



# HENLEY-IN-ARDEN SCHOOL

*Achieving Excellence Together*

|                           |                                       |            |
|---------------------------|---------------------------------------|------------|
| <b>Name of Policy</b>     | <b>Race Equality Policy</b>           |            |
| <b>Lead</b>               | Mrs N Thompson, Assistant Headteacher |            |
| <b>Governor Committee</b> | Welfare, Safety and Premises          |            |
| <b>Policy Status</b>      | Updated                               | March 2018 |
|                           | Governor Approved                     | Yes        |
|                           | Date Governor Approved                | March 2018 |
| <b>Review Frequency</b>   | 3 Years                               |            |
| <b>Next Review</b>        | March 2021                            |            |

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## **Introduction**

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000. General and specific duties are required as follows:

The general duty requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

The specific duty requires us to:

- Prepare a written policy on racial equality
- Assess the impact of our policies, including this policy, on pupils, staff and parents, of different racial groups, including, in particular, the impact on attainment levels of these pupils.
- Monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

## **Henley School Context**

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

This policy reflects the general and specific duties on schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations Amendment Act 2000. This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities and Special Educational Needs.

## **Policy, Leadership and Management**

This policy has been agreed by teachers, support staff and members of the governing body.

The Head teacher and/or the governing body are responsible for ensuring that the policy is communicated, implemented and monitored.

The school aims for "excellence from and for every pupil" regardless of racial or ethnic background.

All staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping.

Copies of the policy will be available on the school website.

Staff and governors will be given the opportunity to discuss the implications of the policy and any training needed.

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the School Development Plan. Members of the governing body will also identify their own training needs in relation to racial equality.

The school will follow DfE guidelines in dealing with incidents of racial harassment.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a teacher/pupil. Any adult witnessing an incident should:

- Intervene to stop the incident if possible.
- Inform a member of SLT. On investigation a sanction will be applied as follows

|                             |  |
|-----------------------------|--|
| <b>C1</b>                   | Socially inappropriate comments, parents informed via school comms   |
| <b>C2</b>                   | Socially inappropriate comments / antisocial behaviour – parents informed via school comms and a lunchtime detention   |
| <b>C3</b>                   | Escalated comments or cumulative behaviour. After School Detention and parents informed via School Comms.  |
| <b>C4</b>                   | Serious incident or directed racially abusive comments – Internal isolation and parents invited in to discuss this prior to reintegration back into lessons. |
| <b>Fixed Term Exclusion</b> | This will take place where directly racially inappropriate incidents occur, escalate in extremity or as a result of repetitive behaviour.                    |

All C3 and C4 racist incidents will be recorded and reported to the governing body by the SLT member leading on the investigation.

A report of racist or racially motivated incidents is maintained and will be communicated to governors.

## **Curriculum, Teaching and Assessment**

British Values are addressed through the delivery of PSHRE days, form time, and through assemblies. The Head of PSHRE provides a scheme of work and monitors and stores all lesson plans to ensure consistency and quality of content. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and value that will challenge racist behaviour.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Provide educational visits and extra-curricular activities that reflect all pupil groupings.
- Take account of the performance of all pupils when planning for future learning and setting targets.
- Make best use of all available resources to support the learning of all groups of pupils.

Appropriate EAL support will be accessed by the school to assist those pupils for whom English is a second language. This service will be used to prompt understanding of other cultures.

## **Admission, Attendance, Discipline and Exclusions**

The school is committed to ensuring that all processes are fairly applied.

If discrepancies related to ethnicity in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

## **Attitudes and Environment**

In our school, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- Creating an ethos in which pupils and staff feel valued and secure.
- Building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others.
- Having consistent expectations of pupils and their learning
- Removing or minimising barriers to learning, so that all pupils can achieve.
- Ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning.
- Making clear to our pupils what constitutes aggressive and racist behaviour.
- Identifying clear procedures for dealing quickly with incidents of racist behaviour.
- Making pupils and staff confident to challenge aggressive and racist behaviour.

## **Staffing – Recruitment, Training and Professional Development**

The school is required to supply the DfE with employment data related to racial groups employed within the school.

The school is committed to attracting and developing a workforce on the basis of merit.

The recruitment process will be monitored to ensure that there is no ethnic bias.

Professional development opportunities are offered to all staff.

The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.