

## Hawthorn Tree School

Reviewed and updated term 4-2016.

### Policy for Race Equality

#### The Schools Aims, Values and Commitment to Race Equality

##### Mission Statement

*'Hawthorn Tree School is committed to a partnership between school, parents and children and to providing an entitlement to learning for all. To value the Self, a respect for Others and the Environment and to develop in pupils an effective awareness of the responsibilities and rights of Citizenship. Our school aims to foster a commitment to the virtues of truth, justice, honesty, trust and a sense of duty'.*

This Race Equality Policy enables Hawthorn Tree School to meet its general duty laid down in the Race Relations (Amendment) Act 2000 and the principles and policy Lincolnshire CC Guidance 'Dealing with & reporting racist incidents in school' 2007. We aim to pay due regard to:

- Eliminating unlawful discrimination
- Promoting equal opportunities; and
- Promoting good relations between people of different racial groups

We recognise that it is no longer sufficient for our school to prevent racial discrimination but that we must now actively promote equality.

Through the delivery of the National Curriculum and the opportunities Citizenship presents our school will aim to:

*'Prepare all pupils for life in a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds'*

We will deliver our aims by:

- Ensuring everyone in our school is treated with respect and dignity
- Creating a school ethos which values diversity, promotes equality and remove barriers to learning
- Encouraging everyone in the school community to fully participate in the school programme of events
- Having high expectations of all pupils regardless of ethnic origin, religion, culture and life style
- Identifying and removing all practices, procedures and customs which are discriminatory and ensure that racial equality is included in all our development planning and through all our policies
- Monitoring and reviewing all practices and procedures to help us to identify where there are inequalities between different ethnic groups.

Hawthorn Tree School recognises:

- that **minority ethnic groups include Gypsy Travellers, refugees, asylum seekers and less visibly minority groups e.g. Irish.**
- that immigrants and their descendants have made an important contribution to Britain.
- the inclusive nature of the National Curriculum 2014 and the opportunities it presents for encouraging 'respect for diversity'.

- a racist incident as ‘ **any incident which is perceived to be racist by the victim or any other person**’ and will follow the procedures outlined in the Lincolnshire Reporting Racist Incidents Handbook March 2016.

### **Development, Consultation and Review**

This policy is being shared with all present members of the school community including parents and pupils through the representative from the School Council.

All new parents and pupils will be made aware of this policy and the school’s commitment to race equality through the School Prospectus.

Requests for translation and/or interpretation of this policy will be met.

The Governing Body of our school will ensure that:

- the policy is implemented through a Race Equality Action Plan and is recognised in the School Development Plan.
- the impact of the policy is regularly reviewed through the school’s arrangement for policy review and self-evaluation.

Hawthorn Tree School has agreed to use the Moderated School Self Evaluation Review as a means of auditing race equality within our school and the results will be used to:

- set race equality targets
- write an action plan to ensure targets are met
- make the policy and targets known to all school staff, pupils and parents
- monitor pupils performance by ethnicity

### **The implementation of the final policy will be seen through:**

- the school handbook
- newsletters/letters to parents
- school events
- school board meetings
- displays around the school
- conduct of staff, pupils and parents
- the daily life and work of our school
- Collective Worship, Citizenship and PSHE

### **Impact Assessment**

Under the specific duties laid down in the Race Relations Amendment Act 2000, the school will assess the impact of all their policies including the Race Equality Policy on pupils, staff and parents from different racial groups. In particular the school will assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups.

The school will also **monitor** the following areas by ethnic group:

- pupils attainment and progress
- exclusion
- racism, racial harassment and bullying
- curriculum, teaching and learning (including language and cultural needs)
- punishment and reward
- membership of the school board and parent teacher association
- parental involvement
- attendance for all groups

## **School Characteristics**

### **Hawthorn Tree School, the School Context and Ward Data**

The school serves the south Lincolnshire market town of Boston (population 75,000 – growing rapidly) and draws substantially on two of Boston’s electoral Wards. One of these Wards is Fishtoft which is the immediate area surrounding the school and to the east. The indices of social deprivation for Fishtoft is mid range for Lincolnshire. The other Ward, Skirbeck (with Central ward) lies to the East of the school and runs into Boston to include the Docks area and some of the central housing areas of the town. The school over the years has had a rising population from pupils deriving from the Skirbeck Ward and a corresponding falling population from the Fishtoft Ward. The 2008 report by Boston Borough Council, 'Poverty, Deprivation and Social Exclusion in Boston', reported that although Boston suffers average levels of deprivation compared to all English local authorities, there are small intense pockets of poverty. Of the twenty most deprived wards in Lincolnshire, two are in Boston (Fenside 12th and Central 17th most deprived). Central and Skirbeck wards also demonstrated multiple issues across a range of general indicators. Boston Central Ward has a Council Tax Benefit Recipient (% households) of 27.24%/ Families with children and no earner 13.3%/ Households with Lone Parent Heads 14.6% (the 5th highest percentage ward in Lincolnshire). The schools representation of groups from a wide range of ethnic and racial groups has been comparatively low but has been growing over recent years to 21% in 2016. Our school seeks to actively bring experiences and links to the wider world wherever possible.

### **Pupils and Organisation**

Our school draws pupils from a catchment area which is demographically made up of predominantly white British. There are no Traveller pupils in the school at present. Recently there has been an increase in the number of pupils entering the school from Minority Ethnic groups, a trend which represents the generally increase in diversity of the local population. Some of the Minority Ethnic pupils and their parents at the school have English as an additional language and speak their first language at home. Although the number of Ethnic Minority pupils in the school is small (11.3% of the school population Jan 2013), we recognise the need to address any issues of inequality and discrimination that may be occurring and promote diversity and global awareness throughout our school for the benefit of all pupils, staff and members of the local community including Ethnic Minorities and all Travellers.

There have been a small number of incidents of racism in our school. These have been dealt with seriously and this policy will help us to address any causes and issues arising.

Hawthorn Tree School is a school that prides itself in its efforts to make everyone feel welcome and be as inclusive as possible. We are aware that we may not have the involvement of some parents particularly those from an Ethnic Minority that we would wish for. Through this policy we will strive to improve this.

## **Roles and Responsibilities**

<b>The governing body is responsible:</b>	<b>The governing body will:</b>
<ul style="list-style-type: none"><li>○ for ensuring that the school fulfils its legal responsibilities including those arising from the Race</li></ul>	<ul style="list-style-type: none"><li>○ maintain an overview of implementation of the race equality policy and racial equality will be a regular agenda item at governor meetings</li></ul>

<p>Relations Amendment 2000 Act and that the school complies with the Race Relations legislation, including the general and specific duties arising from the Act</p> <ul style="list-style-type: none"> <li>○ With the assistance of the Headteacher, ensuring that the policy and its related procedures and strategies are implemented</li> </ul>	<ul style="list-style-type: none"> <li>○ in partnership with school management, will promote racial equality and good race relations and tackle unlawful racial discrimination.</li> <li>○ with the Headteacher, ensure that ethnic data is collected on pupils and employees.</li> </ul>
<p><b>The Headteacher is responsible:</b></p>	<p><b>The Headteacher will:</b></p>
<ul style="list-style-type: none"> <li>○ for ensuring that the policy and its related procedures and strategies are implemented on a day to day basis.</li> <li>○ for monitoring and assessing the impact of the Race Equality policy.</li> <li>○ for monitoring the impact of all school policies on pupils and parents from Minority Ethnic backgrounds.</li> <li>○ for ensuring that all staff are aware of their responsibilities and are given appropriate training and support to enable them to fulfil their responsibilities.</li> <li>○ for taking disciplinary action against staff or pupils who racially discriminate in line with the guidance provided in the Reporting Racist Incidents Handbook</li> </ul>	<ul style="list-style-type: none"> <li>○ Integrate race equality work within the development planning of the school.</li> <li>○ Deal with reported incidents of racism and racial harassment.</li> <li>○ Ensure compliance with the Race Equality Policy and Equal Opportunities Policy.</li> <li>○ Ensure there is a clear agreed understanding of definitions and terms of reference with regard to racism and racist behaviour as outlined in <b>Reporting Racist Incidents Handbook</b>. These will be made explicit to the whole school community – staff, pupils and parents.</li> <li>○ Provide the Education authority with information regarding: <ul style="list-style-type: none"> <li>1. racial incidents</li> <li>2. attainment of pupils by racial group</li> <li>3. recruitment of staff by racial group</li> </ul> </li> </ul>
<p><b>Members of the working party are responsible for:</b></p>	<p><b>Members of the working group will</b></p>
<ul style="list-style-type: none"> <li>○ coordinating work on race equality</li> <li>○ ensuring that race equality is explicit in all other policies</li> <li>○ identifying training needs</li> </ul>	<ul style="list-style-type: none"> <li>○ report to the Head teacher of the developments in relation to race equality</li> <li>○ regularly report to all staff of process made in relation to race equality issues in the school.</li> <li>○ with the Headteacher, assess the impact of all policies on pupils from Minority Ethnic backgrounds</li> </ul>

	<ul style="list-style-type: none"> <li>○ support subject leaders/ Key Stage Coordinators, to ensure that race equality is addressed in the curriculum and in extra-curricular activities.</li> </ul>
<b>All school staff are responsible for</b>	<b>All staff are aware of:</b>
<ul style="list-style-type: none"> <li>○ ensuring that pupils from all racial groups are included in all activities and have full access to the curriculum.</li> <li>○ Promoting racial equality and diversity through teaching and the relationships they develop with pupils, staff, parents and the wider community.</li> <li>○ Curriculum design which actively seeks opportunities in the planning and delivery of the curriculum for pupils to address issues of race and prejudice.</li> </ul>	<ul style="list-style-type: none"> <li>○ How to deal with racist incidents, and how to identify and challenge racial bias and stereotyping.</li> <li>○ Their duty to promote good race relations and challenge discrimination</li> <li>○ The need to keep themselves up to date with race relations legislation.</li> <li>○ The need to acknowledge and confront their own biases and potential for prejudice and assumption.</li> <li>○ The need to take up CPD opportunities to extend their knowledge of race equality within the context of their post.</li> </ul>
<b>All pupils are responsible for:</b>	<b>The pupil council will</b>
<ul style="list-style-type: none"> <li>○ Promoting good race relations practice.</li> <li>○ Displaying tolerance and respectful attitudes towards all racial groups.</li> <li>○ Reporting racist incidents to appropriate staff.</li> <li>○ Challenging racist behaviour and remarks</li> <li>○ Encouraging the involvement of all pupils including minority ethnic pupils in the activities.</li> </ul>	<ul style="list-style-type: none"> <li>○ As appropriate to our KS1 and 2 School Council and with the support of staff, promote cultural festivals and events that are important to all pupils including minority ethnic groups.</li> <li>○ Encourage and welcome membership from minority ethnic groups.</li> <li>○ be familiar with the aims of the school in view of the race equality developmental work.</li> <li>○ report back to the Head on the views of pupils in relation to the race equality work taking place in the school.</li> <li>○ Develop links with the wider communities including the local minority ethnic groups.</li> </ul>
<b>All parents/carers are responsible for:</b>	<b>The Parent Teacher Association will</b>
<ul style="list-style-type: none"> <li>○ promoting good relations practice.</li> <li>○ displaying tolerance and respectful attitudes towards all racial groups.</li> </ul>	<ul style="list-style-type: none"> <li>○ act as the school advocate for race equality issues</li> <li>○ collect and disseminate information in relation to race equality.</li> </ul>

<ul style="list-style-type: none"> <li>○ supporting the school in promoting race equality initiatives.</li> <li>○ challenging their children's and other members of the communities attitudes and behaviour towards other racial groups.</li> </ul>	<ul style="list-style-type: none"> <li>○ Be sensitive to minority ethnic groups when organising events.</li> <li>○ Encourage and welcome membership from all racial groups.</li> <li>○ Promote cultural festivals and events that are important to all families and their communities including ethnic minority groups.</li> </ul>
<b>All visitors and contractors are responsible for</b>	<b>All visitors and contractors will</b>
<ul style="list-style-type: none"> <li>○ adhering to School's Race Equality Policy</li> </ul>	<ul style="list-style-type: none"> <li>○ be informed of the school's Race Equality Policy</li> </ul>

### **Key Areas in Promoting Race Equality**

It is our duty to promote race equality in all areas of the school. Within the key areas we have set out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations. Our annual self review through the LA/ CfBT Annual Report, will allows us to challenge ourselves on the commitments we have outlined and identify areas of improvement.

#### **Curriculum**

- The curriculum and the resources used reflect and promote ethnic, cultural and religious diversity.
- Schemes of work identify good role models achievements, interests and issues relevant to a range of ethnic minorities.
- Information on the ethnicity, background and language needs is made available to staff to inform planning and department discussion.
- Subject leaders provide guidance and examples of good practice for colleagues in ensuring that race equality is considered across the whole curriculum.
- The EMAS Service and TES provide advice and support on catering for language and cultural needs of students, and strategies for raising attainment.
- Our partnership with parents draws on their expertise and enriches the curriculum

#### **Attainment, progress and assessment**

- Pupil attainment and progress in individual subjects and across all stages will be monitored by ethnicity and by other subdivisions e.g. gender. Data will be evaluated to identify trends and patterns of achievement and underachievement.
- Information collated from the ethnic monitoring will inform school planning and action will be taken to remove any disparities in performance between different groups of pupils.
- All forms of achievement will be recognised and celebrated by the whole school.
- All forms of assessment will be monitored to ensure that they are, as far as possible free, of cultural or linguistic bias.
- We will endeavour to formulate a true assessment of all EAL pupils in the school through alternative assessment methods including using first language.

- Teaching staff will work with members of the EMAS Service to provide targets for pupils with English as an additional language which are provided for all appropriate staff

### **Admissions**

- Our admissions policy recognises the need for flexibility when considering admissions of Travellers as outlined in the information provided by the DfE.
- Our admissions policy and criteria do not disadvantage pupils from any particular religious or racial groups and action will be taken to remove any inequalities which are identified.
- Parents are encouraged to provide information on their children's ethnicity, first language and religion and this is included in our admission forms.
- The admissions process will be monitored by ethnicity to ensure that it is administered consistently and fairly.
- Confidentiality will be respected in accordance with provisions made in the Data Protection Act.

### **Attendance**

- We expect good attendance of all pupils and work together with staff, pupils, parents/carers and the Education Welfare Service to ensure that high levels of attendance are maintained.
- We monitor attendance and take action to reduce any identified differences between different groups.
- Staff who follow up absence are knowledgeable and sensitive to relevant community cultural and religious issues.
- The school respects staff and pupils' rights to take time off for religious observance.
- The school we make provision for pupils on extended leave to cover missed work.
- The school will work with parents/carers on raising awareness of their responsibilities in relation to pupil attendance and absence.

### **Behaviour, Discipline and Exclusion**

- The school will work with EMAS/TES and Behaviour Support to identify and deal with pupil behaviour patterns which are linked to linguistic and cultural as well as emotional and educational needs.
- Our procedures for managing behaviour and discipline however, are fair and applied equally, irrespective of ethnicity.
- The school will ensure that all pupils, staff and parents are aware of the criteria used in connection with exclusions and that they are clearly understood. Action will be taken if exclusions are found to be inconsistent and unfair.
- The school will consider each individual situation of exclusion and work with parents/carers and outside agencies who can provide additional information and advice in order to design an appropriate reintegration programme for the pupil concerned. This programme will take into account his/her personal experiences, cultural values and educational needs.

### **School Ethos**

- The school values all its pupils and takes positive action through the curriculum, assemblies, citizenship, school events to ensure that all minority ethnic pupils, parents and staff perceive themselves to be valued members of the school community.

- All pupils, parents and staff are afforded opportunities to review and comment on policies, procedures and the ethos of the school.
- Through the Access policy, the school recognises the rights of parents to receive information in a language they understand. Interpreters will be used and material will be translated on request and when the school feels communication may be impaired without this support.
- Parents/carers are welcome and respected in the school and are encouraged to participate as fully as possible.
- The school enables community groups to use its facilities for after school activities and these are equally for use by all ethnic groups.
- Equality and fairness is at the heart of all the work of the school.

### **Learning and Teaching**

- All parents are regularly informed of their child's progress and the school will use the means necessary to communicate this to parents with English as an Additional Language.
- The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all ethnic groups.
- Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic differences, cultural diversity and racial equality.
- Staff, parents and pupils are supported in understanding the purpose and processes of anti-racist education in the school.
- Staff will assess the impact of race equality education on pupils.
- Where appropriate, resources will be chosen for their strength in reflecting multi-culturalism, providing a global perspective and challenging racism and prejudice.
- Through support from the EMAS Service, and the Library Service, the school will seek to provide community language/dual text books in order to facilitate pupils' development of literacy in first language and ultimate achievement.
- Positive role models from black and minority ethnic communities are provided to pupils through visits from the local community and specialist in all subject areas.
- The school will aim not to be tokenistic in its recognition of contributions from minority ethnic communities and will ensure that relevant resources are available in all areas of the curriculum.
- The school welcome the support and advice provided from outside agencies e.g. on provision for pupils speaking English as an Additional Language and will build on the skills, knowledge and resources that are provided.

### **Combating Racism (discrimination and harassment)/ Antiterrorism and the Prevent agenda**

- Our school strongly opposes all forms of racism, racial prejudice, racial harassment and racial discrimination.
- The school will use the procedures for dealing with, recording and reporting racial incidents which are outlined in the Dealing and Reporting Racial Incidents Handbook (2016).
- The school will ensure that all staff, pupils, parents and members of the community are aware of our commitment to anti-racism and are familiar with the procedures that will be taken.
- The school will support the LA in any initiatives that are put in place to strive towards eliminating racist incidents.
- The school will celebrate positive actions made by pupils/groups of pupils in their support in combating racism.

- The school strives to eliminate racial discrimination and promote racial equality and good race relations across all areas of school activity.

### **Staff recruitment, Training and Professional Development**

- All new staff and governors will receive an input on race equality in our school during their induction and will be made aware of the commitment through this policy.
- The school will ensure that race equality and its implementation will be available on the staff training plan.
- The school has procedures to ensure that applicants for jobs, promotions or professional development opportunities are not discriminated against on racial grounds.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place.
- Applications for posts, training and promotion opportunities will be monitored by ethnicity that information will be supplied to the LA.

### **Breaches of the Policy**

- Breaches of the policy will be dealt with using the normal complaint procedures appropriate for the type of breach.
- For most types of breach of policy in the first instance the Headteacher will intervene to ensure compliance.
- The first approach would usually be to bring about resolution, reconciliation and address the issue concerned rather than further conflict.
- Staff breaches of policy will be dealt with by normal school disciplinary procedures.
- The governors' disciplinary panel can hear breaches of policy regarding student pastoral care and discipline issues
- The school will call on the expertise of the LA for support in dealing with breaches of the policy.

**Date: 4-2016**

### **Appendices**

22-3-16

#### **EMTET Lincolnshire email to all County Schools**

The Ethnic Minority and Traveller Education Team would like to mark this year's International Day for the Elimination of Racial Discrimination (**22nd March**) by publicising updated guidance document for schools on dealing with and responding to racist incidents.

With the safeguarding responsibility and the public sector's equality duty comes an obligation to protect children from racial discrimination and to educate on the issues of equality and diversity. Racism, in all its forms and guises, presents a real issue to children and young people's wellbeing and academic achievement, therefore educators and practitioners must ensure they are able to respond to racist incidents timely and adequately and that all steps are being taken to prevent such situations from occurring.

This new, updated version of "**Dealing with and responding to racist incidents**" document has been created to help schools fulfil their duties and to create a consistent approach to dealing with racist discrimination in education.

For further advice please contact

**EMTET**

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