



The White Hills Park Trust
A Culture of Excellence

Equality Policy

(Including Race Equality)

Policy Date: September 2019

Review Date: September 2021

Aims of the Policy

The aim of this policy is to eliminate racial discrimination where it exists, to promote equality of opportunity throughout the Trust and Trust community and to promote good relations between people of different racial and religious groups across all areas of Trust activity. Everyone who is part of the Trust should feel included in all aspects of Trust life.

Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, race, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, the Human Rights Act 1998 and the Race Relations Act 1976 (amended in 2000)

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine 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:

- whether or not they are disabled
- whatever their race, ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally 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, so that reasonable adjustments are made
- race or ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised

- religion, belief or faith background
- sexual identity.

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 race, 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:

- whatever their age
- whether or not they are disabled
- whatever their race, ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to 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:

- disabled and non-disabled people
- people of different racial, ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of racial, ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys.
- gay people as well as straight.

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:

- disabled people as well as non-disabled
- people of a wide range of racial, ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- gay people as well as straight.

Principle 8: We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted and the evidence we have collected and published. The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan. We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Pupils attainment and progress

The Trust monitors the attainment of pupils from different ethnic groups. This allows us to identify specific areas of success or underachievement. Where areas for concern exist the Trust employs strategies to address these concerns. Strategies may be wide and varied depending on individual issues but could include:

- liaison with parents/carers/LA (via an interpreter if required)
- mentoring
- sanctions
- targeted work by curriculum areas
- staff development.

The curriculum serves the needs of the Trust community, offering a broad multi-cultural content. We will review schemes of work annually and build developments and changes into yearly planning. Teachers consider appropriate approaches in terms of teaching and learning styles and the sensitive nature of some issues. Resources reflect the multicultural society we live in.

Where pupils do not have English as their first language, provision is made in the Trust to offer support to access all areas of the Trust curriculum and activities.

Specific cultural needs are be catered for and respected within the Trust community. For instance, modifications to the school uniform may be made to accommodate religious and cultural requirements.

Ethos and organisation

We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Promoting good relations in the Trust and in the local community

The Trust promotes good race relations by offering opportunities for all to learn together and share ideas; tolerance and understanding are encouraged in all areas of the Trust. There are specific opportunities for those involved in the Trust to express opinions and increase cultural and racial awareness through:

- Student councils
- Pupil suggestion box
- Citizenship/PSHE curriculu
- Assemblies
- Curriculum topics
- Staff development
- EMAG

Events take place with the aim of promoting good race relations, for example:

- Visits to other countries
- Links with other communities
- Celebration of festivals
- Heartstone project to challenge racial intolerance

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Pupil behaviour, discipline and exclusion

The Trust expects all pupils to maintain high standards of behaviour at all times. All staff at the Trust are responsible for monitoring behaviour and rewarding or disciplining pupils as appropriate. There are clear procedures for rewards and sanctions within the Trust (see relevant policies, or line manager) and these should be applied consistently and fairly regardless of race, colour or religious beliefs.

Exclusions are continually monitored by the Trustees through the Executive Principal's report to ensure that reasons for exclusion are sound and fair and follow LA and Trust guidelines.

Roles and responsibilities

The Board of Trustees is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The Executive Principal is responsible for implementing the policy; for ensuring that all Staff, members, trustees and governors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Deputy Headteachers have day-to-day responsibility for co-ordinating implementation of the policy.

All staff, members, trustees and governors are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff, members, trustees and governors and, as appropriate, to all pupils and their parents and carers.

Involving parents and the community

The Trust encourages parents to support their child in all aspects of Trust life. In addition to the usual points of contact, such as Parents' Evenings, the Trust welcomes the opportunity for all parents and members of the community to be involved. Where necessary and reasonable, the Trust will make every effort to have written communication translated into parents' first language.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Executive Principal and Trustees.

Harassment and bullying

- Accusations of prejudiced-based harassment or bullying must never be ignored. Pupils can report harassment or bullying by telling a member of staff (either verbally or in writing).
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Staff must report incidents to the Executive Principal or Headteacher.

Examples of prejudice-based incidents

A prejudice-based incident is any incident which is perceived as such by the victim or any other person. Examples could include:

1. Verbal abuse and threats
2. Prejudice-based graffiti or materials
3. Ridiculing an individual's cultural differences
4. Physical assault which is motivated by prejudice
5. Incitement of others to behave in a prejudicial-based way
6. Refusal to co-operate with other pupils because of their race or other characteristics

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, race, ethnicity, culture, language, , national origin and national status; and gender.

Appendix

Dealing with a racial incident

The member of staff who first deals with the incident fills in the Racial Incident Report Form (available in the staff room) in consultation with the pupil and takes appropriate action, passing the completed form on to the named person as quickly as possible. (They may wish to discuss action with this person before completing the form) .The named person for recording racist incidents is the Executive Principal.

Dealing with the perpetrator

Once the facts have been established an appropriate course of action should be decided upon. This will include a decision by the Executive Principal as to whether to refer the incident to the Police Liaison Officer or to the Ethnic Culture and Achievement Service as appropriate and they may include:

- firmly explaining the wrong done
- informing parents
- using one of the available sanctions.

Supporting the victim

Possible responses include:

- explaining the action taken and reaffirming the Trust's attitude to the behaviour
- allowing the victim to express their concerns
- contacting parents to explain the Trust's policy and response
- reconciliation between perpetrator and victim.

Some key skills and tips for challenging prejudice

Ensure you are aware of Trust Policy and that you follow the policy and legal requirements such as reporting racist/homophobic incidents.

Challenge all incidents, behaviour and language and **be seen** to be doing this

Be calm and constructive (responding and helping to build skills). Take time, remain silent if you are upset or angry until you regain control

If appropriate remove the offender from an audience or the scene of the incident, although be clear with the whole group that the language / behaviour was unacceptable

Role model how to challenge/how to take a stand in a non-aggressive way so that the group can be effective without you

Be mindful of what happens next with friendships and other relationships.

Allow the offender space to reflect on what they have just said or done

Give the offender a chance to back-track: self-justify, own or modify their behaviour

Be critical of behaviour and language, but not of individuals and so allowing the challenged child/person to still feel OK and able to move on

Build a sense of empathy, co-operation and shared rules “we all agreed...” “how would you feel if...” Linking back to ground rules at all times

Be firm and clear about diversity and rights – and what is not acceptable.

Show you are upset and hurt if appropriate

Search for the personal, individual concerns which may lie behind their words or reflect

Use stories/scenarios as distancing techniques – to help find solutions to issues that have arisen within the group