

Little Hadham Equality Policy 2019

Equality Policy

Rationale

To create a fair and just school community, that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination and inequality including bullying. Little Hadham Primary School provides high quality education for all, acknowledging that the society within which we live is enriched by diversity. Little Hadham Primary School strives to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treated with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

Aims: 1. To combat and eliminate ALL forms of discrimination. 2. To evaluate and monitor equality to ensure pupils are not being disadvantaged. 3. To be an inclusive employer that positively values the contribution of all employees. 4. To promote community cohesion.

5. To give a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community.

Desired Outcomes:

1. A school community where no group or individual feels marginalized or discriminated against.
2. A school community which monitors equality as part of our school improvement and school self evaluation process.
3. A recruitment process which is in line with Hertfordshire's procedures as an Equal Opportunities employer and a confident and skilled whole school workforce able to serve the local community.
4. A school community which works in partnership with the wider community to develop good practice.
5. A meaningful and well resourced curriculum which embraces the Rights of the Child.

Procedures:

- All staff will challenge discrimination on the grounds of gender, race, age, disability, sexuality (including sexual orientation), religion or belief.
- Our vision for equality and diversity goes beyond establishing processes to achieve change. We will monitor progress made towards meeting objectives to:
 - take adequate steps to prevent discrimination
 - take decisive action when discrimination occurs
 - take steps to promote equality, diversity and cohesion

Planning and targets will be included in the School Improvement Plan where appropriate.

- We accept the findings of the Stephen Lawrence Inquiry Report, with particular respect to the Macpherson definition of 'institutional racism', which is: *'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people'*
- We recognise that the Macpherson definition of 'institutional discrimination' in relation to race can be equally applied to other equality strands.
- We acknowledge The Stephen Lawrence Enquiry definition of a racist incident is "any incident which is perceived to be racist by the victim or any other person".

- We will strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism.
- The curriculum will include opportunities to learn about and celebrate diversity.
- Collective Worship provide opportunities to raise awareness and counteract stereotypes. 2

Little Hadham Primary School

Policy for the Promotion of Racial Equality

The Race Relations Act of 1976 makes it unlawful to discriminate – directly or indirectly, against someone on racial grounds. Under this Act ‘racial grounds’ means race, colour, nationality, ethnic or national origins.

2001 Amendments to the 1976 Act require schools to prepare and maintain a written statement of their policy for promoting race equality.

The Governing Body of Little Hadham has prepared the following

Statement of Aims:

‘Little Hadham Primary is committed to promoting race equality and harmony and to preparing pupils for living in a multi-ethnic society. We would seek to prevent racism and to deal proactively with any racial incident or racial harassment. Racial harassment may include:

- Physical abuse
- Verbal abuse
- Derogatory comments/jokes
- Written abuse, including graffiti and the display of offensive material
- Differential treatment
- Bullying
- Shunning i.e. being ignored, rejected, isolated
- Unwelcome comments and gestures
- Damage to property
- Incitement

We seek to promote good race relations and to eliminate racial discrimination. Little Hadham Primary School, , serves a predominantly white, middle-class area. It is all the more important, therefore, for the social, moral, intellectual and spiritual health of future generations that we endeavor to promote good race relations, to break down any stereo-typical impressions and equip and prepare our children to take their place in a multicultural and ethnically diverse society.’

The Governing Body’s Statement of Aims is designed to tackle racial discrimination, promote good race relations and race equality through all areas of school activity including:

- Progress, attainment and assessment.
- Behavior, discipline and exclusions.
- Pupils’ personal development and pastoral care.
- Teaching and learning
- Admissions and attendance.
- Curriculum
- Staff recruitment and professional development.
- Partnerships with parents and communities.

Leadership, Management, and Governance Commitments

The leadership of the school is committed to:

- A pro-active promotion of racial equality.
- Encouragement and support of all pupils and staff enabling them to reach their full potential.
- Working in partnership with parents and the wider community to establish, promote and disseminate racial equality, good practice and to tackle racial discrimination.
- Ensuring that the policy is followed.
- The Governing Body has the responsibility of ensuring that the school complies with Race Relations Legislation; and that the policy and its related procedures and strategies are implemented.
- The Headteacher is responsible for implementing the policy and its related procedures and strategies.
- The Headteacher is responsible for ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- The Headteacher is responsible for taking appropriate action in cases of racial discrimination.
- All staff are responsible for dealing with racist incidents, and knowing how to identify and challenge racial bias and stereo typing; for promoting racial equality and good race relations and not discriminating on racial grounds; and for keeping up to date with race relations legislation by attending appropriate training and information opportunities.
- The Headteacher is responsible for coordinating racial equality issues.
- The Headteacher and Deputy Headteacher are responsible for dealing with reported incidents of racism or racial harassment.
- The Chair of Governors is the Governor responsible for racial equality issues.
- All visitors to school will be made aware of the school's race equality policy.

Breaches of the Policy:

- All allegations of racial abuse and harassment will be taken seriously. Each alleged incident will be investigated and dealt with appropriately.
- All such incidents will be recorded individually. This record will provide the Governing Body with monitoring data to assess the scale of any problems and the effectiveness of the procedures for dealing with them.
- These individual records, stored in the Child Protection Confidential File, will be available for inspection by staff, Governors, LA Officers and involved parents, on request.
- School may wish to involve the parents the parents of children who have racially abused or harassed others. It is also important to be sensitive the wishes of the victim and the victim's family.
- All procedures will be developed to ensure confidentiality.

Policy Planning and Review:

The school has specific duties to assess and monitor the impact of policies on pupils, parents and staff from different racial groups.

This may present difficulties in Little Hadham Primary as we have very few racial groups on roll. However, this does not prevent us from building into all our policies equality issues. The Governing Body is committed to ensuring that all pupils achieve their full potential. That standards rise, and a positive atmosphere and commitment exists for respecting diversity and preventing discrimination. Through the school's system of assessing and monitoring all pupil's performance, any under achievement is quickly identified and action taken to support any pupil accordingly.

Any monitoring data of racial groups which is available to the Governing Body will be used to inform planning and target setting.

Curriculum Implications

Dealing appropriately with racial abuse and harassment is not just a disciplinary matter. The curriculum should include opportunities to learn about and celebrate the positive experiences of belonging to a multicultural society and to learn and discuss issues of racism, prejudice and intolerance.

- Many curriculum areas can provide teaching opportunities to counteract racial stereo-typing, particularly History, Geography and RE;
- Art, Music, Literature, Dance and Sport can be used to celebrate multicultural creativity and achievement and to raise pupil's awareness of the role that such activities play in society, both in this country and around the world;
- Appropriate and reflective resourcing of the curriculum is vital if staff and pupils are to fully implement this policy.
- The Pupil voice will play a vital role in implementing this policy.

Building Race Equality into other Policies:

- Recording , assessment and profiling
- Admissions and Attendance
- Behaviour, Discipline and Exclusions
- All Curriculum Policies
- Personal development and Pastoral care
- Partnerships with parents and Communities
- School Ethos and Vision
- Staff recruitment and professional development

The above policies will need to be reviewed in the light of racial equality issues.

Staff recruitment:

Little Hadham Primary School, in line with all Hertfordshire schools, is an equal Opportunities Employer. Equality good practice exists throughout the selection and recruitment process to ensure all applicants are considered fairly.

Governing Body Membership:

The Governing Body seeks to promote membership from all areas of the community. It welcomes participation and representation from all ethnic groups.

Our Desired Outcomes:

In implementing this policy for racial equality, the Governing Body of Little Hadham Primary school intend that pupils and staff will be given the skills and attributes to be able to:

- Combat racism and xenophobia;
- Help to build and be part of a confident and skilled workforce which will serve society and the economy;
- Refashion the concept of Britishness;
- Appreciate the interdependence of the wider world;
- Overcome international barriers;
- Manage life in multi-ethnic Britain.