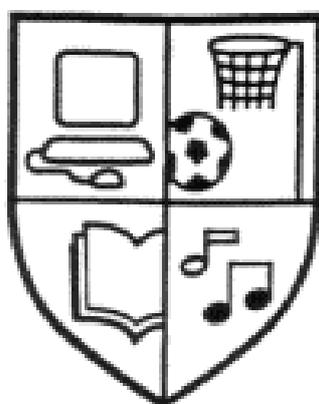


Manland Primary School

Race Equality Policy



Last Review by School	Oct 2018
Next Review by School	Oct 2022

Last Review by HfL	
Next Review by HfL	

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School Context

Manland Primary is a one form entry primary school in a popular Hertfordshire town. Children come from a more varied range of socio – economic backgrounds than might be anticipated by its position in the town. Most pupils are of ‘White British’ heritage and the proportion from minority ethnic groups is small. A few pupils speak English as an additional language. The number of pupils who leave or join the school at other than the usual times is similar to that found nationally. A minority of pupils are known to be eligible for free school meals. The proportion of disabled pupils and those with special educational needs is below the national average.

The number of children said to belong to ‘vulnerable groups’ is small and it is important that the progress of these children is closely tracked and their individual needs addressed. As is appropriate, additional funding such as the pupil premium and specific SEN/D funding is allocated to target the progress of these children.

Aims and Values

The aims and values of this policy link closely with our ‘School Equality Scheme’ (please refer to our website for more details) and underpin the following principles: -

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value regardless of:

- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents

- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development regardless of:

- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

Principle 6: We consult and involve proportionally and with specific purpose

We engage in consultation pertinent to the actions we propose. Such consultation may be qualitative or quantitative and is always purposeful. As appropriate we will include the ideas of:

- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

Gender Identity

At Manland, we recognised and understand that gender identity has the potential for discriminatory and unfair treatment. Below are the definitions Gender Identity and Intersex status outlined in the Sex Discrimination Act 1984 (SD Act).

Gender identity is broadly defined as meaning 'the gender-related identity, appearance or mannerisms or other gender-related characteristics of a person (whether by way of medical intervention or not), with or without regard to the person's designated sex at birth'.

At Manland, we will support and respect a student's choice to identify as their desired gender when this does not align with their designated sex at birth.

We will work closely with the child and family/carers to support children and ensure that the principles defined in this policy are met.

Progress, Attainment and Assessment

Pupil's progress and attainment are rigorously monitored. This data is analysed to examine any potential trends and patterns of underachievement of the protected characteristics described in the Equality Act of 2010. If differences are identified then action will be taken to deal with these which may include group interventions, one to one support and targeted teaching in order to enable all pupils to achieve the highest standards.

Admissions and Attendance

The Admissions Policy (please refer to our website) and criteria are equally open to all pupils based on the principles defined above.

Curriculum

At Manland, we offer a broad and balanced curriculum that aims at fostering pupil's love of learning and intends for them all to reach their full potential. The curriculum is planned to promote the spiritual, moral, cultural, mental and physical development of our children and of society.

The British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs are key themes that are interwoven throughout our curriculum. As well as these, pupils learn throughout the school about the Manland values of manners, patience, respect, responsibility, honesty, friendship, care and positivity.

For more information, please refer to our PHSE policy.

Teaching and Learning

Teachers employ a variety of teaching styles that support pupils' differing learning styles, cultural background and linguistic needs. They create an environment where pupils can be independent and feel valued. Through the multicultural aspects of the curriculum, stereotypes and racial discrimination are challenged. High expectations are held for all pupils.

Reporting of Racist Incidents or Hate Crimes

In line with our Behaviour Policy we will not tolerate any form of racist abuse. If this does occur it will be dealt with in line with our Behaviour and Anti-Bullying Policies. It is particularly important that sanctions are administered fairly and we must ensure that particular groups of children are not inadvertently discriminated against. Exclusions will be monitored to establish any patterns and trends.

In line with our Anti-Bullying and Behaviour Policy (please refer to these documents on our website for further details) the following reporting will take place:

- All instances of bullying or suspected bullying should be reported to the Head teacher or member of the SLT and recorded on the form attached in Appendix 1 **Initial Investigation into Allegations of Bullying**
- Where there is a racist aspect to the bullying the member of staff reporting the incident should also assist the HT or member of SLT in completing the form in Appendix 2 **Integrated Bullying and Racist Incident Record**
- If an incident involves Hate Crime the form in Appendix 3 should be completed

Any reported incidents are investigated and the appropriate actions taken in line with our Behaviour Policy. Incidents are filed so that they can be referred to if needed.

Staff Recruitment and Professional Development

All posts are open to the widest pool of applicants. Staff are selected on the basis of their qualifications and experience in accordance with the person specification for the post. The recruitment and selection process is closely monitored by the head teacher to ensure that good practice concerning racial equality exists.

Partnership with Parents and Communities

All parents and carers are encouraged to be involved and participate in the life of the school. A Newsletter is sent out weekly to inform the parents about the school events. The school hold a variety of workshops throughout the year to help support them with their children's learning. Parents are encouraged to join the Home and School Association (HSA), to develop the school community. If there are any difficulties understanding the written information parents are encouraged to contact the school office for help and support.

Governing Body

The Governing Body will ensure that the school complies with the Race Relations legislation and that the policy and its related procedures and strategies are implemented.

Head teacher

The Head teacher will implement the policy and its related procedures and strategies. The Head teacher will ensure that all staff are aware of their responsibilities and are given appropriate training and support and will also take appropriate action in the case of any racial discrimination. The Head teacher is able to report on the number of racist incidents reported (this record is kept on the SLT drive).

All Staff

Staff deal with racist incidents and know how to identify and challenge racial bias and stereotyping. They promote racial equality and good race relations. They keep up to date with race relation legislation by attending training and information opportunities.

Where there is a reported incident, staff complete a 'Bullying and Racist Incident Record Form' (see appendix). The Head or Deputy teacher liaises with the member of staff to investigate the incident further and take the appropriate actions.

APPENDIX 1

 Initial investigation into hurtful incident or allegation of bullying – non racist incident (Page 1 of 2)
Completed by name and role:
Date:
Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:
Form of referral e.g. verbal report, letter, e-mail, phone call:
Details gathered to date:
Action taken to date:
Date: Signed:



Initial investigation into hurtful incident or allegation of bullying – non racist incident (Page 2 of 2)

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name-calling, etc.)

- Incident was not bullying on this occasion because it was
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies		Definitely applies	Possibly applies
Age/ Maturity			Religion/Belief form 2 also needs to be completed		
Appearance			Gender		
Size/weight			Transphobia/Gender identity		
Class/Socio-economic			Homophobia/sexuality		
Family circumstance (e.g. caring role)			Sexualised		
Ethnicity/Race – form 2 also needs to be completed			SEN and Disability		
			Ability/application		

APPENDIX 2



Integrated Bullying and Racist Incident Record (Page 1 of 3)

For each incident please complete one form and return to the Head teacher for collation and monitoring.

1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Learning Difficulties and Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

*

*See County Guidelines on Dealing with Racist Incidents

2. Manifestations of Bullying/Harassment (indicate those that apply)

Perception of individual: feelings of being subject to bullying behaviour/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	



Integrated Bullying and Racist Incident Record (Page 3 of 3)

5. Action taken:
Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially.

Date.....

Member of staff:

Name Date

8. Outcomes/actions from follow up.

APPENDIX 3

HATE CRIME / INCIDENT REPORT: Hertfordshire Multi-Agency Initial Reporting Form

Person taking report:		Signature:	
Reporting Centre:		Date:	

Hatred Motivation <i>(specify)</i>	Race: <input type="checkbox"/>	Gender: <input type="checkbox"/> <i>(See Guidance)</i>	Sexual Orientation: <input type="checkbox"/> <i>(See Guidance)</i>
	Religion: <input type="checkbox"/>	Age: <input type="checkbox"/>	Disability: <input type="checkbox"/>
	Other: <input type="checkbox"/>		

1. Target / Complainant				Offender/Persons Involved			
Family name:				Family name:			
Forename / Personal name(s):				Forename / Personal name(s):			
First Language:		English Speaking: *Yes/No		First Language:		English Speaking: *Yes/No	
Gender: *M / F	Ethnicity <i>(see Guidance)</i> :			Gender: *M / F	Ethnicity <i>(see Guidance)</i> :		
Date of birth:	Place of birth:			Date of birth:	Place of birth:		
Occupation/School:				Occupation/School:			
Home Address: (schools refer to Guidance)				Home Address: (schools refer to Guidance)			
Postcode:		Council/Private/Housing Association		Postcode:		Council/Private/Housing Association	
Tel. Nos.:	(home)	(work/school)	(mobile)	Tel. Nos.:	(home)	(work/school)	(mobile)
Email Address:				Email Address:			
Carer/Contact Name & Details:				Carer/Contact Name & Details:			
Repeat Target: *Yes/No	If Yes, previous incident(s) and to whom reported:			Description if identity unknown:			

2. Details of Incident			
Exact Location of Incident:			
Time of Incident:	Date of Incident / /	Date Reported / /	Date Attended <i>(if applicable)</i> / /
Description of Incident (MUST include the 'hate' element - refer to definition in accompanying Guidance)			

3a. Action preferred by Target (for person under 17 years)	
Does the target / targets parents / carer support notification to police to discuss possible further action? (as appropriate)	*Yes/No
Do you feel that further action is necessary?	*Yes/No
If Yes, explain reason and suggested course of action <i>(include any history not previously recorded)</i> :	

3b. Action preferred by Target (for person 17 years or over)	
Does the target support notification to police to discuss possible further action?	*Yes/No
Action taken <i>(include any history not previously recorded)</i> :	
Is the target opposed to their personal details being disclosed for multi-agency involvement?	*Yes/No
Signature: _____	
1. Council <input type="checkbox"/>	2. Racial Equality Council <input type="checkbox"/>
3. Target Support <input type="checkbox"/>	4. Social Services <input type="checkbox"/>
5. Housing Association <input type="checkbox"/>	6. Other <input type="checkbox"/>

DATA PROTECTION - THIS INFORMATION MAY BE RECORDED ON COMPUTER
 COPY – Complainant COPY – Retained by Reporting Agency COPY – Police Hate Crime Officer