



Hilldene Primary

Race Equality Policy

LEGAL DUTY TO PROMOTE RACE EQUALITY

At Hilldene Primary School we welcome our duties under the Race Relations Amendment Act 2000 and the recommendations in the Stephen Lawrence Inquiry Report of 1999. Accordingly we are committed to:

- Promoting good relations between members of different ethnic, cultural and religious communities
- Promoting a common sense of belonging
- Preventing and addressing racist behaviour and attitudes
- Eliminating unlawful racial discrimination
- Promoting equality of opportunity for all

This policy has been developed to ensure that all members of the school community, including visitors and those contractors working on the school site, are aware of our intention to provide equal opportunities for all.

Guiding Principles

In fulfilling the commitments listed above, we are guided by three essential principles:

Belonging

All pupils should feel a sense of belonging to the school itself, the neighbourhood and to Britain more generally. A sense that they are accepted and welcomed, and that they are encouraged to participate and contribute.

Identity

Significant differences of culture, outlook, narrative and experiences should be recognised and respected.

Equality

All pupils are valued equally and should have equal opportunities to learn and to succeed. The school is proactive in removing barriers to learning and success.

Context of the School

68% of families at Hilldene are from British white backgrounds with 32% from other ethnic groups. This percentage includes, Black African, Asian and Eastern European families. There are two members of the teaching staff from an ethnic minority group and one governor representative. 36 languages other than English are spoken in the school by 22.5% of our children who speak English as an additional language.

School Ethos

At Hilldene Primary School we value all children, parents and staff equally. We aim to provide a positive learning environment where each child feels valued, safe and secure and is enabled as the result of a co-operative relationship between home and school to enjoy learning, to achieve to the best of his or her abilities, and develop self discipline and respect for others.

We ensure that principles listed above apply also to the full range of our policies and practices including those that are concerned with:

- Pupils' progress attainment and assessment
- Pupils' personal development and pastoral care
- Teaching styles and strategies
- Admissions and attendance
- Staff recruitment and professional development
- Behaviour, discipline and exclusions
- Working partnership with parents and communities

COMMITMENT TO ESTABLISHING A RACIALLY INCLUSIVE CULTURE

At Hilldene we do not tolerate any racist behaviour or unfair treatment. Britain today is multiracial and culturally diverse, we value and respect each other, whatever our different races, languages, cultures or religions.

Through the relationships we establish and the curriculum we deliver we will actively promote racial equality and good race relations. We will confront any cases of racial discrimination.

We are committed to ensuring that all members of the school community including our children understand what racist behaviour is, as well as the steps to be taken should racist behaviour be seen or heard. (See Appendix 1)

BEHAVIOUR AND DISCIPLINE

There is no place for discrimination or harassment on the basis of gender, social or cultural background, ethnic origin, or religion in Hilldene Primary School and our aim is to eliminate them.

In our behaviour and discipline policy we aim to-

- ensure that every member of the school community feels valued and respected.
- support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.

We have clear guidelines for the behaviour expected of our children and also a clear system of consequences in the case of unacceptable behaviour.

PARTNERSHIP WITH PARENTS

We are committed to working with parents to ensure that every family is enabled to take advantage of all that Hilldene has to offer and are able to make their own unique contribution to the life of the school.

There are many opportunities for parents to be involved with their child's learning through attendance at assemblies, concerts, information meetings and informally through the many meetings that are held between staff, pupils and parents.

Parents new to the school are given induction information to enable them to understand the school's policies and procedures. They are also advised of the school's expectations for good behaviour. We can provide information in other languages if needed.

At Hilldene Primary School we are committed to working with all members of the school community for the benefit of the individual child.

CHILDREN'S PERSONAL DEVELOPMENT AND PASTORAL CARE

Children's welfare and the development of self-esteem is central to the work of the school. All staff will work to ensure that every child, regardless of ability, gender or family background feels valued and secure.

CURRICULUM

In order to enrich learning for all, we will provide a range of opportunities for children and their families to develop an understanding of lifestyles and traditions from their own and each other's cultures.

Progress and attainment

We will closely monitor the progress and attainment of all our children and action will be taken to support children who, for whatever reason, are under achieving.

Teaching and Learning

Staff are aware of the importance of providing an environment where all children can contribute and feel valued.

At Hilldene, we recognise that the cultural backgrounds and learning styles of children vary. We will work hard to ensure that staff are aware of these differences and of ways that they can be used to extend the learning experiences for all.

We will provide a range of resources, for use across the curriculum, that reflect our culturally diverse society in order to provide positive images and challenge stereotypes and racial discrimination.

Admissions and Attendance

The LA criteria for admission to school is administered fairly to children from all racial groups.

The attendance of all children is closely monitored. The school contacts all parents of children with high absence rates in order to try to improve the situation. (See Attendance Policy)

LEADERSHIP, MANAGEMENT AND GOVERNANCE RESPONSIBILITIES

The Governing Body

Governing bodies have a strategic role in monitoring the implementation of policy and practice. The governing body will ensure,

- that the school complies with Race Relations Legislation.

- that the Racial Equality policy and its related procedures are implemented.
- that they are informed of incidents on a termly basis through an agenda item at Governing Body meetings.
- that they help the school to identify actions to prevent racism.
- that they report incidents to the LEA (Pupil Services) in accordance with agreed practice.

The Headteacher will ensure

- that the policy and its related procedures and strategies are implemented.
- that staff are made aware of their responsibilities and are given appropriate training and support.
- that appropriate action is taken in any cases of racial discrimination.
- that racial incident reports are kept in a central place so that any patterns or trends can be quickly identified and appropriate action taken.
- that incident forms are passed on to any other school on transfer.

All Staff will ensure

- that they know how to identify and challenge racial bias and stereotyping.
- that they promote racial equality and good race relations and are not discriminating on racial grounds.
- that they keep up to date with race relations legislation by attending training and information opportunities.
- that they contribute to creating a school environment which celebrates diversity and promotes inclusivity.

People with specific responsibilities

The headteacher is responsible for co-ordinating the racial equality work of the school.

Mr Brian Davy is the Race Equality representative on the Governing Body.

BREACHES OF THE POLICY

Any instances of staff failure to comply with the policy will, in the first instance result in a verbal warning, which will be recorded. On any subsequent occasion more serious disciplinary action involving the LA and Governing Body will be taken.

Challenges will be made to other adults using the school including parents, who are heard or seen to breach the policy.

In the case of council employees or outside contractors any anti racist behaviour will be reported to the appropriate authority and taken into consideration before permitting access to the school on subsequent occasions.

IMPLEMENTING THE POLICY

The Racial Equality Policy will be implemented through Collective Worship themes, the Behaviour Plan and the PSHE curriculum.

TRAINING AND PROFESSIONAL DEVELOPMENT

Staff will receive the appropriate training to enable them to implement the policy and promote our commitment to a racially inclusive culture.

MONITORING THE POLICY

The Headteacher will report to governors each term on the success of the implementation of the policy.

DISTRIBUTING AND PROMOTING THE POLICY

Parents will be notified of the school's policy in a written statement. Reference will also be made to the policy in the school brochure and by the Headteacher during welcome meetings with new parents.

The primary aim of the policy will permeate the life of the school in work and play.

Children will have the opportunity to reflect on the meaning of equality at their own level during assemblies and in RE, and PSHE lessons, as well as in other lessons and situations in school as appropriate.

REVIEWING THE POLICY

This policy will be reviewed annually or sooner to reflect changing circumstances.

Appendix 1

Racist Behaviour

The conversation that an adult holds with the child can help to determine whether the incident is racist or bad behaviour.

Racist Behaviour Includes

- Physical abuse, including pushing or touching
- Verbal abuse, including unfair comments /jokes/name calling /insults
- Graffiti, including writing words or drawing pictures that hurt people
- Treating people differently and less favourably
- Refusing to co-operate or not letting a member of the class join in
- Wearing badges or carrying leaflets which are offensive
- Making unpleasant comments about people's lifestyles
- Making fun of someone for behaving in a different way or wearing different clothes to you
- Giving gestures or making faces which are threatening, such as standing aggressively or staring
- Damaging someone's property
- Encouraging others to do any of these things.

Action to be taken should Racial Abuse be seen or heard

By a child,

- If you feel able, tell whoever is racially abusing you to stop.
- Tell your teacher or the headteacher or a teaching assistant or a learning mentor.
- If you are afraid to tell a grown up, tell a friend. Ask them to go with you to tell a grown up.
- If it happens at lunchtime go straight to a midday assistant or a learning mentor. You may also get help from the peer mediators if you tell them what has happened they will find an adult to help you.
- If you have a friend who is being racially abused and who is afraid to tell anyone, tell your teacher, they CAN stop bullies from hurting your friend or making them feel afraid.
- Don't join in, even standing around and looking interested can make you involved.
- Tell your parents about what is happening.

By an adult,

- Acknowledge that the incident has happened and express clear disapproval.
- Support the victim by apologising for the fact that they are having to suffer this.
- Ask both the victim and the alleged perpetrator for their account of events separately.
- Identify the racist element within the behaviour or ask for help from the HT or Deputy HT.
- Inform the HT, Deputy HT or other senior teacher immediately.
- Complete a racial issues/incident form including your findings of whether or not the incident is found to be racially motivated.
(see attached) Forms are available from the office
- The Headteacher /Deputy Headteacher will follow up the incident as quickly as possible and will make sure that written statements are taken from the children concerned.
- Depending on the severity of the situation or if this is a repeat of previous behaviour, the Headteacher/ Deputy Headteacher or class teacher may inform both sets of parents of the incident and of the action that the school has taken. Parents will be given the opportunity to come into school to discuss the situation. The school's policy in relation to racial equality will be reinforced.

- It may be decided, with parents consent to involve outside agencies in offering support to the victim. Opportunities for re-affirming the positive status of the culture of the victim will be sought where possible.
- A child who displays racist behaviour will be told in the strongest possible terms that his/her behaviour is unacceptable. Where appropriate, a special programme of support will be put in place to ensure that the child's behaviour is improved. The child will also have the range of sanctions to be imposed, if there is a repeat incident, fully explained.
- Staff will be informed of the incident so that they can be vigilant in preventing further occurrences.

Appendix 2

Reference Materials

Combating Racist Incidents

HIAS Guidance

Learning For all

Standards for Racial Equality in School

Equal and Different

Guidance for Schools