



**West Horndon  
Primary School**

## School Policies

# Equality Policy

Staff consultation:

(Re)Adopted by Governors: 8<sup>th</sup> February 2017

Implemented:

Due for Review: Spring 2021

Signed:

A handwritten signature in black ink, appearing to read 'Mrs. H. H. H.', is written over a thin, curved line.

Date: 08.12.2017



## Equality Statement

This document demonstrates West Horndon Primary School's compliance with the Public Sector Equality Duty. This is a working document, which will be monitored and reviewed annually.

## Equality Objectives 2017 -2020

- Ensure that pupils develop an understanding of how they fit in as part of a diverse national and international community.
- Identify and reduce barriers to learning and participation for vulnerable groups including pupils with Speech and Language difficulties
- Educate all about discrimination and prejudice and promote a harmonious environment
- Strive for all pupils regardless of ethnicity, age, gender to achieve the highest possible standards in their learning and make good progress

## Policy statement

- In accordance with our **School Values** and **School Charter** we pledge:
- to respect the equal human rights of all our pupils
- to educate them about equality
- to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
- to respect the equal rights of our staff and other members of the school community

We will assess our current school practices ("Equality Impact Assessment") and implement all necessary resulting actions in relation to:

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation, and
- age.

We will promote community cohesion in school at local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

### **Statutory requirements**

The equality objectives above address our duties under current equality legislation, up to and including the Equality Act 2010. They also relate to the Essex Council procedure for recording incidents involving pupils in schools.

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

The community cohesion plan in Section 12 below addresses our duty under the Education and Inspections Act 2006.

Our Scheme covers the statutory requirements outlined on p.25 of the EYFS Statutory Framework.

### **Community cohesion**

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. It demonstrates the awareness of the Governors and their community partners of how the school community compares with the wider community, both locally and nationally.

Every school regardless of intake and where it is located is responsible for educating children and young people who live and work in a society which is diverse in terms of culture, faith and ethnicity and social backgrounds.

The staff and pupil populations of some schools reflect this diversity, allowing pupils to mix with those from different backgrounds. Our school does not, and we may therefore need to make links to with other schools and organisations in order to give pupils the opportunity to mix with and learn about those from different backgrounds.

We wish to show that through our ethos and curriculum we can promote a common sense of identity and support diversity, so that our pupils will understand how different communities can be united by common experiences and values.

## **Responsibilities**

The Chair of Governors takes the lead, but the Governors as a whole are responsible for:

- drawing up, publishing and implementing the schools equality objectives
- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The Head Teacher is responsible for:

- making sure steps are taken to address the schools stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and Governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognize and tackle bias and stereotyping;
- taking up training and learning opportunities.

The Head Teacher is responsible overall for dealing with reports of prejudice-related incidents.

- Visitors and contractors are responsible for following relevant school policy.
- Staff development

This section outlines our process for training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements.

*As part of our school self evaluation and performance management process issues relating to equality are discussed and evaluated. Staff development is informed by this process.*

#### **Publication and review:**

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on the school website and as a hard copy on request.

The scheme will be kept under regular review for three years and then replaced in 2020.

#### **Reporting on progress and impact**

A report on progress with the actions listed below will be published by the Governors via a newsletter each January. Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio- economic background.

#### **How we conduct equality impact assessment**

This section outlines our process for monitoring the potential impact of school practice in terms of

- ethnicity,
- religion or belief,
- socio-economic background, gender and gender identity, disability,
- sexual orientation, and
- age.
- Special educational needs

Equality objectives identified by this process should be included in the three-year plan (above), or in the School Transformation Plan as appropriate.

Evidence of this process is reported to the Governing body:

- Racist incidents are also reported to the local authority
- Children with special needs are monitored and the progress is reported to their parents/carers
- We track all significant groups of pupils along with individuals
- Incidents of homophobia are recorded and monitored

### **How we chose our equality objectives:**

Our equality objective-setting process has involved gathering evidence as follows:

- From the equality impact assessments listed in Section 8 above and from the following data;
- Pupil data
- Reports of incidents
- Multi agency reports
- Attendance and inclusion in school activities
- Raise on line
- Fisher Family Trust
- Child Protection, children in need and LAC information
- Inclusion of specific and vulnerable groups in school events

And from involving relevant people (including disabled people) from the start in the following way:

- pupils through surveys, class council and pupil parliament
- parents through questionnaires, annual reviews, consultation meetings
- outside agencies through formal and informal meetings
- the local church through informal regular discussion
- local senior citizens through informal regular discussion

The evidence was then analysed in order to choose objectives that will:

- promote equality of opportunity for members of identified groups

- eliminate unlawful discrimination, harassment and victimisation, and
- foster good relations between different groups in terms of
- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation and
- age.

And protected characteristics

## **Access Plan 2010-13**

West Horndon Primary School has identified the following points for action as part of its School Transformation Plan, in order to achieve the key objective:

### **Delivery of the curriculum**

School staff receives training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### **Physical environment**

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

In particular:

- the cost of installing a lift or ramp to the school entrance will be investigated;
- the height of the entry-phone will be reviewed;
- signs in Braille will be provided at the front entrance.
- The cost of improved lighting along the school path will be investigated
- The school will ask its surveyor to review accessibility arrangements at least annually.

### **Provision of information in other formats**

The school is aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

# **Community Cohesion Plan 2010-13**

West Horndon's contribution to community cohesion can be grouped under three headings:

## **Teaching, learning and curriculum**

As an effective school, we endeavour to provide quality teaching and a curriculum that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them. This enables them to recognise similarities and appreciate different cultures, faiths, ethnicities and socio-economic backgrounds. We aim to ensure:

- Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping.
- Opportunities to discuss issues of identity and diversity are integrated across the curriculum.
- Curriculum based enrichment activities that raise pupil awareness of community and diversity, such as educational visits and meetings with members of different communities are exploited.
- Support exists for pupils for whom English is an additional language (EAL), to enable them to achieve to their highest potential.
- Pupils have an effective voice and are actively involved in the governance and organization of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

## **Equity and Excellence**

The school continually focuses on securing high standards of attainment for all pupils, regardless of ethnic background or socio-economic status. We ensure pupils are treated with respect and supported to achieve their full potential. We aim to ensure:

- The assessment and tracking system enables the evaluation of progress in different groups and where necessary tackle underperformance by any particular group.
- Incidents of prejudice, bullying and harassment are carefully monitored and dealt with in line with local authority guidelines where necessary. Whether pupils from particular groups are more likely to be excluded or disciplined can be monitored through the behaviour policy.
- The school admissions criterion promotes community cohesion and social equality.

## **Engagement and ethos**

At West Horndon we understand the importance of seeking ways to broaden our community in order to ensure pupils experience a wide diversity of people.



This is achieved at all levels of the community in a variety of ways;

### **School to school**

We work in partnerships with others across the school community and beyond through activities such as sporting events and sharing good practice in initiatives like Eco-Schools. Opportunities to communicate with other schools may often occur through letter writing or electronic communications. Links with schools in other geographical locations in Britain may be pursued to build links in the curriculum.

### **School to parents/local and wider community**

Good partnership activities within the local and wider community may include:

- Engagement with parents through consultation evenings, open evenings, class assemblies and specialist events such as reading information sessions or themed activities e.g. Book Week, Men in School Week etc.
- Developing opportunities for parents, governors and other citizens from the community to support the school through activities such as reading with children, helping with clubs and visits and First Class Friday.
- Working together with community representatives, such as local councilors or governors, who may come into school or provide opportunities for off site visits and can ensure that pupil voice is heard and are able to effect change.
- Maintaining strong links and multi agency working between the school and other local agencies, such as Extended Services, police, social care and health professionals.
- Provision of extended services and sharing of available resources such as local clubs and activities that may be of interest or support to families, such as Silver Surfer ICT training.
- Links with educational providers experienced by pupils such as the feeder pre-school and local secondary schools, through activities such as invites to school performances and participation in extra-curricular events.

### **School to global community**

We understand the importance of ensuring pupils understand the global dimension of their community and as such we endeavour to:

- Provide opportunities to learn about the world from many perspectives through an enriched curriculum of core and foundation subjects which encompass the ethos of community cohesion.
- Exploit opportunities for 'real' international experiences, where pupils can discover much about cultures and backgrounds of other countries, such as participation in The Comenius Project and International Schools Award.
- Raise awareness of issues that affect other countries through specific events such as Red Nose Day and other globally linked charity support.

## **West Horndon Primary School**

### **Race Equality Policy**

#### **1. Legal duties**

The school welcomes its duties under the Race Relation (Amendment) Act 2000  
We are committed to:

- promoting equality of opportunity
- promoting good relations between members of different racial, cultural and religious groups and communities.
- eliminating unlawful discrimination

**See Appendix A**

#### **2. Guiding principles**

In fulfilling our legal duties listed above, we are guided by three essential principles.

- Every pupil should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is respectful and respectful towards other identities.
- Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

**See Appendix B**

#### **3. Why we want to address race equality issues**

**As a school with limited ethnic diversity**, we respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to race equality will be demonstrated through:

- fostering respect for all groups and individuals;
- promoting positive non-discriminatory behaviour;

- ensuring appropriate support for isolated individuals of different ethnic groups within the school;
- ensuring high expectations of all;
- ensuring representation of a wide range of heritages within our curriculum and school community;
- encouraging links with the wider community

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will monitor, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

#### **4. The school environment**

The spirit of our mission statement and aims is reflected throughout the school, where we seek to convey an impression of the richness and variety of the world's racial, ethnic, cultural and religious groups without reinforcing stereotypes.

This is achieved through posters and photographs showing different countries, cultures, religions and people from different nationalities; artwork and artefacts from different countries; displays of pupils' work; and a wide variety of books and texts reflecting the wider multi-ethnic world.

#### **5. Use of language and terminology**

All members of the school community are expected to try to pronounce each other's names accurately and to exercise sensitivity towards members of minority ethnic groups in their use of language. This may be perceived by some to be a relatively minor and unimportant matter; but we believe that by attending to issues such as language we create a consciousness and an awareness that extends to wider issues around race equality. It is therefore incumbent on all members of the school community to be aware of the terms they are using and to politely draw attention to insensitive and inappropriate use of language and terminology by other members of the school community.

**See Appendix C for examples.**

#### **6. How this policy relates to other school policies**

We ensure that the commitments embodied in our mission statement apply to the full range of our policies and practices, especially those concerned with:

- equal opportunities and inclusion;
- pupils' progress, attainment and assessment;
- behaviour, discipline and exclusions;
- pupils' personal development and pastoral care;
- teaching and learning;
- induction (all staff, governors and pupils);
- admissions and attendance;

- the curriculum;
- all subjects;
- teaching and learning;
- staff recruitment and retention;
- governor/staff training and professional development;
- partnerships with parents/carers and communities;
- visits and visitors;

One of the specific duties placed upon us by the Race Relations (Amendment) Act 2000, is to monitor and evaluate the impact of all our policies (including the Race Equality Policy) on pupils, staff and parents of different racial groups, including the impact on attainment levels. Monitoring and evaluation are systematically undertaken at our school.

## **7. Roles and responsibilities**

**The Governing Body** is responsible for ensuring that:

- The school complies with legislation related to race equality, including the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000;
- The school's Race Equality Policy is maintained and regularly updated;
- Procedures and strategies related to the policy are implemented.

**The named Governor for race equality** is responsible for maintaining:

- Regular contact with the school Race Equality Co-ordinator;
- Awareness of current responsibilities and requirements in relation to race equality issues by attending appropriate professional development activities.

**The Race Equality Co-ordinator** is a senior member of staff responsible for the:

- Provision of leadership and vision in respect of race equality;
- Practical implementation of the Race Equality Policy;
- Co-ordination of all activities related to race equality, including action planning, monitoring and evaluation.

**The headteacher** is responsible for:

- Supporting the Race Equality Co-ordinator in all aspects of the role;
- Ensuring that all members of the school community and relevant private contractors are aware of and comply with our Race Equality Policy;
- Ensuring that all staff (including supply staff) understand their responsibilities and are given appropriate training and support;
- Taking appropriate action in response to racist incidents and cases of unlawful discrimination.

**All staff** are expected to:

- understand and comply with the school's Race Equality Policy;
- deal with racist incidents that may occur;
- know how to identify and challenge racial and cultural bias and stereotyping;
- support pupils in their class for whom English is an additional language;
- incorporate principles of equality and diversity into all aspects of their work.

**Pupils, parents/carers, supply staff, visitors and contractors** are expected to:

- be aware of and comply with the school's Race Equality Policy.

We take our Race Equality Policy extremely seriously and we will investigate and deal promptly with any alleged breaches of policy by any member of the school community. If a breach constitutes a racist incident, we will follow LA guidance on dealing with and reporting racist incidents

## **8. Knowing our pupils and responding to their individual needs**

Our current school admissions form records data for each pupil on preferred name, names of siblings, previous educational experience and further information including medical needs, special needs and dietary requirements. We do not ask about a child's ethnicity when an application for a school place is made. Consistent with guidance from the DCFS, we consider it is only appropriate to ask questions about ethnicity once a child is on roll.

Once the pupil is on roll, ethnicity data is collected in accordance with DCFS guidance, together with information on the pupil's religion and language(s) used within the home. This information is kept in the child's confidential file. We also collect comprehensive Pupil Level Annual School Census (PLASC) data.

## **9. Teaching and learning**

In accordance with our Teaching and Learning policy, we ensure that:

- parents/carers are actively involved as partners in pupils' learning;
- the classroom is an inclusive environment where contributions from all pupils are encouraged and valued;
- teaching methods and styles take full account of pupils' needs, background and experiences;
- homework tasks are set appropriately taking into account pupils' linguistic competence in English and prior educational experience;
- access to optional subjects and out of school hours learning activities is fair and equitable across all ethnic groups;
- teaching methods encourage positive attitudes to difference, cultural diversity and race equality;
- diverse learning styles are taken into account;
- culturally appropriate tools/mechanisms are used at all stages of assessment;
- the skills to learn in a range of different styles and contexts are developed and encouraged;
- all pupils are fully aware that all staff have very high expectations of them and are appropriately challenged to achieve higher standards;
- a positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe;
- learning is a collaborative and co-operative enterprise.

**See Appendix D**

## **10. Dealing with and reporting racist incidents**

### **The legal position**

- The Race Relations Act 1976 prohibits schools from discriminating on grounds of colour, race, nationality or ethnic or national origin.
- The Race Relations (Amendment) Act 2000 requires schools to take active steps to eliminate unlawful racial discrimination.
- The Code of Practice on reporting and recording racist incidents (issued by the Home Office in 2000) states:
  - *Schools should themselves handle low level, daily occurrences.*
  - *Each school should record all racist incidents, including the date, the names of perpetrators and victims, the nature of the incident and action taken in response.*
  - *Parents and governors should be informed of the number and nature of such incidents and the action taken to deal with them.*
  - *Governing bodies should inform LEAs annually of the pattern and frequency of any incidents.*
  - *Schools should always advise the police of any criminal activity; this includes racist incidents that are categorised as crimes.*
  - *Schools should pass on information about serious and/or persistent incidents or perpetrators to the police as this may provide useful intelligence.*
  - *Although minor incidents may not result in court proceedings, it is still important to log these incidents.*

### **What do we understand by a racist incident?**

The Stephen Lawrence Inquiry report defines a racist incident as: *Any incident which is perceived to be racist by the victim or any other person.*

An expression of racism in whatever form can be considered to be a racist incident. Perpetrators of a racist incident could be any member of the school community. A racist incident may not have a specific target or victim and may include the telling of a racist 'joke', chanting, graffiti or wearing racist insignia. A racist incident can be distinguished from a 'racial' incident which involves conflict between individuals or groups perceived to be 'racially' different.

### **Examples of types of racist behaviour**

- **Physical harassment** includes physical assault against a person or group because of colour, race and/or ethnicity. This includes 'minor/ intimidation' which may be cumulative in effect. Hiding a pupil's bag, destroying a piece of

work, nudging and pushing in a line are all examples of this type of harassment.

- **Verbal harassment** includes incitement of others to behave in a racist way, derogatory name-calling, verbal abuse and threats, insults, racist 'jokes' and language directed against individuals and /or groups of people. This also includes ridicule of a person's speech or background or culture. It may also include 'off the cuff' remarks about certain racial groups during lessons.
- **Non-co-operation/disrespect** includes a refusal to show respect to pupils, students or teachers because of their race. Forms of disrespect may relate to cultural and religious differences such as food, music and dress. Other examples include provocative behaviour such as wearing racist badges or insignia. Some forms of disrespect can also be inadvertent. For example, certain actions may result from a lack of knowledge or awareness on the part of both teaching staff and pupils with regard to an individual pupil's cultural/religious practices which make the victim feel harassed or uncomfortable.
- **Other incidents** may include racist graffiti, bringing racist material such as leaflets, comics, magazines or computer software into school, attempting to recruit other pupils and students to racist organisations and groups. This may extend to the distribution of racist literature or posters within the school community.

### Key actions following a racist incident

In response to any incident perceived as racist, we take the following key actions:

- Take appropriate immediate action to deal with the incident.
- Notify headteacher.
- Record the incident on the appropriate form (currently Form A, Form B or C in the LA purple folder).
- Investigate and take written statements as appropriate.
- Provide support for the victim(s).
  - Explain to the victim the actions taken in dealing with the offender and express our attitude towards such behaviour allowing the pupils or adults the opportunity to express their own concerns and feelings and provide further support and counselling where necessary.
  - In serious cases, the headteacher informs and talks with the parents/carers of victims to explain the action taken and discuss the matter with them.
- Counsel and discuss the incident with perpetrator(s).
  - Explain to the perpetrator(s) why their behaviour is racist and why it is unacceptable.
  - In serious cases and where the perpetrator repeatedly behaves in a racist manner, the headteacher informs and meets with the parents/carers of perpetrators to explain the action taken and discuss the matter with them.
- Deal appropriately with perpetrators (**See Appendix E**).
- Always advise the police:

- of racist incidents that are categorised as crimes, including serious and/or persistent verbal bullying and harassment; physical bullying and assault; and incitement of others to behave in a racist way;
- about serious and/or persistent incidents or perpetrators.
- Take appropriate action in accordance with the school's Behaviour and Discipline policy.
- Address specific issues that have occurred through the curriculum.

### **Monitoring and reporting racist incidents**

We monitor racist incidents and respond appropriately through our curricular and pastoral programmes to what the data tells us about the nature of the incidents that are taking place in our school.

### **11. Staff and governor development and support**

We ensure that all staff have access to professional development opportunities. Awareness of issues related to cultural diversity and staff effectiveness in dealing with issues of race equality are addressed, as appropriate, through staff development and performance management processes. This includes:

- staff induction;
- staff training sessions;
- staff meetings;
- governor training.

### **12. Parents/carers and the wider community**

We actively encourage all parents/carers to be involved as partners in their children's learning and to participate in the life of the school. We ensure that all parents/carers can access parent consultation meetings. Parental involvement is monitored to ensure the participation of all groups.

We ensure that information and materials for parents/carers and members of the local community are accessible in user-friendly language and we would endeavour to meet all reasonable requests for information and materials to be made available in different languages and formats, if necessary.

We actively promote good personal and community relations.

The school's premises and facilities are available and accessible for use by all groups within the community, in accordance with our letting policy.

### **13. Recruitment, retention and employment**

Schools are not directly bound by the employment duties contained in the Race Relations (Amendment) Act 2000. However, according to the statutory Code of Practice issued by the Commission for Racial Equality, schools need to take account of employment matters to meet their general duty under the Act.



We recognise the value of diversity in the school staff and governing body and we therefore ensure that recruitment reflects this. We do not discriminate against minority ethnic groups and ensure that cultural bias is removed from the recruitment and selection process.

On request, we provide the LA with the necessary data to meet its specific duties under the Race Relations (Amendment) Act in relation to employment.

#### **14. Monitoring and Evaluation**

As required by the Race Relations (Amendment) Act 2000, as part of our regular review process, we monitor and evaluate the impact of all our policies, including our Race Equality Policy, on pupils, staff and parents/carers.

#### **15. How this policy was drawn up and agreed**

This policy was written in consultation with staff and governors. It draws extensively on the Essex model Race Equality Policy for schools. The school Race Equality Policy will be reviewed as part of a three yearly cycle. The review process will be incorporated into the School Transformation Plan.

# Appendix A

## Essex LEA policy statement on tackling racism and promoting multicultural awareness

- Essex as an LEA asserts its opposition to racism and its total commitment to equal opportunities and to treating people fairly regardless of race, ethnicity and culture. The LEA considers that all manifestations of racism are wholly unacceptable and will act positively to eradicate racism where it occurs. The LEA will seek to identify the effects of racism and take effective and systematic action to address racial, ethnic and cultural inequalities.
- Essex LEA recognises the implications and potential dangers associated with institutional racism, as highlighted by the Stephen Lawrence Inquiry, and commits itself to identifying and eliminating all manifestations of institutional racism.
- Consistent with the vision expressed in Every Learner: a Framework for the Curriculum in Essex, the LEA is committed to ensuring that every learner participates in a curriculum that takes full account of the richness and variety of the world's cultures and racial groups, and which enables every individual regardless of ethnic or cultural background to fulfil his or her potential to the highest possible standard; so that all, for the benefit of all, are able to shape their destinies and create a better and more harmonious world.

These aspirations will be achieved through:

- The application of the principle of equal opportunities in all that the LEA and maintained schools in Essex undertake,  
so that regardless of race, ethnicity and culture, people and children are treated equally on a day-to-day basis, and in matters such as appointments, employment, funding, contracting, use of language, the school curriculum and teaching and learning.
- The systematic and rigorous monitoring and recording of racist incidents; exclusions of ethnic minority pupils; and ethnic minority achievement,  
so that the LEA can use the information gathered to act more effectively and target more appropriately in order to eliminate racist incidents, and exclusions and under-achievement of ethnic minority pupils.
- Multicultural and anti-racist education in schools,  
so that all children and young people develop understanding of and respect for people of diverse racial, ethnic and cultural backgrounds; are able to recognise and challenge discrimination and stereotyping; and are appropriately prepared for life as citizens in a multicultural society and for the opportunities and challenges presented by increasing globalisation.
- Awareness raising through an extensive range of training programmes,

so that everyone working within the education service and in maintained schools in Essex is made aware of the genuine commitment of the LEA to tackling racism and promoting multicultural awareness, and of the implications of this for each person in terms of their professional practice.

- Regular consultation with representative ethnic minority groups within the community,

so that members of ethnic minorities are actively involved in LEA initiatives concerned with anti-racism and multicultural awareness, and the LEA takes account of their sensibilities and views

# **Appendix B**

## **Extracts from National Curriculum guidance/ requirements for PSHE and citizenship**

### **From non-statutory guidance for PSHE and citizenship at Key Stage 1**

Pupils should be taught:

- to realise that people ... have needs, and that they have responsibilities to meet them (2e);
- to identify and respect the differences and similarities between people (4c);
- to consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues ...] (5g).

### **From non-statutory guidance for PSHE and citizenship at Key Stage 2**

Pupils should be taught:

- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities (2c);
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (2i);
- to think about the lives of people ... with different values and customs (4b);
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help (4d);
- to recognise and challenge stereotypes (4e).

## Appendix C

### Appropriate terminology

The following guidance is taken from Appendix C of 'Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001. The suggestions are not definitive, but are offered as general guidance. Individual members of minority ethnic groups may not be comfortable with these suggestions. It is important to be sensitive to this issue, and to try to use their own preferred terms.

Preferred terms	Less preferred/unacceptable terms
British plus origin: British African Caribbean, British Asian, British African, British Chinese, etc	immigrant, foreigner Paki, nigger, Chink, etc
Black, people of color (used in USA)	coloured, ethnic
dual heritage mixed heritage	half-caste mixed race
minority ethnic group	ethnic minority group
economically developing countries	third world countries, developing countries
Congolese, Kenyan, Zimbabwean, Nigerian, Senegalese, Sudanese, etc	African
indigenous peoples	natives
First Nation Americans Native Americans	(Red) Indians
Inuit	eskimos
Ba'aka	pygmies
Gypsy (Traveller)	gyppo, didikoi, tinker
forename, first name	Christian name

## **Appendix D**

### **Knowledge and understanding, skills and attitudes**

The following is taken from section 5. of 'Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001.

#### **Foundation Stage**

##### **Knowledge and understanding**

1. To understand that there are similarities and differences in:
  - a) physical appearances;
  - b) speech, languages, accents and dialects;
  - c) lifestyles, circumstances and homes;
  - d) faiths, cultures and traditions;
  - e) the way special events are celebrated.
2. To understand that certain words are racially/ethnically hurtful.

##### **Skills**

1. To recognise and discuss similarities and differences in:
  - a) physical appearances;
  - b) speech, languages, accents and dialects;
  - c) lifestyles, circumstances and homes;
  - d) faiths, cultures and traditions;
  - e) the way special events are celebrated.
2. To respond positively and creatively to:
  - a) multicultural literacy and art forms;
  - b) new and different multicultural experiences.
3. To recognise, discuss and challenge appropriately:
  - a) racist remarks, comments or jokes;
  - b) stereotyping and/or racist attitudes;
  - c) what is fair and unfair.

##### **Attitudes**

1. To value and respect oneself as a unique individual.
2. To value and respect others as unique individuals.
3. To be willing to learn from each other and the wider community.

## **Key Stage 1**

Pupils should build on the knowledge, understanding, skills and attitudes identified for the Foundation Stage by developing the following:

### **Knowledge and understanding**

1. To understand ways in which all human beings are fundamentally the same: we are all members of a single human race with the same basic needs.
2. To understand that there are similarities and differences between people in physical appearance, including skin colour and type of hair.
3. To understand people speak in different languages, accents and dialects.
4. To understand people have different types of homes.
5. To understand that people's circumstances differ.
6. To understand certain words are racially/ethnically derogatory and offensive.
7. To understand that people's names are important to them.
8. To understand that the United Kingdom is made up of many ethnic and cultural groups.
9. To identify some of the groups and communities to which they belong, and to identify some of the groups and communities to which others belong.
10. To understand people do similar things but often in different ways.
11. To have some understanding of faiths and cultures other than their own.
12. To understand the food we eat, the clothes we wear and the products we use come from all over the world.

### **Skills**

1. To recognise, discuss and appropriately challenge racist statements, comments or jokes.
2. To recognise when stereotyping occurs, and to discuss and challenge stereotyping.
3. To recognise when people can be offended or hurt by misrepresentation, stereotyping or racist attitudes.
4. To pronounce people's names accurately.
5. To recognise what is fair and unfair.

### **Attitudes**

1. To value and respect oneself for one's uniqueness and special qualities.
2. To value and respect others for their uniqueness and special qualities.
3. To respect other people's feelings, their belongings and things that are important to them.
4. To value and respect differences in lifestyle practised by people from different communities and environments around the world.
5. To be willing to learn from people different from oneself.

## **Key Stage 2**

Pupils should build on the knowledge, understanding, skills and attitudes identified for the Foundation Stage and Key Stage 1 by developing the following:

### **Knowledge and understanding**

#### **Years 3 and 4**

1. To understand that everyone has the same basic human rights.
2. To understand that some people are discriminated against by others for a variety of reasons, including physical appearance and the way that they dress; lifestyle and personal circumstances; religion and culture; mannerisms and accent.
3. To understand that some people suffer from oppression and persecution.
4. To understand that language is dynamic and developmental, and influenced by other cultures.
5. To understand why people have different types of homes, environment, culture, history and economic circumstances.
6. To understand why people's circumstances differ and are subject to change.
7. To understand that people move from place to place for different reasons.
8. To understand that certain words are racially/ethnically derogatory and to appreciate why it is insensitive/offensive to use them.
9. To understand the origins of the names of people and places.
10. To understand what constitutes racist behaviour.
11. To understand that different cultures influence and take things from each other.

#### **Years 5 and 6**

1. To have some understanding of the United Nations Convention on the Rights of the Child and its implications for themselves and other children.
2. To have some understanding of the term 'racism'.
3. To understand some of the causes of racism, prejudice and stereotyping.
4. To understand that some groups oppress others, often on grounds of race/ethnicity, and know of specific instances of racial/ethnic oppression, both historical and contemporary.
5. To understand something of the historical and present-day persecution of certain groups in the United Kingdom and elsewhere on racial/ethnic grounds.
6. To understand that attitudes may change over time as people gain greater awareness of other cultures.
7. To understand that continents such as Africa are made up of many different countries.
8. To understand that countries are made up of different ethnic and cultural groups.



9. To understand that some groups of people are struggling to retain their cultural identity, heritage and environment.

### **All years**

1. To understand how the local community and British society have acquired their present ethnic composition.
2. To have some understanding of the faiths, history, values and achievements of a number of groups and cultures, one's own and others.
3. To understand the role of voluntary organisations, such as Save the Children, Comic Relief, Oxfam, Christian Aid, the Red Cross and the Green Crescent.
4. To understand the interdependence of nations.

### **Skills**

#### **Years 3 and 4**

1. To recognise, discuss and appropriately challenge racism, stereotyping and other forms of prejudice and discrimination.
2. To empathise with victims of racism, prejudice and discrimination.
3. To be able to resist peer pressure to engage in racist behaviour.
4. To make others aware of what one finds insensitive, hurtful or offensive ( "I don't like it when you call me ...").

#### **Years 5 and 6**

1. To recognise oversimplification and generalisation.
2. To recognise media stereotypes and be able to explain their negative repercussions.
3. To recognise inaccurate and misleading information, including racist myths.
4. To present rational arguments to refute prejudice or misinformation.
5. To be sensitive to how others (particularly those belonging to minority groups) wish to be described, showing awareness of terms which may be insensitive or offensive, and using the preferred and more acceptable alternatives (see Appendix C).

### **Attitudes**

#### **All years**

1. To recognise that people hold a range of viewpoints and beliefs, and to respect their right to adhere to these.
2. To be sensitive to the effects of prejudice, discrimination and stereotyping.
3. To value the achievements and contributions of people from other cultures, both individually and collectively.
4. To value cultural diversity and to appreciate how it enriches society.
5. To display openness to things that are outside one's own culture and experience.
6. To appreciate that different dialects and accents are culturally enriching.

7. To react against racism.

## Appendix E

### Dealing with the perpetrators of racist incidents

#### Physical bullying or assault

- Report to appropriate member of staff, who will ensure the matter is dealt with in accordance with school behaviour policy.
- Complete Form A (copies held in school office).
- Full report to the headteacher/pastoral senior manager.
- Full report to parents/carers.
- Report to police if assault constitutes a criminal offence.

#### Verbal abuse, including racist comments, ridiculing another on the basis of their cultural practices, derogatory name-calling, insults and racist 'jokes'

- Members of staff must not ignore any form of verbal racist abuse.
- Report to appropriate member of staff, who will ensure the matter is dealt with in accordance with school behaviour policy.
- Complete Form A (copies held in school office).
- Explain fully to the perpetrator that verbal racist abuse will not be accepted.
- Persistent offenders must be referred to the headteacher/pastoral senior manager.
- Report to police if abuse constitutes a criminal offence.

#### Racist graffiti

- All racist graffiti must be reported to the headteacher/pastoral senior manager.
- All racist graffiti must be removed immediately.
- For each graffiti, Form A (copies held in school office) is to be completed.
- Report to police if any graffiti constitutes a criminal offence.

#### Incitement to other to behave in a racist way, including attempts to recruit to racist organisations and

- Report to appropriate member of staff, who will ensure the matter is dealt with in accordance with

## **groups**

school behaviour policy.

- Complete Form A (copies held in school office).
- Full report to the headteacher/pastoral senior manager.
- Full report to parents/carers.
- Take necessary action to prevent recurrence.
- Report to police if activity constitutes a criminal offence.

## **Refusal to co-operate or work with others because of their race, ethnic background, culture, religion or language**

- Report to appropriate member of staff, who will ensure the matter is dealt with in accordance with school policy.
- Complete Form A (copies held in school office).
- Full report to the headteacher/pastoral senior manager.
- Full report to parents/carers.
- Take necessary action to prevent recurrence.
- Report to police if activity constitutes a criminal offence.

## Appendix F

### Glossary of terms

The following is taken from Appendix B of 'Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001.

#### **Black**

Black is sometimes used as a general term for people of African, Caribbean, South Asian and other Asian origin. It includes Caribbeans, Africans and others who wish to describe themselves as Black.

#### **Ethnicity**

Ethnicity refers to a person's identification with a group which shares some or all of the same culture, lifestyle, language, religion, nationality, geographical region and history. Everybody belongs to at least one ethnic group, including, for example, the English, Irish, Scottish and Welsh. An individual's ethnic identity is often complex, for example, a person may be Scottish, Black and Roman Catholic.

#### **Ethnic monitoring**

The process of collecting and comparing data by ethnic group. In the school environment, ethnic monitoring might cover attainment and progress, recruitment and promotion, behaviour, discipline and exclusion, attendance, involvement in activities and the use of services, and parental involvement in the school.

#### **Institutional racism**

*The Stephen Lawrence Inquiry* report defines institutional racism as:

*The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.*

#### **Interculturalism**

Interculturalism is to do with mutually enriching interactions between different cultural groups in ways that respect and seek to maintain the distinct identity and integrity of the cultures involved.

#### **Multiculturalism**

Multiculturalism is about recognising the value and importance of diverse cultures and treating people from different ethnic and cultural backgrounds as one's equals.

## **Race**

A term used to describe a class of people distinguished by their skin colour and other physical characteristics. There is no scientific basis for the 19<sup>th</sup> century belief that people could be divided into four basic 'races' and that some were superior to others.

## **Racial group**

*The Race Relations Act 1976* defines 'racial group' by race, colour, nationality (including citizenship) and ethnic or national origin.

## **Racial harassment**

The Commission for Racial Equality defines racial harassment as verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

## **Racial prejudice**

Prejudice involves prejudging people on the basis of false assumptions or inadequate evidence. Racial prejudice, which is usually negative, involves holding opinions or attitudes about people because of their racial or ethnic origin, based on false assumptions or inadequate evidence.

## **Racial stereotyping**

Racial stereotyping involves categorising a racial group based on knowledge or experience of the actions or behaviour of a few people from that particular racial group. Racial stereotyping can be seen in views that certain racial groups are 'good at sport' or 'keep to themselves'.

## **Racism**

*The Stephen Lawrence Inquiry* report defines racism as:

*Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form.*

Using this definition, Black, White or Asian people may be victims of racism. This definition of racism is consistent with the *Race Relations Act 1976*. Some groups of people (for example, Black people, Asians, Gypsies and asylum seekers) are much more likely to suffer racism. Racism is sometimes used to refer to the power relationship between White people and Black people. The basis for this viewpoint is that most of the social, economic and political decisions are made by White people and that these decisions may systematically disadvantage Black people. 'Black' is used politically in this context to unite people who are not White or who are likely to be subjected to racism (for example, Jewish people).

## **Racist incident**

*The Stephen Lawrence Inquiry* report defines a racist incident as:

*Any incident which is perceived to be racist by the victim or any other person.*

### **Travellers**

The term 'Traveller' encompasses a number of different groups whose cultural heritage is traditionally nomadic. Many Travellers now live in houses or on permanent caravan or mobile home sites. The term covers Gypsies and Irish Travellers (who are recognised as racial groups under the *Race Relations Act 1976*), circus and fairground people, bargees, and New Travellers.

## **West Horndon Primary School Gender Equality Policy**

### **Aims of the policy**

*Our School Values: Achievement, Respect, Reflection,*

*Tolerance*

*Consideration*

*Trust*

*Honesty*

*Individuality*

*Co-operation*

*Commitment*

*Self Discipline*

*Responsibility*

At West Horndon we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school irrespective of gender.

Under the gender equality duty all schools now need to take action to

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women.

Although at west Horndon we take positive steps to address gender inequality, we understand that there are many barriers that prevent pupils and staff from achieving and making the most of the opportunities we make available.

To promote gender equality it is vital that the differences between boys' and girls', male and female experiences, attitudes and achievements in schools are understood so that our policies and practices can begin to break down these barriers.

However, we are aware of how factors such as ethnicity and social class also impact on the achievement of boys and girls. This scheme supports our work as set out in our, Inclusion policy, Disability Equality Policy and Race Equality Policy to tackle the many factors that affect pupil attainment.

This scheme sets out the work we will take to promote the gender equality duty over the next 3 years that will:

- eliminate unlawful discrimination and harassment;
- promote equality of opportunity between men and women; and
- result in improved outcomes for girls, boys, male and female staff and parents/carers in all aspects of school life, in the wider community and in employment.



## **Key gender issues for all those working with children and young people**

**Every Child Matters** sets out five areas of outcomes in which to improve the life chances for all children and young people. These outcomes have significantly different dimensions for girls and for boys.

- **Be Healthy**

There are particular issues for girls and boys in their attitudes to sport, exercise and sexual health.

- **Stay safe**

Differences in the ways boys and girls bully or are bullied need to be examined. The link between homophobic bullying and suicide for boys has been highlighted through national research.

- **Enjoy and achieve**

Boys are behind girls in overall levels of attainment. Girls' educational achievements, although higher than boys', are not necessarily helping them to take up non-stereotypical employment opportunities.

- **Make a positive contribution**

Sexist stereotyping, bullying and sexual forms of harassment can result in behaviours which have a negative effect on pupils' developing positive relationships and on their skills and willingness to participate in school and community life.

- **Achieve economic well being**

Stereotyping contributes to the gender pay gap.

For us at West Horndon this means that we will build on our existing practice by:

- continuing to take a key role in shaping the values and attitudes of children and young people and take a lead in challenging gender based harassment, bullying and violence and stereotyping
- taking action to challenge gender stereotyping in subject choice and careers advice as a key part of our whole school curriculum
- including the gender equality duty in the way we plan for school improvement
- building on our positive work around the Healthy Schools initiative
- investigating and addressing complaints of sexual and sexist bullying, harassment and violence from staff.
- Providing opportunities for both positive male and female role models

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- Analysing the achievement of boys and girls

### **Our objectives**

#### **By the end of Year 1 we will have:**

- identified the key gender equality issues for our school
- publicised actively our procedures to eliminate harassment and discrimination on the grounds of gender in education and employment.
- ensured that incidents of sexist bullying and harassment are recorded
- ensured that any gender issue arising from discretionary payments made to staff are immediately addressed.
- Developed ways to encourage fathers to become involved in their child's education

#### **We will do this by:**

- gathering relevant information and using to inform gender equality actions
- analysing pupil achievement data by gender
- consulting with relevant people and using that information to identify gender equality objectives/actions.
- raising awareness of this scheme and its aims through training, parents' meetings, our newsletter, staff meetings and curriculum.
- nominating a senior member of staff to co-ordinate the monitoring of sexist bullying
- monitoring allocations of discretionary payments

#### **By the end of Year 2 we will have**

- assessed the impact of our policies and practices that have a high relevance in promoting gender equality on our pupils, staff and governors (exclusions, behaviour policy)

#### **We will do this by:**

- gathering and using information on how our policies and practices affect gender equality in the workforce and delivery of services
- working with our partners, community groups and The Learning Trust to support developments in recruitment and retention of men in primary schools and early years settings.

#### **By the end of Year 3, we will have:**

- assessed the impact of those policies and practices that have not been assessed in Year 2.
- ensured that our sub-contractors are support us in meeting the gender equality duty.

#### **We will do this by:**

- amending existing equal opportunities/diversity conditions in contract to
- comply with gender equality duty.

### **Monitoring, review and evaluation**

Evaluation and review of this scheme will be carried out in line with our school Transformation Plan.

Monitoring and review of the scheme will be done as part of our self-evaluation as progress towards meeting this duty is a key part of school performance.

This scheme will monitor by gender in a range of areas including:

- pupil achievement
- exclusions
- recruitment, retention and career development of disabled staff
- participation

### **Reporting on progress**

This scheme will be reviewed annually and the main findings will be reported to parents in the school profile and to the full governing body.