

Policy

Review Date	October 2015	Leader of Policy Review	Mr S Budgen
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Principles

1. Hawarden High School believes that all people are of equal value. The school will endeavour to promote equality of opportunity for pupils and staff, allowing them the chance to fulfil their potential. Members of the school are expected to treat others with mutual respect, tolerance and understanding both within the school and in the wider community.
2. Promoting rights, equal opportunities and equal responsibilities for everyone helps to create an enriched and harmonious multi-cultural society. Diversity should be celebrated.
3. Neither sex, race, religion nor any other characteristic should result in a pupil or member of staff being treated differently or being denied opportunities.
4. Staff appointments are made solely on merit, irrespective of race, religion or gender.
5. Given the nature of our multi-cultural society the school has a duty to encourage an appreciation of **all** cultures and religions within our community.
6. Assemblies, tutor group time and PSE lessons must be sensitive to the many different religious groups within the school. No child should ever be asked to participate in an act of worship which requires them to compromise their own faith.
E.g. consideration should be given when discussing religious celebrations, birthdays, horoscopes etc.

Racial Equality

We are obliged to have 'due regard' to:-

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups

Hawarden High School has a population which includes a mix of races amongst staff and pupils. Almost all pupils have English as their first language; not all their parents do. Some staff and pupils have Welsh as their first language and other languages e.g. Arabic, Chinese and Japanese are spoken.

We must recognise that racism does not only affect Black, Asian and ethnic minority people; it impacts on all communities.

Definition of a Racist Incident

'A racist incident is any incident which is perceived to be racist by the victim or any other person'

Stephen Lawrence Inquiry Report Feb1999

Policy

- **Racism and racial harassment will not be tolerated.**
- **If anyone reports an incident as racist, it should be reported and recorded as such, regardless of any dissenting views and should not be dismissed or ignored.**

Action here should be guided by two major principles:

- i) to protect the victim of such attacks
- ii) **to make a strong and immediate response in such a way as to make the school's position clear.**

Such incidents can consist of verbal abuse, graffiti and/or physical harassment.

If a pupil reports such an incident to a member of staff, the Headteacher should be informed as soon as possible. Precise action taken will depend upon the severity of the offence. The nature of the incident and action taken will be recorded on a Racist Incident Sheet.

Curriculum/Resources

- Equality of opportunity, anti-racism and the diversity of a multi cultural society are promoted and referred to in many areas of the curriculum.
Education for racial equality should not be viewed as an issue to be taught in isolation; as well as having a place in our PSE programme, it needs to be firmly embedded within the teaching of all subjects and employed as a cross curricular theme.
- An anti racist curriculum should include an awareness of stereo-typing, bias, scapegoating and have a perspective of equality and justice.
- **The school recognises the need to provide resources which reflect our multi-cultural society. Staff should avoid any materials which contain racist stereotypes and which ignore the positive influence of other cultures.**

Summary

The whole school, parents, governors and the wider community, wherever possible, must be made aware of our unified policy and commitment to promote racial equality and respect for all cultures.

All should be familiar with the school's policy statement and code of practice for dealing with racist incidents. (All policies are in staffroom)

All members of staff have a professional obligation and responsibility to their colleagues and pupils to adhere to the principles and spirit of this policy.

New members of staff must be made aware of the location of the policies and must be instructed to read them.



We work for a just and integrated society, where diversity is valued. We use both persuasion and our powers under the law to give everyone an equal chance to live free from fear, discrimination, prejudice and racism. (Commission for Racial Equality)

Policy

Hawarden High School

Racist Incident Sheet

Date

Name of Pupil Form

Name of Staff reporting incident

Action Taken

Signature of Headteacher Date.....

Gender

Principles

- a) The ethos of the school should be one that reflects the needs of all its students and staff. We recognise that both sexes are affected by sexism. The physical environment is an important indicator of the school's ethos. Displays should take care not to reinforce gender stereotypes.
- b) The organisation and administration of the school should not reinforce differences through unnecessary divisions. Staff should be sensitive in their methods of grouping students and avoid gender-based divisions unless they are particularly relevant to the students' needs.
- c) Sex equality should be promoted through PSE and assemblies and should take account of the achievements of all genders.
- d) A wide range of activities should be offered to students. Care must be taken, wherever possible, not to exclude students or staff from activities because of their gender.

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Harassment

Action here should be guided by two major principles:

1. To protect the victim of such attacks.
2. To make a strong and immediate response in such a way as to make the school's position clear i.e. that such behaviour is unacceptable and will not be tolerated.

Precise action taken will depend upon the severity of the offence, but in any instance some form of constructive dialogue should take place.

Definitions of harassment:

Physical assault

Verbal abuse

Unwanted attention

Sexist or patronising behaviour

Offensive graffiti/pictures

Curriculum

- a) Staff need to be aware that their own attitudes and expectations play a crucial role in student performance and achievement.
- b) The pastoral and academic curricula should endeavour to avoid all discrimination and sex stereotyping and make equal entitlement a key focus.
- c) Departments and House Teams should monitor their practices and procedures to ensure that they lead to genuine of opportunity for all students.
- d) Teaching strategies should be developed which enhance a positive self image for all students.
- e) Assessment procedures should avoid gender bias.

Resources

- Visual materials should avoid sex stereotyping and should depict women and men equally involved in all roles of society.
- Sexist assumptions of popular culture and its images in books, magazines and on television should be discussed and challenged.
- Equal time should be allotted to girls and boys for the use of resources such as computers.

Policy

Language

We need to be aware of the fundamental role which language plays in conveying values. It is important to try to ensure that the words we use do not betray unconscious bias.

Some obvious points to note would be:

Use gender-neutral terms where gender is not significant.

e.g. headteacher not headmaster
business people not businessmen

Be careful in using gender-specific pronouns. They can imply that certain activities are more appropriate for one sex than the other. If plurals are inappropriate, both single pronouns should be used- she/he or s/he.

Be careful about using adjectives which suggest traditional gender-related characteristics.

e.g. strong boys helpful girls

More extreme versions e.g. bossy women, giggly girls.