



## EQUALITY POLICY which includes the Race Equality Policy

<b>Last Reviewed Date:</b>	09/11/2016
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<b>Headteacher:</b>		<b>Date:</b>	14 <sup>th</sup> November 2016
<b>Chair of Governors:</b>		<b>Date:</b>	14 <sup>th</sup> November 2016

<b>Date of Next Review:</b>	September 2018
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## 1. Purpose of the Equality Policy

This policy is required to ensure that the school complies with equality legislation. prosper, including: those with special educational needs; who have difficulties in accessing the school's facilities or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who as children are caring for others; who come from homes with low income and/or inadequate home study space; who experience bullying, harassment or social exclusion; with low parental support or different parental expectations; with emotional, mental and physical well-being needs; who exhibit challenging behaviour; who come from minority ethnic groups including travellers, refugees and asylum seekers.

## 2. Main ECM outcomes:

Be healthy; Stay safe; Enjoy and achieve; Make a positive contribution

## 3. Who was consulted?

This policy was developed through consultation with all sections of the school community, and with representatives of the wider community.

## 4. Relationship to other policies

This policy relates to the race equality, health and safety, SEN, curriculum, child protection, recruitment, selection and retention of staff, and pupil discipline policies.

## 5. Roles and responsibilities of Head teacher, other staff, governors

The **Head teacher** will ensure that a school culture and ethos is established, maintained and developed which:

- celebrates diversity/equality and achievement
- promotes high expectations, positive attitudes towards disabled people and those of different ethnic groups/religions
- listens to and involves pupils, parents, carers and staff
- communicates behaviour expectations
- ensures that it welcomes applications for school places and jobs from all sections
- ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on and that each term's returns to the LA on racial incidents and anti-bullying are accurate and submitted on time

She will also prepare an equalities plan to describe what the school will do to ensure that school policies and practice do not discriminate, directly or indirectly, against adults or pupils in the school; that the school is accessible to all; and that positive role models and a wider perspective will strengthen the school.



The **staff** will actively implement this policy and the equalities plan, and support the monitoring of impact

**Parents and carers** will be consulted on the policy regularly and be kept informed through the school prospectus and home/school agreement.

**Visitors and contractors** will be made aware of the policy through relevant signs around the school and clauses in contracts.

The **governing body** will:

- incorporate equality targets into the school plan
- designate a lead governor for equality issues
- use its power to nominate governors to ensure its composition reflects the community it serves
- encourage parents and staff from all ethnic groups when recruiting to the governing body
- apply the principles of best value without discrimination when purchasing goods and services
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- review the issues arising from each term's data returns submitted to the LA and consider any actions or issues arising
- disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken.

The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action.

## 6. Arrangements for monitoring and evaluation

The governing body will monitor the pattern and frequency of equality related incidents. It will receive reports from the Head teacher and staff that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy. Serious breaches constitute criminal offences.

## 7. Purpose of the Race Equality Policy

This policy reflects our belief in a cultural diversity that embraces individuals and promotes community spirit. It is in keeping with our vision that, through our curriculum, we will prepare our pupils for participation in our richly diverse society. It furthers our aim to promote equality of opportunity and good race relations, and to eliminate any form of racial discrimination and prejudice against children, parents, carers, staff, visitors and the wider community served by the school.



It recognises the predominantly white context of our school and covers members of all ethnic and national groups represented in our school community including travellers.

Using a whole-school approach, we will ensure that we do not inadvertently discriminate. We will achieve this by monitoring and reviewing our practice, planning opportunities within the curriculum for promoting good race relations and dealing with racist incidents effectively. We will implement our strategies for dealing with racist incidents according to guidance provided by the East Hertfordshire Resource Centre (EHRC) and the local authority, and in accordance with known best practice for supporting all children, parents, carers, staff and visitors to the school.

### **8. Main ECM outcomes:**

Be healthy; Stay safe; Enjoy and achieve; Make a positive contribution.

### **9. Who was consulted?**

The policy was developed through consultation with all sections of the school community, including parents.

### **10. Relationship to other policies**

Racial equality is an explicit aim in all of the school's policies, and underpins all aspects of the school's work.

Promoting British Values and challenging extremism links with PSHE, Citizenship and RE

### **11. Roles and responsibilities of Head teacher, other staff, governors**

The **Head teacher** will ensure that:

- the curriculum promotes positive attitudes to ethnic and cultural diversity, and challenges racism, ensuring that extremism is not part of the curriculum or teaching
- the school recognises the importance of language to a person's sense of identity and belonging
- communication with parents recognises and responds to ethnic and cultural differences. This will entail using translation services where necessary
- appropriate methods of communication are used to enable all staff, pupils, parents and governors to understand their rights and responsibilities in relation to race equality
- all staff are informed of their responsibilities and receive appropriate training and support to deal effectively with racist incidents, racism, racial harassment, prejudice and stereotyping
- data is collected and analysed to identify issues and trends in the performance of ethnic groups
- the data, and the response to it (action plan, targets) is presented in appropriate formats to staff, governors, parents, carers and the LA
- all racist incidents will be investigated and recorded for future monitoring and reporting and that each term's data returns will be submitted to the LA on time.



All **staff** are expected to:

- actively and positively promote racial equality and good race relations
- Promote the values of Democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths
- avoid any form of racial discrimination

**Parents and carers** will be consulted on the policy and kept informed through the school prospectus.

**Visitors and contractors** will be made aware of this policy through the school aims.

The **governing body** will:

- designate a lead governor for equality issues
- review each term's data returns to the LA and consider issues and actions arising
- use its power to nominate governors to ensure its composition reflects the community it serves
- encourage parents, carers and staff from all ethnic groups when recruiting to the governing body
- apply the principles of best value without discrimination when purchasing goods and services
- monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken.

The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action. This may include the following:

- In the case of pupils breaching the policy, staff dealing with the incident will complete a racist incident report form, the perpetrator will be dealt with in accordance with the behaviour policy, and the consequences of any further breach of conduct will be clearly stated with the ultimate sanction of exclusion.
- In the case of staff breaching the policy, the relevant procedures outlined in the staff discipline and grievance policy will be instigated.
- In the case of parents, visitors or contractors breaching the policy, they will be reminded of the school's commitment to race equality and asked to desist. Further incidents may lead to individuals being requested to leave school premises.



## 12. Arrangements for monitoring and evaluation

The governing body will monitor the pattern and frequency of racist incidents and inform the LA each term of any such incidents. It will receive reports and data from the Head teacher and staff that enable evaluation on the relevance of provision for:

- dealing with racist incidents – defined as any incident which is perceived to be racist by the victim or any other person. Serious breaches constitute criminal offences
- Challenging pupils, staff, parents or visitors expressing opinion contrary to fundamental British values
- behaviour, discipline and exclusion, punishment and reward
- curriculum content
- teaching and learning
- assessment of attainment and progress – including special educational needs
- admissions and attendance
- recruitment, promotion and professional development of staff
- disciplinary and grievance procedures relating to staff
- personal and social education and pastoral care
- attitudes and personal development
- ethos and environment
- communications with parents, carers, governors and the community
- use of school premises
- purchasing goods and services.

The governing body will also receive reports on the progress of pupils by ethnic group.