



The White Hills Park Federation Trust
A Culture of Excellence

Race Equality Policy

Updated: March 2017
Review: April 2019

Federation Aims

The Federation aims to ensure that:

1. The students will see the value of learning and will see lots of opportunities to learn.
2. The students will discover how they can play an active role in business and enterprise.
3. The Federation will be a safe and stimulating learning environment.
4. The Federation will be respected in the community as a welcoming, positive and successful establishment.
5. The management of the Federation will be clear, confident and accessible.
6. The people who work at the Federation will feel valued.

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

The Race Relations Act 1976 (amended in 2000)

The Federation has a statutory general duty to work to eliminate unlawful racial discrimination, and to promote equal opportunities and good race relations. The duty is not optional and the Federation has to meet it even if there are only a few pupils from ethnic minority backgrounds.

Outcomes of meeting the duty are that pupils, parents and guardians from all ethnic backgrounds are equally satisfied with the Federation and that the Federation reflects the ethnic backgrounds of the community it serves. All pupils should have the opportunity to achieve their full potential. Staff from all ethnic backgrounds should be satisfied with the way the Federation is run. The Federation should work well with appropriate organisations and be respected for its commitment to promoting race equality and good community relations.

Pupils attainment and progress

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

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

Who is responsible

The Deputy Headteachers : Inclusion
EMAG teaching assistant
Federation Directors of Learning
Inclusion Leaders
Subject Teachers

Curriculum teaching and learning (including language and cultural needs)

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

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

Specific cultural needs should be catered for and respected within the Federation community. For instance, modifications to the school uniform can be made to accommodate religious and cultural requirements.

Who is responsible?

Head of College
Federation Directors of Learning
Subject teachers

Careers

Advice and help offered to pupils by will take into account the specific needs of individual pupils in terms of cultural or religious requirements or wishes. Specific opportunities and events, such as Careers Fairs targeting pupils from ethnic minorities, will be made available when appropriate.

Promoting good race relations in the Federation and in the local community

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

- Student councils
- Pupil suggestion box
- Modern Studies curriculum
- Assemblies

- Curriculum topics
- Staff development
- EMAG

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

- Visits to other countries
- Links with other communities e.g. a Federation in Germany
- A 'Multicultural Day'
- Celebration of festivals
- Heartstone project to challenge racial intolerance

Involving parents and the community

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

Monitoring

The Federation monitors pupil perceptions of race relations and equal opportunities in the Federation by:

- Interviews with the EMAG support teacher
- Questionnaire to all students

The Federation monitors pupil performance by ethnicity and reports findings to the Directors.

Pupil behaviour, discipline and exclusion

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

Exclusions will be continually monitored by the Directors through the Headteacher's report to ensure that reasons for exclusion are based on sound and fair reasoning and follow LA and Federation guidelines.

Who is responsible?

- All staff
- Federation Directors of Learning
- Inclusion Leaders
- Deputy Heads' : Inclusion

Racial harassment and bullying

Accusations of racial harassment or bullying must never be ignored. Pupils can report racial harassment or bullying by:

- telling a member of staff (either verbally or on paper)
- telling a peer mentor
- via the Pupil Suggestions Box.

Staff must report incidents to the Executive Headteacher.

Examples of racial incidents

A racist incident is any incident which is perceived as racist by the victim or any other person. Examples could include:

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

Dealing with a racial incident

The member of staff who first deals with the incident fills in the Racial Incident Report Form (available in the staff room) in consultation with the pupil and takes appropriate action, passing the completed form on to the named person as quickly as possible. (They may wish to discuss action with this person before completing the form). The named person for recording racist incidents is the Executive Headteacher. If the information has come via The Pupil Suggestions Box the Deputy Head Inclusion will complete the form and ensure the appropriate action is taken.

Dealing with the perpetrator

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

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

Supporting the victim

Possible responses include:

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

Some key skills and tips for challenging prejudice

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

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

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

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

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

Be mindful of what happens next with friendships and other spin-offs

Show that you are delaying judgement (in some cases) by asking questions

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

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

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

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

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

Show you are upset and hurt if appropriate

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

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

Challenging prejudiced-based (including homophobic) language: a ‘palette’ of responses

It is important that homophobic language is challenged, but the challenge or response will depend on a variety of factors including the age and understanding of the person using the language and their intention.

WHP Federation response

In our Federation we always try to be kind to each other and when you use ‘gay’ like that it is unkind.

The anti-bullying policy says that homophobic language is not tolerated.

For further help and information please refer to the LA Guidance to Schools.

Directors will receive an annual report on recorded racial incidents in the autumn term with a copy (including a nil return) to:

Nottinghamshire County Council,
Equality Education Service,
South Base,
Sir John Robinson Way,
Arnold,
Nottingham,
NG5 6DA.

Admission and transfer procedures

Applications for admittance to the Federation are in accordance with the Federation’s Equal Opportunities Policy. Applications are welcome from people of all ethnic origins.

Membership of the governing body

The Federation is keen to involve representatives of all ethnic groups in the governing body. The Federation ensures that documents informing parents of vacancies are circulated to all homes and translated as appropriate.

Staff recruitment and career development

The Federation follows Nottinghamshire LA's recruitment policy and practice for staff. In implementing these the Federation will have full regard for equal opportunities and the recruitment of staff from ethnic minority groups. All staff have equal access and opportunity for further professional development. Staff development also aims to address issues relating to racial equality in keeping with the changing nature of pupil profiles within the Federation.

The contents of this policy should be reflected in all strategies and plans. The Race Equality Policy's objectives should be picked up and reflected in other Federation policies.

For further information please refer to the Federation's Equal Opportunities Policy and Nottinghamshire Guidance For Schools: Bullying and Prejudice-Related Incidents January 2015

For a list of useful websites and resources contact:-
ecas@nottscc.gov.uk or tel 0115 854 6440