in developing, implementing and evaluating the school race equality policy.
- All members of the school community will understand their role in supporting and implementing the policy. Pupils' engagement in this process will be as full as appropriate with a clear development programme to progressively maximise their contribution.
- The perspectives of minority groups and isolated pupils/families will be a particular focus in this process.

## **Attendance, Exclusion and Behaviour**

The school recognises that attendance and exclusion rates for particular minority ethnic groups can be unequal. Attendance, exclusion rates, numbers of pupils with Pastoral Support Plans (PSP) and teachers rewards/systems will be monitored for disparities across different ethnic groups. Strategies are employed in the school to reduce disaffection, encourage attendance and avoid exclusion.

Where the pattern of a pupil's undesirable behaviour is being monitored, the circumstances lead-up to that behaviour will be analysed in order to address any possible racial harassment and institutional racism.

We will monitor the exclusion of ethnic groups from both the classroom and the school and will address any discrepancies.

Understanding pupils' behaviour will include taking account of cultural and linguistic differences in self and emotional expression or dealing with conflict.

The school accepts the right of a parent to have an advocate when dealing with matters pertaining to race discrimination.

Reintegration strategies are culturally inclusive and responsive to pupils' ethnic and cultural background.

The school recognises the right of pupils to take time off for religious/cultural observance and action is taken to minimise any disruption to the education of pupils who are so absent.

Traveller pupils often have to travel for family work commitments. These absences are authorised.

## **Parents and the wider community**

Active steps will be taken to involve ethnic minority parents, including as appropriate:-

- the use of translations especially for key documents (e.g. Home School Agreements), statements of special educational needs and school reports, and for basic labelling across the school buildings
- the use of interpreters at parents consultation evenings, annual reviews, preparation for transition and PSP meetings
- active recruitment of such parents as classroom helpers, mentors and school governors
- use of the Traveller Education Welfare Officer to liaise between home and school, supporting varying literacy levels.

The school seeks actively to work in partnership with local minority ethnic community organisations and where possible access the expertise, skills, knowledge and experiences of people from local minority ethnic communities. We will promote the community's access to school facilities.

As a school with limited ethnic diversity we recognise the challenge of expanding pupils' contacts and insights into cultural diversity. As such we actively seek to involve representatives of minority ethnic communities and diverse cultures and faiths in the school and across the curriculum.

## **Indicators for success**

In implementing school policies, the following indicators demonstrate success:

- **High levels of achievement.** All pupils achieve their full potential and the performance and progress of pupils from all racial groups is broadly similar.
- **Higher attainment.** The school's profile of attainment rises and any attainment gaps between ethnic groups are reduced.
- **A diverse curriculum.** Challenging racism and celebrating diversity and racial equality is addressed across all areas of the curriculum. The experiences and expertise of pupils, parents, staff, and members of the local community from different racial groups are utilised in delivering the curriculum.
- **Reduction in Exclusions.** Few pupils are excluded from the school and there are no disparities in rates of exclusion across different racial groups.
- **Admissions.** The ethnic profile reflects the ethnic profile of the area from which pupils are drawn.
- **Active Parental involvement.** Attendance at parents evenings is high across all racial groups. Parents from all racial groups contribute to consultations, and participate in activities and events organised for parents.
- **A diverse governing body.** The governing body is representative of the different ethnic and cultural groupings in the local population. The retention rates for black and ethnic minority governors match the retention rates for the governing body as a whole.

- **An effective governing body.** All members of the governing body are fully aware of their responsibilities in relation to their duties under the Act. Governors play an active role in decision making on racial equality matters.
- **Effective response to racial harassment and racist incidents.** Incidents of racism and racial harassment are dealt with promptly. Strategies are employed to reduce racism and racial harassment and evaluations show that these are effective. Feedback from pupils, parents and staff victims show high levels of satisfaction with the way in which victims are supported, and incidents handled and resolved.
- **A diverse workforce.** The ethnic profile of non-teaching and support posts reflect the ethnic profile of the community. The school is playing an active role in CSF and other initiatives to increase the representation of people from ethnic minority groups, both in to teaching and in attaining senior positions in the profession and this is having positive outcomes in the school.
- **A successful workforce.** All staff feel valued and able to contribute fully to all aspects of the school's work.
- **Successful partnerships.** Successful partnerships with a wide variety of local organisations, including local groups representing the minority ethnic population. Partnership organisations play an active and valuable role within the school.
- **Pupil and parent satisfaction.** High and equal levels of satisfaction with the school's overall performance from parents and pupils from all ethnic and cultural groups.
- **Low complaint levels.** Few significant complaints about admissions, behaviour, exclusions, the curriculum, teaching, assessment, support and other provision for pupils, with no disparities of significance across different racial groups.
- **Trust.** A high level of trust and confidence from all parents, pupils and staff and a rich and diverse sense of community within the school.
- **Respect.** The school is respected for its commitment and effectiveness in the promotion of race equality.

## **6. RACIAL HARRASSMENT**

### **Introduction**

This policy outlines our commitment to deal with incidents of racial harassment in Benington Primary School. No person at Benington Primary School should be subject to, or expected to tolerate, harassment. The policy acknowledges that there are important principles to take into account and that staff will deal effectively with incidents when there are clear procedures to be followed.

### **Definition**

Benington Primary School has adopted the definition for a racist incident proposed by the MacPherson Report (1999), which was published following the Stephen Lawrence enquiry.

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

This means that any incident which is perceived to be racist will be investigated and recorded according to the procedures in this policy. The member of staff investigating

the incident will seek to establish whether any act or expression has occurred which causes harm or offence.

- All forms of racist behaviour should and must be dealt with as a serious matter.
- Lack of intent does not excuse behaviour. Unintentional harassment should also be dealt with as a serious matter.
- A 'victim' does not have to be present or targeted for an incident of racist behaviour to have occurred.
- Harassment includes 'subtle' behaviour such as isolation, ignoring, teasing and negative body language.
- All incidents of racist behaviour should be challenged, including that of adults; not to respond may be seen as condoning the behaviour and may result in serious incidents of retaliation.

## **Aims**

- To make our school a safe and welcoming place for all its members.
- To instil in pupils a positive awareness of the value of all pupils.
- To establish within the school an atmosphere of respect, which reduces prejudices and raises self-esteem?
- To ensure all pupils, irrespective of their ethnic origin, achieve the level of success and self-respect that they deserve, whilst retaining their cultural identity.
- To provide an environment in which racist assumptions are constantly challenged.
- To provide a curriculum which encourages the valuing of cultural diversity and prevents racism, in order to reflect better the needs of a diverse society and which emphasises the positive aspect of all cultures.
- To give children the knowledge that racism can and must be eradicated.
- To teach children that they have a responsibility, as citizens of our society, to eradicate racism.

## **Procedures**

- All incidents will be recorded in the record book held in the Head teacher's office.
- The member of staff dealing with the incident will make quite clear to the pupil(s) concerned that racial harassment is involved and is therefore an extremely serious matter.
- The member of staff will sit down with the victim and listen to the account of the incident, allowing the pupil to fully express their feelings relating to the incident.
- The member of staff will outline the procedure to deal with the incident and make clear that they will be given feedback.
- Evidence will be gathered from people who have been mentioned.
- Following a full investigation, a decision will be made as to how the perpetrators will be dealt with. This will be determined by the age of the children involved and the severity of the incident.
- Where appropriate, parents and carers will be informed.
- A record will be kept of the action taken in the record book.
- Where required the member of staff investigating will inform and discuss the plan of action with the class teacher or Head teacher.



## **Dealing with perpetrators**

- Define the behaviour which was racist/offensive and explain why it was unacceptable. Check the perpetrator's level of understanding.
- Inform the child that their parent might be informed if deemed necessary.

## **Possible responses may include**

Isolating the perpetrator at break or lunch time (detention) for time of reflection.

- The perpetrator to make a verbal or written response.
- Arranging a meeting with parent/carer to discuss the incident.
- Fixed term or permanent exclusion from school.
- Throughout it is important that the victim is made fully aware of the investigation and the action taken to resolve the situation. Where required the situation will be monitored and all members of staff will be informed. Effective communication is essential. If considered appropriate, Circle Time, Assemblies and other learning opportunities will be created to generate discussion to enhance understanding and respect for all individuals.

## **Appendices**

### **Appendix 1**

#### **Ethnic Monitoring Categories, September 2002**

##### **Ethnic background record form (based on the new national population Census ethnic categories.)**

Pupil's name.....

Class/form .....

*Our ethnic background describes how we think of ourselves. This may be based on many things, including, for example, our skin colour, language, culture, ancestry or family history. **Ethnic background is not the same as nationality or country of birth.***

*The Information Commissioner (formerly the Data Protection Registrar) recommends that young people aged over 11 years old have the opportunity to decide their own ethnic identity. Parents or those with parental responsibility are asked to support or advise those children aged over 11 in making this decision, wherever necessary. Pupils aged 16 or over can make this decision for themselves.*

Please study the list below and tick one box only to indicate the ethnic background of the pupil or child named above. Please also tick whether the form was filled in by a parent or the pupil

##### **(a) White**

- British
- Irish
- Traveller from Irish heritage
- Gypsy
- Any other White background
- Italian
- Turkish

##### **(b) Mixed**

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed background

##### **(c) Asian or Asian British**

- Indian
- Pakistani
- Bangladeshi
- Any other Asian background

##### **(d) Black or Black British**

- Caribbean
- African
- Any other Black background

- (e) **Chinese**
- (f) **Any other ethnic group**
- (g) **I do not wish an ethnic background to be recorded.**

This information was provided by:

Parent   
Pupil

Please return the form to the school within four weeks in the enclosed envelope, or by dropping it into the office.

*(Any information you provide will be used solely to compile statistics on the school careers and experiences of pupils from different ethnic backgrounds, to help ensure that all pupils have the opportunity to fulfil their potential. These statistics will not allow individual pupils to be identified. From time to time the information will be passed on to the Local Education Authority and the Department for Education and Skills (DfES) to contribute to local and national statistics. The information will also be passed on to future schools to save it having to be asked for again.)*

## **Appendix 2**

### **FURTHER READING AND RESOURCES**

#### **COMMISSION FOR RACIAL EQUALITY**

The CRE website (<http://www.cre.gov.uk>) is a good source of general information on racial equality issues. See also the sections on Publications (with many freely downloadable texts), Connections magazine, Your Rights, The Law, and Ethnic Diversity.

Available from Central Books 99 Wallis Road, London E9 5LN  
Tel. 0208-986 5488. Please add 10% to each order for postage and packing.

CRE (2000) *Learning for All Standards for Racial Equality in Schools*, This has been sent to all schools

CRE *Consultation Draft on the Statutory Code of Practice on the Duty to Promote Race Equality (Race Relations (Amendment) Act – 2000)*, This has been sent to all schools – (In particular see 'Guide for Schools')

*Exclusion from School and Racial Equality: A good practice guide (1997). £3*

*Exclusion from School and Racial Equality: A research report (1997). £5*

*Exclusion from School: The public cost (1997). £5*

## **OTHER PUBLICATIONS AND RESOURCES**

### **Developing equality of opportunity and challenging racism in policy and practice**

Blair, M. and Bourne, J. (1998). *Making the difference: Teaching and learning strategies in successful multi-ethnic schools*. DFEE

CSIE (2000) *Index for Inclusion: Developing learning and participation in schools* Bristol: Centre for Studies in Inclusive Education

Early Years Trainers Anti-Racist Network (1998). *Planning for Excellence: Implementing the DFEE guidance requirement for the equal opportunity strategy in Early Years Development Plans* \*\*\*\*\*

Gaine, C. (1995) *Still No Problem Here*. Stoke on Trent: Trentham Books

Gillborn, D. and Mirza, H. S. (2000) *Educational Inequality: Mapping Race, Class and Gender* London: OfSTED

HCC (1996), Hertfordshire Framework for School Equal Opportunities Policy *Sample Primary School – 1996* \*\*\*

HCC (2000), *Hertfordshire Framework for School Self-Evaluation* \*\*\*

HCC (2001), *Dealing with Racial Harassment. A Guide for Hertfordshire Schools*, (this has been sent to all schools) \*\*

The National Early Years Network and Save the Children (1995), *Playing Fair: A guide to tackling discrimination*

National Union of Teachers (1996) *Anti-racist Curriculum Guidelines* ([www.nut.org.uk](http://www.nut.org.uk))

OfSTED (2002) *Removing the Boundaries. Raising Achievement Levels for Minority Ethnic Pupils*, London: OfSTED

OFSTED: *Managing Support for the Attainment of Children from Minority Ethnic Groups 2001* London: OfSTED

Richardson, R. and Wood, A. (1999) *Inclusive Schools, Inclusive Society: Race and identity on the agenda*. Stoke on Trent: Trentham Books

The Runnymede Trust in association with Nottingham Trent University (1998) *Improving Practice: A whole school approach to raising the achievement of African Caribbean youth*. Nottingham: The Runnymede Trust

Weekes, D. and Wright, C. (1998) *Improving practice: a whole school approach to raising the achievement of African Caribbean Youth* Nottingham: The Runnymede Trust

\*\* copies available from the Minority Ethnic Curriculum Support Service (MECSS) tel: 01582 830202

\*\*\*\*\* Early Years Trainers Anti-Racist Network, PO Box 28, Wallasey CH45 9NP tel: 0151 639 6136

### **Background reading**

Bourne, J., Bridges, L. and Searle, C. (1994) *Outcast England: How schools exclude black children* London: Institute of Race Relations

Cole, M., Hill, D. and Shan, S. (eds.) (1997). *Promoting Equality in Primary Schools*. London: Cassell

Connolly, P. (1998). *Racism, Gender Identities and Young Children: Social relations in a multicultural, inner city primary school*. London: Routledge

DfEE (July 1999). *Social Inclusion: Pupil Support*. Circular 10/99

Gaine, C and George, R (1999) *Gender, 'Race' and Class in Schooling: A New Introduction*, London: Falmer Press

Gillborn, D. and Gripps, C. (1996) *Recent Research on the Achievements of Ethnic Minority Children*. London: OFSTED

Gillborn, D. (1995). *Racism and Anti-racism in Real Schools: Theory, policy practice* Milton Keynes: Open University Press

Kiddle, C. (1999). *Traveller Children: A voice for themselves*. Jessica Kingsley Publishers

May, S. ed. (1999) *Critical Multiculturalism: Rethinking Multicultural and Antiracist Education* London: Falmer Press

Morris, R. and Clements, L. (eds.) (1999). *Gaining Ground: Law Reform for Gypsies and Travellers*. Traveller Law Research Unit, Cardiff Law School, University of Hertfordshire Press

Runnymede Trust (2000) *The Future of Multiethnic Britain: The Parekh Report*

OFSTED (2000). *Inspecting Schools: The framework for the inspection of schools in England*,

OFSTED (1999). *Inspecting Subjects and Aspects 11-18: Equal opportunities*

OFSTED (1999). *Inspecting Subjects and Aspects 11-18: English as an Additional Language*

OFSTED (1996). *The Education of Travelling Children*

Sir William Macpherson of Cluny (1999). *The Stephen Lawrence Inquiry: Report of an inquiry*. The Stationery Office

Social Exclusion Unit (1998). *Truancy and School Exclusion: Report by the Social Exclusion Unit*

**Interpreting & translation services in the various minority community languages in Hertfordshire are available. Contact Sally Stewart at County Hall  
Tel: 01992 555931**

Appendix 3

## **GLOSSARY**

### **Ethnicity**

Ethnicity refers to a person's identification with a group which shares some or all of the same culture, lifestyle, language, religion, nationality, geographical region and history. Everybody belongs to an ethnic group including, for example, the English, Irish, Scottish and Welsh.

### **Ethnic Monitoring**

The process of collecting and comparing data by ethnic group. In the school environment, ethnic monitoring might cover attainment and progress, recruitment and promotion, behaviour, discipline and exclusion, attendance, involvement in activities and use of services, and parental involvement.

### **Institutional racism**

The Stephen Lawrence Inquiry Report defines institutional racism as:

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.

### **Multiculturalism**

Multiculturalism is about recognising the value and importance of diverse cultures, and treating people from different ethnic and cultural backgrounds as one's equals.

### **Race**

A term used to describe a class of people distinguished by their skin colour and physical characteristics. There is no scientific basis for the nineteenth century belief that people could be divided into biological 'races' and that some were superior to others. However

it remains the case that race in a social sense provides a basis of identity and can be a basis for unequal treatment.

## **Racial Group**

The Race Relations Act 1976 defines 'racial group' by race, colour, nationality (including citizenship) and ethnic or national origin. Under the Human Rights Act (2000) this category is expanded to include Travellers and religious groups.

## **Racial harassment**

The CRE defines racial harassment as verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

## **Racial prejudice**

Prejudice involves prejudging people on the basis of false assumptions or inadequate evidence. Racial prejudice, which is usually negative, involves holding opinions or attitudes about people because of their racial or ethnic origin, based on false assumptions or inadequate evidence.

## **Racial stereotyping**

Racial stereotyping involves categorising a racial group based on knowledge or experience of the actions or behaviour of a few people from that particular racial group. Racial stereotyping can be seen in views that certain racial groups are 'good at sport', or 'keep to themselves'.

## **Racism (see also Institutional Racism)**

The Stephen Lawrence Inquiry Report defines racism as

...conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form.

Using this definition, Black, White or Asian people may be victims of racism. This definition of racism is consistent with the Race Relations Act. Some groups of people (for example Black people, Asians, Gypsies and asylum seekers) are much more likely to suffer racism than others. Racism is sometimes used to refer to the power relationship between White people and Black people. The basis for this viewpoint is that most of the social, economic and political decisions are made by white people and that these decisions may systematically disadvantage Black people. 'Black' is used politically in this context to unite people who are not white and/or who are likely to be subjected to racism.

## **Racism (Institutional)**

The Stephen Lawrence Inquiry Report defines institutional racism as:

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.

## **Racist incident**

The Stephen Lawrence Inquiry Report defines a racist incident as:

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

## **Travellers**

Travellers refers to people who are traditionally nomadic, although they may now be living in houses or on permanent sites. The term includes Gypsies, Bargees, Circus People, and New Age Travellers.