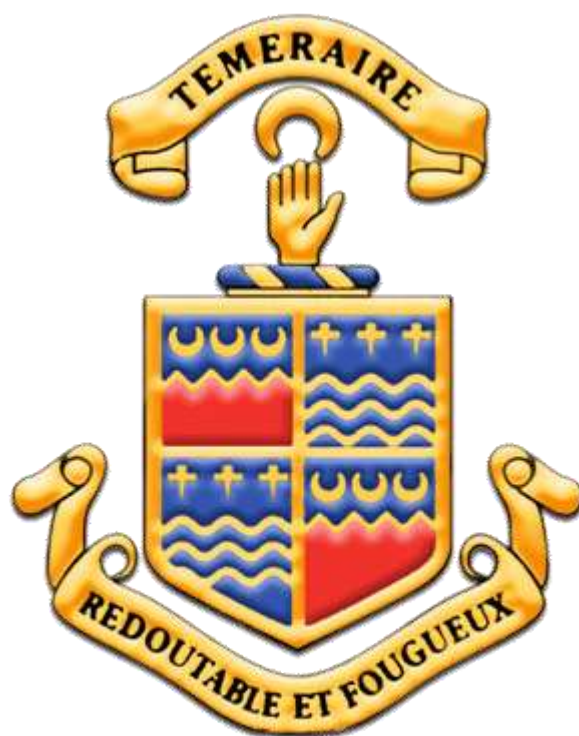


# THE HARVEY GRAMMAR SCHOOL



Founded 1674

## RACE EQUALITY POLICY

Adopted September 2014

## RACE EQUALITY POLICY

The Harvey Grammar School is committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. The school strives to prepare all students for living in a multi-cultural and multi-ethnic society and will strive to promote racial equality in all dimensions of the school's life and community.

We will:

- take positive action to eliminate racial discrimination and harassment
- promote equality of opportunity for all members of the school community
- promote good relations between people of different racial groups

Cultural and ethnic diversity will be valued in the curriculum, in the school workforce, the governing body, the parental body and the student body. We will ensure that the culture and ethos of the school place equal value on the diverse racial faith and ethnic groups, cultural and linguistic heritage represented in our society.

We acknowledge and value all ethnic and national groups represented in the school community.

We recognise that we live in a multi-cultural and multi-faith community and we will strive to recruit a workforce to reflect this.

We endorse the recommendations of the Stephen Lawrence Inquiry Report.

We accept the definition of racism and institutional racism included in the Stephen Lawrence Inquiry Report:

**Racism** – Conduct or words that either advantage or disadvantage people on the basis of their colour, culture or ethnic origin.

**Institutional racism** – The collective failure of an organisation to provide an appropriate and professional service to people on the basis 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.

We will ensure that all members of the school community will have the opportunity to improve their own understanding of race equality and understand their personal responsibility to promote race equality.

## SCHOOL POLICIES

All school policies will have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

## **CURRICULUM**

The Harvey Grammar School provides a broad and balanced curriculum for all students. The school accepts the three principles in the statutory inclusion statement for the National Curriculum:

- setting suitable learning challenges for all students
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and group of students

We recognise that citizenship presents opportunities for encouraging respect for diversity.

Our curriculum leaders are responsible for ensuring that their subject programmes/schemes of work raise awareness of multi-cultural issues and challenge stereotypical views of different racial groups and nomadic communities. In the purchase of resources, our curriculum leaders will ensure that materials reflect and celebrate ethnic and cultural diversity.

## **TEACHING AND LEARNING**

The Harvey Grammar School strives to ensure that teaching and learning styles include and raise achievement of all students.

- We will ensure that methods of assessment are culturally neutral and do not disadvantage students for whom English is an additional language.
- We will ensure that the setting and grouping arrangements raise achievement of all students and do not reinforce negative stereotypes or lower the self-esteem of students.
- Teachers will seek opportunities to introduce activities that demonstrate the value of other cultures and encourage students to discuss race equality.

## **COMMUNITY CONSULTATION AND PARTNERSHIP**

The Harvey Grammar School is committed to working in partnership with local minority ethnic community groups and promoting racial harmony.

- We will be pro-active in encouraging representation on the school governing body to ensure it reflects the ethnic profile of our school population and the community.
- We will welcome minority ethnic community and faith groups by inviting them to join in the celebration of cultural and religious festivals in our school.
- We will be pro-active in recruiting community volunteers to ensure the school's volunteer profile reflects the ethnic profile of the school population and community.
- We will take positive action to ensure that communication is accessible to all.
- We will ensure that all community groups using the school building are aware of our Race Equality Policy.

## **RACIAL INCIDENTS**

The Harvey Grammar School will not tolerate any form of racial harassment or abuse.

We accept the definition of a racial incident as included in the recommendations of the enquiry into the death of Stephen Lawrence:

**Racist Incident** – A racist incident is any incident that is perceived to be racist by the victim or any other person.

The school has a racial incidents policy and procedure (attached as Appendix 1). The Headteacher is responsible for implementing the procedure and ensuring that all members of the school community are aware of, and understand, the policy.

## **ETHNIC MONITORING**

The Harvey Grammar School will ensure that ethnic monitoring of the pupil population and the workforce is undertaken positively to ensure equality of opportunity and high achievement for all groups.

The Headteacher will ensure that all staff involved in recruitment, staff development and admissions receive appropriate training and understand the process and rationale for collecting data on ethnicity.

The Headteacher will ensure that data on the ethnic profile of the school is used to monitor the impact of policies on students, staff and parents from different racial groups.

## **MONITORING AND REVIEW**

Monitoring and review of all policies will inform the development of a Race Equality Action Plan for the school. The Harvey Grammar School is committed to monitoring by racial group:

- Admissions
- Attainment in all curriculum areas
- Key Stage 4 option choices
- Attendance
- Racist Incidents and action taken
- Selection and recruitment of staff
- Staff development
- Exclusions
- Awards and rewards
- Disciplinary sanctions
- Participation in extra-curricular activities
- Attendance at parental consultations
- Governing body representation and retention

The Headteacher will assign responsibilities to staff for each area.

Leadership Group members and Heads of Department will use the questions provided by the CRE in the Statutory Code as a focus for evaluating policies.

## **REVIEW OF THE RACE EQUALITY POLICY**

The Race Equality Policy will be reviewed annually. As part of the review process, the school will draw up a race equality action plan for the following year, highlighting key issues for action and responsibilities. This will be incorporated within or appended to the School Improvement Plan.

It is the responsibility of all members of the school community to:

- promote race equality and support the implementation of the Race Equality Policy, including the Racial Incidents Reporting Procedure
- behave in a manner which respects and values cultural and linguistic diversity
- challenge and eliminate racial discrimination, racial harassment and racial abuse.

## The Harvey Grammar School

# RACIAL INCIDENT REPORTING POLICY & PROCEDURE

*This procedure is an integral part of the Race Equality Procedure for The Harvey Grammar School*

### 1. Definition of a racial incident

The Harvey Grammar school has adopted the following definition of a Racial Incident:

**“A racist incident is any incident which is perceived to be racist by the victim or any other person.”**  
(Recommendation 12 of the Stephen Lawrence Inquiry)

**A racist incident may be perpetrated against individuals on the basis of their race, colour, nationality, culture, language or religion.**

Like the Police, the LEA and other public authorities, we have a commitment to investigate any incident believed to be racist. It should be noted that the definition includes all groups and is not confined to a person's race or skin colour. As such, it requires effective listening supported by impartial investigation procedures that allow both the victim and the alleged perpetrator to be given a fair hearing.

Incidents will be investigated and recorded when there has been a perception of allegation that there was an incident, even if it is found that they were unsubstantiated. Examples of racial incident are:-

- Derogatory name-calling, insults, racist jokes and innuendo, and degrading or demeaning behaviour.
- Verbal abuse and threats.
- Derogatory comments or racist remarks in the course of discussion.
- Racist graffiti.
- Provocative behaviour such as wearing racist badges or insignia.
- Racist comments in the course of discussions.
- Ridicule of an individual's religious or cultural differences, eg food, music, dress, religion, language etc.
- Bringing racist materials such as leaflets, comics or magazines onto school premises.
- Attempts to recruit others for racist groups or organisations.
- Physical assault which is racially motivated.
- Use of weapons which is racially motivated.
- Damage caused to a person's property which is racially motivated.
- Incitement to others to behave in a racist way.
- Refusal to cooperate with others because of their ethnicity, religion or language.

### 2. Roles and Responsibilities

- The governing body is responsible for monitoring the policy.
- The Headteacher is responsible for implementing the policy and procedures.
- All members of the school community are responsible for following the procedures.
- The LEA will advise schools on the management of racial incidents and the findings from its monitoring.

### 3. Recording the Racial Incident Investigation

The Headteacher has overall responsibility (which may be delegated to an appointed senior member of staff) for managing racial incidents. He will ensure that the school has:

- Made it a requirement to investigate, record and report where there is a perception that a racial incident may have taken place.
- Communicated the school's commitment to tackling racial incidents to all members of the school community, including provision for this procedure to be made available in community languages where appropriate.
- Completed the Racial Incident Monitoring Form as soon as possible after an incident has taken place.

The Racial Incident Monitoring Form should be kept in a confidential central file for internal monitoring purposes. It should not be sent to the LEA. These forms will be kept for 25 years.

There will be a central record of all racial incidents.

### 4. Management of Racial Incidents

#### (a) Considerations for All Incidents:

- Investigate the incident thoroughly.
- Record the incident on a Racial Incident Monitoring Form in any instance where the victim or perpetrator is a student.
- Keep the situation under regular review to ensure that any harassment, abuse or victimisation has stopped and that the victim feels safe.
- Consider any curriculum implications, including the need for a special assembly or changes to the school's behaviour code or other policies.
- Support for the victim (if a student). *See 4b*
- Support for the alleged perpetrator (if a student). *See 4c*
- Consider if there is a child protection issue in this case.
- Consider seeking advice from the Local Education Officer.

#### (b) Support for the Victim (if a student)

- Take appropriate action to offer support to the victim.
- Meet with the student's parent(s)/guardian/carer to discuss the matter and explain the action taken. An interpreter/translator may be needed at the meetings.
- Reinforce the school's commitment to tackling racist incidents.

#### (c) Support for the alleged Perpetrator (if a student)

- An appropriate member of staff should intervene and take immediate action, for example, separating the victim(s) from the perpetrator(s).
- Any racist behaviour should be challenged immediately. The perpetrator should be told that his/her behaviour is unacceptable and will not be tolerated.
- Appropriate action should be taken to support, educate and monitor the behaviour of the perpetrator to ensure that the racist behaviour will not be repeated.
- The incident should be reported to the Headteacher and he should decide whether any further action needs to be taken, including notifying the police and informing the parent(s)/guardian/carer of the relevant student(s) of any investigation and the outcome.
- The Headteacher should consider the use of a full range of sanctions including the use of fixed term or permanent exclusion.
- Discuss the incident with the alleged perpetrator's parent(s)/guardian/carer (if appropriate) and reinforce the school's commitment to tackling racial incidents.

#### **(d) Dealing with Members of Staff as alleged Perpetrators or Victims**

All members of staff are required to abide by the school's Equal Opportunities and Race Equality Policies. Substantial racial discrimination by any members of staff towards students may be considered as misconduct and the perpetrator may be subject to disciplinary action. In the event of such an allegation being made against a member of staff, the Headteacher or his nominee should investigate the allegation in accordance with the relevant Disciplinary Procedures. All members of staff have the right to use the school's Grievance Procedure if they suffer discrimination and cannot get satisfactory management support.

The governing body and Headteacher have a duty of care towards employees and must ensure that they address any complaints from employees about discrimination by students, parents or colleagues, and provide appropriate support and referrals as necessary.

#### **(e) Dealing with Members of the Public as alleged Perpetrators**

Racially motivated conduct by members of the public requires an immediate response. The following procedure is to be followed in cases of racial incidents involving a member of the public:

- The incident to be reported to the Headteacher as soon as possible.
- The police to be informed of incidents involving violent, threatening or abusive behaviour.

#### **5. Managing the impact of racial incidents in the school and the community**

- Racist graffiti or slogans should be reported and removed immediately or within 24 hours.
- Racist literature, badges and insignia should be confiscated immediately, giving a clear explanation setting out the reasons why the property has been confiscated. The confiscated property should be handed to the police in criminal proceedings or returned to the student or his/her parent(s)/guardian/carer at an early opportunity, as appropriate. A member of staff may not deliberately destroy a confiscated item unless such action is necessary in the immediate interests of safety.
- If the incident has caused damage or is seen as a threat of damage to a person or property, it may be appropriate to call a special meeting either with staff only or with students to discuss what has happened. Support and advice may also need to be sought from the Local Education Officer, the police, the local Racial Equality Council, a Victim Support group or another appropriate agency.

#### **6. Reporting to the Police**

- Violent, criminal or other serious racial incidents may be reported to Kent Police. This applies to all racial incidents brought to the attention of the school, regardless of the relationship of the parties to the school. Kent Police have the discretion to decide to pursue action based on incidents.

Violent, criminal or serious incidents should also be reported to the LA through the Local Education Officer.

#### **7. Reporting information to Parents, Governors and the LA**

The governing body will:

- receive a termly report on any racial incidents in the Headteacher's report to governors. This should include the number of incidents investigated and an overview of actions taken.

The school will report annually to the LA on racial incidents during the preceding year. The LA will send a data collection form to the school for this purpose and ensure that schools, together with LA officers, are informed of the outcomes of its monitoring, so that any trends or concerns can inform school planning and curriculum development.