



Business &  
Enterprise



APPLIED  
LEARNING

**ST ALBANS GIRLS' SCHOOL  
BUSINESS & ENTERPRISE COLLEGE**

# Race Equality & Racial Incident Policy

Policy implemented: Autumn 2008  
Review date: Autumn 2009  
Author: Mrs C Murrell



**Gifted &  
Talented**  
Lead school



Specialist Schools  
and Academies Trust  
EXCELLENCE AND DIVERSITY

# **Race Equality and Racial Incident Policy**

## **The Act**

All schools, regardless of the number of students and staff who are from ethnic minority communities, are required under the Race Relations (Amendment) 2000 to take steps to eliminate racial discrimination and to promote race equality and good race relations.

The Race Relations Act (1976) as amended by the Race Relations (Amendment) Act 2000 places a general duty on schools as public authorities to promote race equality.

The duty means that, in everything they do, schools must aim to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

The Home Office code of practice on recording and reporting racial incidents [April 2000] requires the adoption of a single definition to be used by all agencies. The definition provided is that used by the Stephen Lawrence enquiry. Schools and children's services in a given area are required to use a common definition of a racist incident. Hertfordshire, along with most children's services follow the Home Office guidelines and define a racist incident as: "any incident which is perceived to be racist by the victim or any other person". [Preventing and Dealing with Racist Incidents Hertfordshire 2007]

This policy details the procedures the school will follow to fulfil this duty.

## **Aims and Values**

St Albans Girls' School is an ethnically diverse school with over 25% of students from ethnic minority communities. As such we respect and value the ethnic, linguistic, cultural, gender, ability and religious diversity of the community we serve. We are committed to raising the attainment of all our students with due regard to their individual, social and personal circumstances. We believe in actively promoting equality of opportunity in every aspect of the life of all students, parents and staff. We are committed to challenging racial discrimination and harassment, ensuring race equality, promoting good race relations and preparing all students for life in a culturally diverse society.

Our commitment is demonstrated through:

- Considering the impact of all of our policies on different ethnic groups;
- Fostering respect for all groups and individuals;
- Promoting positive non-discriminatory behaviour;
- Eradicating barriers in order to maximise participation and achievement of all;
- Ensuring high expectations of all;
- Drawing on the diverse experiences and skills of all students, staff and the wider community;
- Ensuring representation of the wide range of heritages in our community across the curriculum.

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 systematically assess, evaluate and regularly review the impact of our school policies on the life, attitudes and achievements of all groups and individuals amongst our students and staff.

These aims and values are implemented using the following strategies:

**i) Monitoring Student Achievements**

We collect group and individual data on attainment by ethnicity, based on the new national population census of ethnic categories, as used in Hertfordshire, the data provided by the DCSF, the Fischer Family Trust data analysis and the Raise on Line documentation. We analyse and assess this data in order to measure the school's performance, our effectiveness and to examine trends in progress and development but also to monitor the progress of all groups of students in public examinations. Students identified through academic or pastoral tracking as 'at risk' will be allocated support as appropriate (mentoring, EAL support etc). The results of such analyses are used to plan positive changes, to address the challenges they present and to maintain and develop our successes. Other areas of the whole curriculum which may have an adverse impact on students' attainment are also monitored. These include:

- Behaviour management (including exclusions)
- Racist incidents, racial harassment and bullying;
- Curriculum, teaching and learning (including responses to diverse language and cultural needs).

All incidents of poor behaviour are logged on the school information system and the number and severity monitored by the Pastoral Manager, Key Stage Co-ordinators and tutors. Any racist incident are also kept in a separate log by the Pastoral Manager. Internal and fixed term exclusions are logged on the management system by the Pastoral Manager and the ethnicity of students is recorded at the same time. Fixed term exclusions and permanent exclusions are also recorded separately by the headteacher. All exclusions are reported to the governors' Students' and Staffing committee at each meeting (3 x per year).

Racist incidents and any type of bullying incident will be reported at the same time.

If the reporting of this data raises any concerns (i.e. discrimination) then strategies will be changed after consultation with staff, parents and Governors.

**ii) Students' Attitudes, Values and Personal Development**

When sanctions are used we will punish behaviour and not students.

In the school we:

- Enable our students and staff increasingly to develop a critical awareness of diversity and equality (through staff training, PSHCE, assemblies);
- Enable our students and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination (School Council, providing leadership opportunities);
- Equip our students and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts ( PSHCE, assemblies);

- Ensure a willingness by students and staff to learn from different cultures, backgrounds, faiths and beliefs;
- Recognise the importance of language to a person's sense of identity and belonging and consider students' language abilities as a teaching and learning resource and a strength;
- Ensure that students have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual (assessment on entry, SENCO, PGT).
- Ensure that students have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions (Drama, PSHCE, RS, Assemblies).

**Monitored by HoD PSHCE, Govs students' committee and SLT bi-annually.**

### iii) **Teaching and Learning**

The school ensures that:

- Teaching methods and styles take account of the needs of students' background experiences (lesson observations, staff training);
- 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 catered for;
- The skills to learn in a range of different styles and contexts are developed and encouraged;
- The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning;
- Where appropriate, staff receive training on strategies for helping bilingual and multilingual students to improve their English;
- All students are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards;
- A positive ethos of mutual respect and trust is fostered amongst students and staff, in which all members of the school community feel valued and safe;
- Classrooms and other common spaces in the school, where work is displayed present positive and challenging images that are non stereotypical and reflect the multiethnic, multilingual and multicultural society and world;
- Learning is a collaborative and co-operative enterprise.

**Monitored by HODs/HOFs/governors students committee and Assistant head for T and L [termly]**

### iv) **The Curriculum**

All teachers ensure that curriculum content and resources and classroom environments present and value Britain as a culturally diverse society and develop students' understanding of the wider world. In presenting this diversity, all staff and volunteers take care not to present different cultures in stereotyped ways.

All teachers develop the dimension of cultural diversity as appropriate to their subject and care responsibilities. Collectively the school curricula:

- Supports the development of personal, social and cultural identities in all students;
- Teaches students respect and value for diversity;

- Teaches students the nature of cultural diversity in Britain and globally;
- Teaches students the nature of inequality as it affects various groups, within the context of the rights and responsibilities of being a member of society (e.g. PSHCE, RS)

**Monitored by HODS /HOFS/ Governors' Curriculum committee/ Assistant Head Curriculum [ termly]**

**v) Policy, Planning and Development and timetables**

Ensure that Diversity, Equality and an understanding and acceptance of the beliefs and cultures of others in the school community are:

- Included in PSHCE lessons
- Include in tutorial activities
- Include in assemblies (what our school policy is plus a celebration of communities)
- Analyse choice of subjects by ethnic groups. What does the information tell us? What do we need to do?
- Ensure that more ethnic monitoring forms are completed –write home to parents again (translate letters where appropriate).
- Add an ethnic monitoring box to Sleuth forms
- All student targets to be monitored by ethnic groupings at least annually by subject staff. Discussions held with SLT link. Evaluations discussed at full SLT meeting and solutions to any issue identified.
- Also discussed with parents at PE annually.
- Percentage of parents attending PE analysed by ethnic grouping. Support in place if appropriate

**vi) Admissions and transfer procedures**

As a Community school our admissions policy is that of the LA and is operated by the Children, Schools and Families (CSF). We provide Children, Schools and Families with appropriate data as necessary for them to monitor the policy.

As a school we are conscious of the vulnerability of our students at times of transfer between phases. Appropriate guidance and support are provided for all parents and students in relation to the new context in which the children will learn. We seek to ensure that all vulnerable students are nurtured and supported in a safe environment.

**Monitored by KS3 co-ordinator and admissions manager**

**vii) Leadership and Management**

**Staff recruitment and retention**

- The school recognises the value of diversity in the school staff and governing body and ensures that its recruitment policy:
  - does not discriminate against minority ethnic groups
  - takes appropriate action to seek staff and governors from a diversity of backgrounds

- Steps are taken to ensure that there is no cultural bias in recruitment and selection processes and that all involved in recruitment and selection understand how to ensure race equality in the process;
- The school seeks to ensure that diversity represented in the school staff and the governing body is valued, maintained and built on;
- The school monitors its retention rates for minority ethnic staff to ensure that retention rates match the retention rates for the staff and governing body as a whole;
- The school provides data for CSF to enable them to monitor staff recruitment and retention by ethnicity.

**Monitored by the headteacher and the governors' staffing committee [termly]**

### **Staff career structure and development, guidance and support**

- We are concerned to encourage people from under-represented minority ethnic groups to apply for positions at all levels in the school;
- We will ensure that all staff have access to professional development opportunities, to support and guide as appropriate and to career progression opportunities. Such access will be monitored by ethnicity;
- We recognise the potential vulnerability of isolated minority ethnic staff and ensure that appropriate support and networking opportunities are available;
- Our awareness of issues related to cultural diversity and staff effectiveness in dealing with issues of race equality is directly addressed in staff induction and training sessions, staff meetings and/or performance management meetings as appropriate. The school strives for consistency of approach and effective practice.

**Monitored by the headteacher and the governors' staffing committee [termly].**

### **Commitment**

The School Leadership Team actively promotes race equality as a school priority ensuring high expectations of all and non-discriminatory behaviour. We believe that all students need to experience a school environment where cultural, linguistic and ethnic differences are respected and valued, and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures. To achieve this:

- All members of the school community understand their role in supporting and implementing the policy. Students' engagement in this process is as full as appropriate with a clear development programme to progressively maximise their contribution;
- The perspectives of minority groups and isolated students/families are a matter of particular concern in this process.

### **viii) Attendance, Exclusion and Behaviour**

- Attendance, exclusion rates, numbers of students with Pastoral Support Plans (PSP) and teachers' rewards/sanctions are monitored for disparities across different ethnic groups. Strategies are employed in the school to reduce disaffection, encourage attendance and avoid exclusion.
- Where the pattern of a student's undesirable behaviour is being monitored, the circumstances leading up to that behaviour will be analysed in order to address any possible racial dimension.
- We monitor the exclusion of ethnic groups from both the classroom and the school and address any discrepancies.

- Understanding students' behaviour includes taking account of cultural and linguistic differences in self and emotional expression or dealing with conflict.
- The school accepts the right of a parent to have an advocate when dealing with matters pertaining to race discrimination.
- Reintegration strategies are culturally inclusive and responsive to students' ethnic and cultural backgrounds.
- The school recognises the right of students to take time off for religious/cultural observance and provision is made for pupils who are on leave for religious/cultural reasons in line with normal school practice for absence.

**Monitored by Pastoral Manager / Headteacher/ Governors' students' committee [termly].**

**ix) Parents and the wider community**

Active steps are taken to involve ethnic minority parents, including as appropriate:-

- the use of translations especially for key documents (e.g. Home School Agreements), statements of special educational needs and school reports;
- the use of interpreters at parents' consultation evenings, annual reviews, preparation for transition and PSP meetings;
- active recruitment of such parents as classroom helpers, mentors and school governors (via Stagslink).

The school seeks actively to work in partnership with local minority ethnic community organisations and where possible access the expertise, skills, knowledge and experiences of people from local minority ethnic communities. We promote the community's access to school facilities.

**Monitored by Headteacher/Assistant Headteacher Specialist School Status**

**x) Implementation**

In implementing this policy the following indicators will demonstrate success:

- **High levels of achievement.** All students achieve their full potential and the performance and progress of students from all racial groups is broadly similar.
- **Higher attainment.** The school's profile of attainment rises and any attainment gaps between ethnic groups are reduced.
- **A diverse curriculum.** Challenging racism and celebrating diversity and racial equality is addressed across all areas of the curriculum. The experiences and expertise of students, parents, staff, and members of the local community from different racial groups are utilised in delivering the curriculum.
- **Reduction in Exclusions.** Few pupils are excluded from the school and there are no disparities in rates of exclusion across different racial groups.
- **Active Parental involvement.** Attendance at parents' evenings is high across all racial groups. Parents from all racial groups contribute to consultations, and participate in activities and events organised for parents.
- **An effective governing body.** All members of the governing body are fully aware of their responsibilities in relation to their duties under the Act. Governors play an active role in decision making on racial equality matters.

- **Effective response to racial harassment and racist incidents.** Incidents of racism and racial harassment are dealt with promptly. Strategies (see Anti-bullying Policy) are employed to reduce racism and racial harassment and evaluations show that these are effective. Feedback from students, parents and staff victims show high levels of satisfaction with the way in which victims are supported, and incidents handled and resolved.
- **Successful partnerships.** Successful partnerships with a wide variety of local organisations, including local groups representing the minority ethnic population. Partnership organisations play an active and valuable role within the school (e.g. Asian women’s literary and ICT classes).
- **Student and parent satisfaction.** High and equal levels of satisfaction with the school’s overall performance from parents and students from all ethnic and cultural groups.
- **Low complaint levels.** Few significant complaints about behaviour, exclusions, the curriculum, teaching, assessment, support and other provision for students, with no disparities of significance across different racial groups.
- **Trust.** A high level of trust and confidence from all parents, students and staff and a rich and diverse sense of community within the school.
- **Respect.** The school is respected for its commitment and effectiveness in the race equality field.
- 

**xi) General, additional and specific duties of staff not already mentioned**

- All HoFs will report on achievement for all students by ethnic group in the evaluation of results document.
- Discuss evaluation with SLT link
- Headteacher to report to governors annually on achievement of all groups (staffing and students committee)
- The pastoral manger will collate information on racist incidents/ bullying/ harassment incidents/ internal exclusions and report directly to the headteacher with evaluations and results.
- The headteacher will monitor and collate fixed term and permanent exclusions information and report to governors.
- All staff will ensure equality of opportunity for all students.

**xii) Monitoring**

**Enter data by ethnicity: example**

**Students: 2008**

<b>Activity</b>	<b>Term 1 (Autumn)</b>	<b>Term 2 (Spring)</b>	<b>Term 3 (Summer)</b>
Permanent exclusions			
Fixed term exclusions			
Internal exclusions			
Removed from class			
Good conduct form			

Detentions			
<b>House Points</b>			
House point letters			
Bronze			
Silver			
Gold			

**Staff: 2008**

<b>Activity</b>	<b>Term 1 (Autumn)</b>	<b>Term 2 (Spring)</b>	<b>Term 3 (Summer)</b>
Staff appointments			
Faith/religion			
Age			
Sex			
Staff leaving			
Governors appointments			
Governors leaving			

**Related Policies**

- Anti bullying policy
- Equality & Diversity Policy
- Disability equality policy