

Hartismere High School

POLICY DOCUMENT No C9

RACE EQUALITY POLICY



Table of Contents

1 The School Context... 3

2 Aims and Values..... 3

3 Commitment to Race Equality across the School..... 3

- 3.1 Progress, attainment and assessment... 3
- 3.2 Racism, racial harassment and school ethos 3
- 3.3 Behaviour, discipline and sanctions.... 4
- 3.4 Pupils' personal development and pastoral care.... 4
- 3.5 Teaching and learning..... 4
- 3.6 Admissions and attendance.... 5
- 3.7 Curriculum..... 5
- 3.8 Staffing, recruitment and professional development.. 5
- 3.9 Partnership with parents and communities ... 6

4 Responsibilities towards the policy.... 6

5 Dealing with racist incidents in school.... 6

6 Assessment, monitoring and review.... 6

7 Policy consultation and promotion... 7

8 APPENDIX 1..... 8

- 8.1 Cross-curricular Opportunities to promote Racial Equality ... 8

9 APPENDIX 2.... 13

- 9.1 Racist Incidents 13

10 APPENDIX 3... 14

- 10.1 Summary... 14

1 The School Context

Hartismere High School is a rural 11 – 18 mixed high school. There are very few minority ethnic pupils on role. This presents challenges to the school to ensure our pupils have an awareness of other ethnic groups and cultures, and recognise the value of diversity.

2 Aims and Values

This school is committed to the elimination of unlawful racial discrimination, to the promotion of equality of opportunity and the promotion of good relations between people of different racial groups as required in the General Duty of the Race Relations (Amendment) Act 2000. This policy aims to meet one of the Specific Duties of the Act and the other Specific Duty will be met by assessing and monitoring the race equality impact of school policies and procedures.

The General and Specific Duties link the key values of our school, outlined in the Aims of the school and Home School Agreement. These include an expectation of achievement, protection from harassment and bullying and a respect for individuality, irrespective of ethnicity, gender, disability or background. The school aims to promote among all pupils an understanding of, and respect for, ethnic and cultural diversity.

These principles are contained within the summary aims of the school: to help pupils to be ‘givers’ to the community. We expect our pupils to give respect to all in the community in its broadest sense.

3 Commitment to Race Equality across the School

This school is committed to race equality across all aspects of school activity. The headings below indicate how the school is committed to race equality across key areas of school life. These will link to other school policies and be cross-referenced where necessary. These commitments will also be used as a benchmark for the assessment of the race equality impact of school policies.

3.1 Progress, attainment and assessment

The school aims to make it possible for all pupils to succeed. If under-performance is identified among groups or individuals we will take action, where possible, to remedy the situation. To meet these aims the school will:

- have high expectations of all pupils
- recognise and value all forms of achievement
- monitor and analyse pupil progress and attainment by ethnic background
- take action to remove disparities between pupils from different racial groups

3.2 Racism, racial harassment and school ethos

Any incident of racial harassment is unacceptable in our school, moreover, we recognise the school has an important role to play in the promotion of good community relations and the countering of discrimination and prejudice. This commits our school:

- to include displays around the school which promote good race relations
- to ensure staff, pupils and parents are made aware of our procedures to deal with incidents of racial harassment
- to train all staff to deal firmly, consistently and effectively with racist incidents
- to investigate, record and report all incidents of racial harassment to governors and the LA in accordance with LA guidance
- to report incidents of racial harassment involving members of the school community which take place outside school and are reported to the school
- to foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups
- to encourage visitors to the school from a range of cultural and ethnic backgrounds.

3.3 Behaviour, discipline and sanctions

The school expects high standards of behaviour from all its pupils. Procedures for discipline and managing behaviour will be applied equitably and consistently to pupils from all racial groups. This will be achieved by ensuring that:

- rewards and sanctions are monitored by ethnicity to check they are applied consistently and fairly
- exclusions are monitored by ethnicity, with a commitment to eliminate any prejudice
- cultural background and experience is acknowledged, where appropriate, as a factor which may affect behaviour, eg a newly-arrived EAL pupil or asylum seeker or a Traveller child with interrupted schooling.

3.4 Pupils' personal development and pastoral care

The school recognises that if minority ethnic pupils are to succeed, good teaching needs to be accompanied by support for pupils' personal development and pastoral care. This requires:

- pastoral support which takes account of the religious, cultural and ethnic diversity of pupils
- pastoral support which takes account of the experiences of pupils, eg refugees and asylum seekers
- support for isolated minority ethnic pupils to value and recognise their identity
- encouragement for all pupils to consider the full range of career and post-16 options

3.5 Teaching and learning

The school believes the classroom should be an inclusive environment where contributions from all pupils are valued:

- teaching will be differentiated to take account of pupils' cultural backgrounds, linguistic needs and different learning styles
- the allocation of pupils to teaching groups will be analysed by ethnicity to ensure no prejudice
- the teaching environment will allow all pupils to contribute fully and feel their culture and experience is valued
- teaching will encourage pupils to express their point of view, listen to the views of others and examine critically a range of viewpoints
- teaching will be supported by books and materials which reflect ethnic and cultural diversity.

3.6 Admissions and attendance

All pupils will be welcomed into the school with an understanding and recognition of their cultural and ethnic background. The school will ensure that all parents are made aware of how their children can access their educational opportunities and entitlement.

- the admission process is monitored to ensure that it is administered fairly and consistently by the ethnic monitoring of applications and admissions.
- the school will ensure that all parents understand the procedures for school admission and transfer, including the provision of interpretation facilities where appropriate
- information will be collected at admission about pupils' ethnicity, language, religion, physical needs and diet
- attendance will be monitored by ethnicity by the Pastoral team, with action taken to remedy any disparities
- provision will be made for leave of absence, for pupils and staff, for special religious festivals

- provision will be made for any mobile pupils on extended leave of absence so that they are able to continue with their learning

3.7 Curriculum

The curriculum provides many opportunities to promote race equality. The school will ensure that all staff consider how they can make the most of these opportunities by:

- examining the curriculum content in each subject area to ensure it promotes positive attitudes towards diversity
- identifying opportunities to reflect the ethnic and cultural diversity of pupils in the school within the curriculum
- ensuring pupils are given the opportunity to explore concepts and issues relating to identity, racial equality and racism
- using the opportunities provided by a range of celebrations and festivals and special events (eg Fair Trade Fortnight, Refugee Week and Ethnic food weeks) to promote diversity, celebrate the achievements of diverse groups and raise issues of equality and inequality.

See Appendix 3 for Cross-curricular Opportunities to promote Racial Equality.

3.8 Staffing, recruitment and professional development

All procedures for the recruitment of staff, including non-teaching staff, will incorporate the principles of racial equality, by being open, fair and accessible to the widest pool of applicants. This will involve:

- ensuring that all those involved in the recruitment and selection of staff at all levels avoid direct or indirect racial discrimination
- taking positive action to encourage under-represented groups to apply for positions at all levels in the school
- monitoring by ethnicity, applications for employment, training and promotion, along with details of staff in post.

3.9 Partnership with parents and communities

The school believes it is important to involve all groups of parents and to represent the wider community in the life of the school. In particular, efforts will be made to involve groups who have been identified as being under-represented in school life. The school will try to ensure that essential information for parents is accessible in user friendly language and in languages and formats other than English, as appropriate.

The school will ensure that all parents can have access to a parental consultation and will provide alternative arrangements if the times available clash with work commitments.

The school will welcome representatives from minority ethnic groups as members of the Governing Body and PTA. As part of this welcome all parents are automatically declared members of the PTA as their children enter Hartismere.

4 Responsibilities towards the policy

The school will ensure that the race equality policy is implemented by allocating responsibilities towards the policy:

- The Governing Body and the headteacher will ensure the school complies with all relevant equalities legislation.
- The Governing Body and the headteacher will ensure that the policy and related procedures are implemented.
- The headteacher will inform staff of their responsibilities under the policy and provide Inset as required.
- There will be a designated member of staff, the Headteacher, with responsibility for co-ordinating race equality/equalities work. Mr McAtear will report annually to the Governors' meeting each Spring term.
- All visitors to the school will have to comply with the school race equality policy and contractors will be informed that the school has a race equality/equalities policy.
- A senior member of staff will be responsible for taking action if the policy is not complied with.

5 Dealing with racist incidents in school

Breaches of the policy by pupils will be dealt with by the Pastoral Team in accordance with the guidance.

Breaches of the policy by teaching and support staff will be dealt with by the Headteacher according to the LEA disciplinary procedures.

Breaches of the policy by other persons, eg visitors to the school will be brought to the attention of the Headteacher who will deal with the incident as appropriate.

6 Assessment, monitoring and review

The school will ensure that race equality becomes an integral part of school policies and procedures:

- Policy development and planning processes will include a review of their impact on race equality; responsibility of the Senior Management Team and Chair of Governors.
- There will be an on-going three-year programme of assessment and monitoring of existing policies for their impact on race equality (the programme is published in a separate annexe and is available from the headteacher on request). This process will draw upon ethnic monitoring data and involve consultation with relevant members of the school community; responsibility of the Senior Management Team and Chair of Governors.

- If the assessment and monitoring identifies inequality, or areas where the race equality policy is not being fully implemented, an action plan will be drawn up and incorporated into the School Improvement Plan.
- The results of this assessment and monitoring will be published annually on the School's website and newsletter
- The Race Equality Policy will be reviewed and updated in the 2009-10 school year.

7 Policy consultation and promotion

Teachers, governors, support staff, parents and pupils have been consulted about the policy:

Consultation process:

Teaching and Support Staff Staff Meeting

Parents/Carers Governors' Parentmail

Parents' Meeting

Pupils School Council

Governors' Meetings

All teachers, governors and support staff have received a copy of the policy. A letter and Summary (Appendix 5) have been sent to all parents advising of its availability on the website, and that a copy is available from the school office, ensuring that it is accessible to parents for whom English is an additional language, and is on public display in the school entrance. The main points of the policy have been explained to pupils in assemblies/tutor groups.

Promotion:

Governors, Teaching and Support Staff Individual Copy

Parents Summary and Website Access

8 APPENDIX 1

8.1 Cross-curricular Opportunities to promote Racial Equality

Drama

Year 8 Prejudice – particularly World War 2, The Holocaust

English

Years 7, 8, & 9 The subject of race is addressed through whole class reading of texts such as *The Cay*, *The Trouble With Donovan Croft* and *Underground To Canada*. These texts serve to raise pupil's awareness of cultural differences and promote a positive understanding of the problems and dilemmas posed by relationships in multi-racial environments. Activities generated by these readings usually fall into three categories:

1. Oral-based tasks: Whole or pair-group discussion of moral and social issues.
 2. Focused reading: key passages are interrogated for meaning and to enhance deeper understanding of minority rights
 3. Empathic tasks: pupils assume the identity of protagonists in the story to produce a diary entry, newspaper article or role-play.
- Years 10 & 11 The issues of racial and cultural differences are covered principally through study of a prescribed collection of texts entitled *Poems From Different Cultures and Traditions*. The collection includes sixteen poems, all of which must be read and analysed in preparation for the GCSE English Paper 2. An essential feature of this unit of study is the discussion and examination of the terms *culture* and *tradition*. For example how can one accurately define the history, language, way of life, values and knowledge shared by a particular race, group or society? Additionally, how do beliefs and customs create a tradition?
- Year 11 Pupils each study *Of Mice And Men*, a novel in which a significant black character is the victim of racial prejudice and abuse. Again, exposure to such a text affords a good opportunity to revisit and consolidate pupil awareness of the complex social and political issues inherent in racial and cultural differences.

Food Technology

Year 7 Design a multicultural snack

Some analysis and research of multicultural foods and products.

Years 10 & 11 Breads- multicultural breads

Social and cultural influences on food choices, vegetarians etc

Moral issues, environmental issues and recycling.

Geography

Development issues are covered in a number of units, but particularly Year 9. These touch upon a variety of issues related to racism:

Inequality in society

Equal opportunities

Work opportunities

Poverty across the world

International trade

Year 7 Race issues are more directly addressed in Year 7 in the unit on Migration into the UK (Where do migrants come from? Do they get a fair deal?)

Year 8 Pupils are encouraged to study issues such as globalisation and the Fairtrade

movement. There are opportunities to study life in different cultures, such as Brazil in

Year 8. Year 10 & 11 GCSE pupils have the opportunity to study equality of opportunity within the UK in terms of employment, housing and quality of life.

History

Year 8 **The French Revolution** – consideration of The Rights of Man by Thomas Paine

Year 9 **The British Empire** – Pupils find out about the diversity of ethnic and religious identities in the UK and Commonwealth. **The Black Peoples of the Americas** – pupils consider other people's experiences and find out about legal and human rights. They discover how black people strove to obtain their civil rights.

In a joint project with ICT, pupils produce a booklet arguing against

slavery in the British Colonies in 1830. **The Twentieth Century** – pupils examine Nazi views and propaganda on race. The Holocaust – leading pupils to realise the need for mutual respect and understanding of the diversity of religious and ethnic identities in society. The end of apartheid in South Africa.

Year 11 GCSE **The History of Medicine 1750- Present Day**. – Pupils consider attitudes towards Mary Seacole. Many of the History units provide opportunities for pupils to reflect on the cultural, moral, social and spiritual dimensions of the past, and also for pupils to consider and reflect upon their own views and opinions about them. Pupils learn how the past influences the present, what past societies were like, how these societies organised themselves, and what beliefs and cultures influenced people's actions?

Modern Foreign Languages

French

Years 7 and 8 Daily routine and telling the time around the world (different time zones) emphasising that people from different cultures have similar routines.

Year 11 The situation regarding immigrants from other French-speaking countries returning to France, (unemployment etc).

How Algerians perceive France and what kind of reception they got.

German

Year 7 Introduction to languages of other countries, linguistic and cultural

diversity.

Year 10 History of Germany, investigation of Berlin wall and the idea of people being ostracised and oppressed.

Music

Year 7 Music of West Africa

Year 8 Music of Indonesia, particularly Java and Bali

Year 9 Blues, including examination of the topics for blues songs – i.e. slavery, oppression of the black people and life in America during the depression.

Years 10 & 11 GCSE Course

Music of West Africa

Classical Music of Northern India

Traditional music of Bali

Bhangra (Indian popular music)

All these topics need to be firmly placed within their cultural context. Pupils need a detailed awareness of the communities, which produce and perform these types of music.

PSHE / Citizenship

Year 7 Discrimination

Human Rights

Year 8 Equal Opportunities

Commitment to Community

Year 9 British multicultural society through art

Year 10 Global interdependence

Human Rights

Year 11 The Commonwealth

European Economic Union

United Nations

Religious Education

Tolerance and understanding of other cultures are values which are endemic to RE. Issues such as racism are regularly addressed in lessons where contemporary issues are mentioned, and pupils are able to raise questions about race equality. The RE handbook states:

- RE promotes respect for others including those with different lifestyles and beliefs
- RE promotes interest in and understanding of people
- All pupils should be able to participate fully in the RE course regardless of their ethnicity, culture, faith or world-view, gender or attainment
- (RE should) engender respect for and tolerance of others regardless of differences of race, gender, culture or religion
- (RE should) help develop an understanding of the world in which we live, the

interdependence of individuals, groups and nations and appreciation of human achievement and aspirations

- Pupils are encouraged to develop self-respect, respect for others, willingness to accommodate other faiths and cultures.

Within the room itself posters reinforce and model some of these beliefs:

A post of Martin Luther King

A poster produced by the CRE showing faces from a multi-racial UK

A poster of ITFC players – *Show Racism the Red Card*

Year 7 *Community* – Study of communities including one in India, one in France.

Loyalty and Commitment – Martin Luther King – his commitment to civil rights and non-violence.

Year 8 *Growing up in Islam* understanding Islam, and of Muslims' experiences in Britain today.

Year 9 *Life as a journey* – perspectives on life from a range of cultures.

Morality Matters – pupils are confronted with a range of issues including racism. A video produced by the Anne Frank Trust introduces this topic.

Year 10 *Judaism* – pupils look at the reasons behind the Holocaust, the experience of Jews today and Anti-Semitism today.

Year 11 *Prejudice and Equality* – we focus upon racism and some Christian responses to it – Martin Luther King, Trevor Huddleston.

9 APPENDIX 2

9.1 Racist Incidents

In the light of the Stephen Lawrence Inquiry, Suffolk LA and Hartismere High School have adopted the advised definition of racism of the Home Office:

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

Staff are obliged to inform a Head of Year of any racist incidents which they encounter in executing the duties of their job. This includes, again to quote the Stephen Lawrence Inquiry, “conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin. Its more subtle form is as damaging as its overt form”. Such conduct could be pertaining to pupils, staff or visitors to the school. The following are some examples of racism:

- Name-calling and verbal abuse
- A malicious or supposedly entertaining comment made in class
- Ostracism in the class, playground or grounds
- Graffiti
- Telling racist jokes
- Physical threats and intimidation
- Physical assault

The school must submit a “Racist Incident Monitoring Form” to the LA on an annual basis, detailing any racist incidents that have taken place. The pastoral team will also wish to inform parents/carers if their child has been the victim of perpetrators of a racist incident, as well as dealing with the perpetrators and victims in a constructive and rehabilitatory way. It is therefore imperative that racist incidents are referred on and not dealt with in isolation by individual members of staff. A referral should be made in the normal way using a Pastoral Memo

10 APPENDIX 3

10.1 Summary

Race Equality Policy for Schools

10.1.1 The School Context

Hartismere High School is a small 11 – 18 mixed high school. There are very few minority ethnic pupils on role. This presents challenges to the school to ensure our pupils have an awareness of other ethnic groups and cultures, and recognise the value of diversity.

10.1.2 Aims and Values

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- a. Progress, attainment and assessment
- b. Racism, racial harassment and school ethos
- c. Behaviour, discipline and sanctions
- d. Pupils' personal development and pastoral care
- e. Teaching and learning
- f. Admissions and attendance
- g. Curriculum

- h. Staffing, recruitment and professional development
- i. Partnership with parents and communities

10.1.4 Responsibilities towards the policy

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10.1.5 Dealing with racist incidents in school

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10.1.7 Policy consultation and promotion

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