

BISHOP'S HATFIELD GIRLS' SCHOOL

RACE EQUALITY POLICY

Date of last review: Summer Term 2022

Date of next review: Summer Term 2025

School Based Policy

Rationale

Bishop's Hatfield Girls' School welcomes its duties under the Equality Act 2010. This policy is consistent with the Code of Practice on the Duty to Promote Equality (2001) and Preparing a Race Equality Policy for Schools (Commission for Racial Equality (CRE) 2002). The school recognises and values cultural diversity, and seeks to celebrate it. Bishop's Hatfield Girls' School also recognises the need to eliminate any unlawful racial discrimination.

The Governing Body is firmly and passionately committed to equal opportunities and to enabling all staff and pupils at the school to develop their potential to the full, irrespective of their race, colour, gender or creed, in accordance with the school's ethos and aims.

The prime purpose of the race equality policy is to promote respect for others and harmonious race relationships in school and in the wider community, to eliminate unlawful racial discrimination and to ensure that pupils, staff and parents / carers are not adversely affected in any area of the school's activities on the ground of ethnicity. This policy should not be seen in isolation. It meshes with other school policies, which should be read alongside this one:

- Equality Policy
- Anti-Bullying Policy
- Relationships and Sex Education Policy
- Disability Equality Policy
- Performance Appraisal Policy
- Protected Characteristics & Prejudice-Related Incident Policy

Aims of this Policy

- To develop an understanding of, and promotion of, human equality and equal opportunities.
- To promote good relations between members of different racial, cultural and religious groups and communities.
- To enable pupils to take responsibility for their behaviour and relationships with others.
- To take a positive stance in combating incidents with racial tones.

Responsibilities

The Headteacher takes responsibility for the full implementation of the policy, and for its monitoring.

The Deputy Headteacher (Inclusion) is responsible to the Headteacher for developing positive equal opportunities and racial harmony strategies, staff training, and maintaining a record of Prejudice Related incidents.

The Equality and Diversity Co-ordinator will also be heavily involved in monitoring aspects and raising awareness of this policy and its content to all staff, pupils and parents/carers.

All staff have a responsibility to develop awareness of the policy amongst pupils and to promote racial harmony.

Definition of a Prejudice Related Incident

A Prejudice Related incident is any incident perceived to be racist by the victim or any other person.

(This definition follows the recommendations of the Stephen Lawrence Inquiry 1999 [The Macpherson Report])

Dealing with Prejudice Related Incidents

Guidance for Teachers (Is it a Prejudice Related incident?)

Colleagues may be concerned about whether or not they should be recording as prejudice related incidents, remarks made by pupils in the classroom that are related to colour, disability, ethnicity, culture, gender, sexual orientation, sex or religion. The following questions may be helpful in assisting colleagues to decide when to do so.

If the answer to any of the following 3 questions is 'Yes' then you should record it as a prejudice related incident.

1. Was anyone offended/hurt/upset by the remark?

If anyone is upset by a remark or behaviour linked to their colour, disability, ethnicity, culture, gender, sexual orientation, sex or religion. it should be recorded as a prejudice related incident. Pupils will need to be supported and appropriate action taken to resolve the resulting relationship issues. Unintentionally hurtful remarks also need to be recorded. Individuals need to understand why a remark or action is unacceptable and/or has caused offence.

2. Would a representative of the community concerned have been offended?

You can have a prejudice related remark without there being a victim present. Intention is not necessary to this criterion. In order to ask questions about groups other than their own, pupils need to learn appropriate ways to do so which will not cause offence. Our intention is not to stop them asking questions or seeking knowledge, but rather to learn the right ways of asking or finding out.

3. Was the way the remark was formulated or delivered derogatory, mocking or negative about the group/individual/character concerned?

Pupils use their current levels of knowledge and experience to articulate their concerns or lack of understanding, so there is an element of age, experience and ability to consider in this criteria. However, a pupil turning up their nose or being rude at something they perceive as strange about people who are 'different' should be recorded regardless of age or ability. Again, intention is not necessary to this criterion, as the outcome or perception for recipients can be negative whether the child had consciously planned it that way or not.

Why we are recording these incidents?

In recording incidents you are not labelling pupils as racist / prejudiced. The records are held centrally in the school and not on individual children's records (unless the behaviour becomes extreme or repeated). Contact with parents / carers of those who have given offence would not be necessary in victimless incidents, unless intent was evident or this was repeated behaviour.

The purpose of recording incidents is not just about proving that you have dealt satisfactorily with serious incidents. Other purposes are to enable the school to:

- have records of and thereby monitor trends and patterns of behaviour
- take preventative action

- provide educational responses to behaviour that is of concern
- measure the effectiveness of our procedures in preventing and dealing with incidents.

Recording and Reporting Incidents

In the Bishop's Hatfield Girls' School community it is accepted that every person is equally important and that no one has the right to harass, insult, attack, or cause offence to any other person for any reason. All community members are all individuals, but are also members of a community where it is possible to learn from each other and celebrate the culture and beliefs of each person.

What is Racism (Prejudice Related Incident) at School?

Bishop's Hatfield Girls' School adopts the definition of a Racist Incident recommended by the Macpherson report:

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

Racism and any prejudice related incident is not just about intentional attitudes or behaviour. A lack of intention does not stop the impact of racism / prejudice being felt by individuals and communities. It is important to recognise that Prejudice Related incidents are often complex and interrelated with other events and may involve group as well as individual behaviour. In any circumstances, Prejudice Related incidents are unacceptable and must be dealt with effectively and with sensitivity. This is to:

- establish, in unequivocal terms what constitutes a Prejudice Related incident, and sharing this with all members of the school community.
- To create a climate where people are able to speak openly about their experiences.
- To agree procedures for dealing with Prejudice Related incidents, and ensuring that all members of the school community are fully conversant with them.
- To establish a monitoring procedure to record all incidents and subsequent action.
- To keep a formal record of all Prejudice Related incidents and to report on the nature and frequency of any Prejudice Related incidents.

Examples of obvious racism

- Racist comments, name-calling and jokes.
- Imitating accents.
- Racist graffiti or any other written insult.
- Bringing racist materials into school such as badges and literature or any attempt to recruit people into racist organisations.
- Threatened and physical assault against a person or group because of colour or ethnicity.
- Isolating people because of colour or ethnicity.

Examples of less obvious racism

- Unacceptable stereotype views and images.
- A curriculum that doesn't acknowledge racism, thus perpetuating it.
- Teachers not following up racist incidents vigorously, thus condoning it.
- Staff not being fully aware of how racism and stereotyping may affect the decisions they make.

Prevention

Students are actively encouraged to report all incidents involving racism/prejudice

Bishop's Hatfield Girls' School will actively work towards the prevention of Prejudice Related incidents through:

- The utilisation of the Race Equality Policy and the Equality Policy
- The delivery of assemblies
- The inclusion of Prejudice Related issues and concerns in the delivery of the Life Skills programme.
- The delivery of a curriculum which recognises the diverse community of Bishop's Hatfield Girls' School.

Success criteria

Success will be achieved when:

- All incidents of a Prejudice Related nature are reported and investigated consistently and thoroughly.
- Members of the school community have a shared perception of what racism / prejudice is and the consequences of being involved in a Prejudice Related incident.
- Procedures for dealing with Prejudice Related incidents are recognised as fair and appropriate by students and their parents\carers and other agencies.
- The school is an inclusive environment for all.

Active responses

It is important that there is a response to each Prejudice Related incident - this means recording of information and being accountable for all actions:

- As soon as possible both the alleged victim and perpetrator need to be interviewed to establish the facts. It is likely that additional witness statements will be needed.
- Reinforce expectations held in the school.
- Emphasise that the school has procedures and that there will be appropriate follow up.
- Staff must record all actions and ensure that notes are filed and logged
- Parent/carers will be informed of the incident and reminded of the procedures that follow.
- After investigation, action will be taken in line with the Behaviour for Learning Policy, Race Equality Policy and structure of school discipline. Information will be disseminated through the pastoral structure to the necessary individuals.
- Allegations made against staff involving a Prejudice Related incident must be passed onto the Deputy Headteacher or Headteacher for investigation. In extreme cases, external reference may be made, e.g. Community Police.

Support processes

- Treat all claims seriously.
- Make certain that the victim is fully informed of the procedure and the subsequent chain of events.
- Explain the action that will be taken and state the school's position regarding Prejudice Related behaviour.
- Talk through the incident. All involved must be interviewed.
- Establish counselling and support as appropriate.

Recording events

All incidents where there is a perception that a prejudice is involved must be recorded initially on CPOMS

Remember that records may be required by other professionals - e.g. social services, police.

Any example of a Prejudice Related incident perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the appropriate committee of the Governing Body.

Serious incidents should be reported to Governors by the Headteacher - e.g. physical violence, repeated harassment, and links with racist/prejudicial groups. The Headteacher will also inform Hertfordshire County Council and Community Police as appropriate.

Liaison with Parents / Carers

The school will continue to ensure close liaison with families of all pupils through the provision of designated staff members with allocated time and effective communication skills.

At the time of transfer to the school and at Parents' Consultation Evenings, assistance will be sought, where required, for families who have English as an additional language.

When appropriate, information sent home will be in a representative range of mother tongues. Parents will also:

1. Be made aware of the Race Equality Policy as their child enters the school, and will be expected to uphold the ethos of the school.
2. Be informed of any Prejudice Related incident involving their child and will be expected to work with the school to resolve the incident.

Staff Training

The school is committed to ensuring that all staff understand the importance of the policy, and the necessity to deal with each and every incident.

Regular staff training will be provided to ensure that the procedures are followed in reporting allegations of Prejudice Related incidents.

Professional development activities are open to all staff - both teaching and support and attendance/involvement is annually monitored.

Teaching and Learning about Race Equality

The school is committed to including active teaching and learning about race equality in its daily life. This is reflected in the relationships and attitudes of staff and pupils, the formal curriculum, and the monitoring of equality of opportunity.

The teaching about race relations is covered as an integral part of the school's activities in the following ways:

- Departmental schemes of work
- The Life Skills programme
- Assemblies
- Extra-curricular activities

In all teaching and learning activities a full range of styles is employed to ensure that no pupil is excluded from learning.

Uniform requirements are reviewed routinely to ensure that there is no cultural or religious discrimination or conflict.

Although religion is not synonymous with race, it is an important element, and all pupils will learn about the basic beliefs, ceremonies, and festivals of the world religions.

Staff and pupils are allowed to observe religious days and festivals. Staff are allowed unpaid leave of absence for specific religious celebrations and pupils have absences authorised.

In publications and when groups of pupils represent the school we shall ensure that the racial mix of the school is shown.

Monitoring and Review

The effectiveness of this policy will be reviewed every 3 years by the Deputy Headteacher and the Lead teacher for Equality and Diversity within the Governors' policy review schedule.

The school's Pay Policy and Performance Appraisal Policy are annually reviewed and equality of opportunity is implicit throughout their implementation.

The progress, attainment and exclusions of pupils of minority ethnic backgrounds will be monitored separately as we do for majority ethnic pupils and pupils with SEND.

Attendance statistics will be monitored by ethnic background, and action taken where intervention is required.

The Governors will monitor the above statistics and information.