



## **The Hessle Academy Policy for Actively Promoting Equal Opportunities**

### **Effective Date:**

April 2016

### **Date of minuted approval by the Board of Governors:**

23 June 2016

### **Review Committee:**

Board of Governors

### **Review Date:**

April 2019

*This policy should be read in conjunction with the Staff Recruitment Policy, Equal Opportunities (Staff), Disciplinary Policy (Staff), Vision and Values Policy, Anti-Bullying Policy and Behaviour Policy.*

### **Aims of The Hessle Academy (THA)**

We seek to be a friendly, welcoming community of schools with a secure, orderly and peaceful atmosphere of respect for everybody, their belongings and the environment. In this way, everyone, irrespective of race, colour, ethnic origin, citizenship sex or sexual orientation, feels welcomed and valued.

By ensuring there is an atmosphere of discipline and order, with high standards of behaviour, we aim to create a dynamic learning environment in which learners have a desire to be educated. With an emphasis on positive achievement, learners will have the opportunity to exercise responsibility. We want learners to have a pride in their work, their appearance, and above all, in their school.

We place a high priority on team-work both in our school and in our partnership with parents and the local community.

THA is committed to tackling all forms of discrimination and promoting equality of opportunity across all areas of school activity in line with our school Vision and Values, including:

- learners' achievement
- learners' behaviour and discipline
- the school(s) curriculum
- teaching and learning
- emotional and well-being support
- staff recruitment and career development
- admissions and transfer procedures.
- awareness of relevant community, ethnicity and sexual orientation issues and religious observance in relation to learners' attendance, including provision to cover missed work.

### *We will*

- enhance the self-esteem of all learners in an environment which provides equality of opportunity for them in a diverse society.
- ensure our curriculum and additional activities promote community cohesion
- be proactive in promoting racial equality and good race relations and tackling racial discrimination
- encourage staff in supporting and enabling all learners and staff to reach their potential.

- work in partnership with parents and the wider community to establish, promote and disseminate equality, good practice and tackle all aspects of discrimination.
- ensure that differences between people are respected and valued.
- ensure that diverse needs of learners are met in preparation for life in a diverse society.
- establish and maintain an inclusive ethos, including dietary, dress and religious festival requirements.
- ensure that the policy is followed.

## **Responsibilities**

### *All staff will*

- recognise that cultural background, gender, sexual orientation and ability can affect behaviour and take this into account when dealing with learners, being consistent and fair at all times in line with the adopted Behaviour Policy relevant to each school within THA
- deal with all discriminatory incidents, and be aware of how to identify and challenge bias and stereotyping
- promote racial equality and good race relations and not discriminate on racial grounds.
- keep up to date with equality legislation by attending training and information opportunities.
- use a range of methods and strategies to assess learner progress, ensuring that these methods are free of bias. Particular care will be taken to identify support needed for groups who are disadvantaged, such as travellers, asylum seekers or learners whose first language is not English. These methods of assessment will be closely monitored
- be aware of their own views and opinions and ensure they deliver a balanced view point.
- Actively seek to exploit opportunities for Social, Moral, Spiritual and Cultural in all aspects of school life including teaching and learning situations

### *The Executive Headteacher will*

- implement this policy and its related procedures and strategies.
- ensure that all staff are aware of their responsibilities and are given appropriate training and support.
- take appropriate action in any cases of discrimination against any member of THA community.

### *The Hesse Academy Board of Governors will*

- receive termly updates via the Local Board committee as part of the discriminatory incident report
- ensure that the school complies with Equality Legislation.
- ensure that the policy and its related procedures and strategies are implemented.
- attend appropriate training and avail itself of opportunities to keep up to date with equality legislation.

### *Associate Headteachers will*

- have responsibility for equality and in the first instance will deal with any issues raised by staff, parents, learners, governors or members of the local community.
- deal with any complaints raised if the policy is not followed
- record incidents on a Discriminatory Incident Report sheet, Appendix 1, and forward details to a named local authority officer as requested.

## **Procedures Policy Planning**

### *We will*

- build in questions to assess equality into our policy development and planning processes
- use policy evaluations and auditing tools to identify specific targets for action on equality issues
- include equality targets in relevant strategic and development plans.

## **Personal Development and Support**

### *We will*

- provide support for all children and young people, regardless of sociological, religious or ethnic

difference, including traveller learners, sex, sexual orientation or ability

- provide support for English as an Additional Language (EAL) learners and encourage them to use their home languages where possible
- provide appropriate support to victims of harassment, using the support of external agencies where necessary and available

## **Curriculum**

*We will*

- ensure that our curriculum incorporates the principles of equality and the valuing of diversity
- ensure that resources and displays portray positive images of different people and cultures
- use our resources to challenge stereotypes and racism across the curriculum
- cater for the interests and abilities of all learners by showing role models and presenters from different racial and faith groups, sexual orientation groups to represent our diverse society, using a wide range of skills and experiences
- include the diversity of interests of all in the organisation of extra-curricular activities, taking account of parental concerns about religion and culture.

## **Partnerships with parents and the community**

*We will*

- encourage parents from all sections of the community to develop positive attitudes to diversity
- make information accessible for parents in user-friendly language, if necessary, other than English
- make the school's facilities accessible to all groups within the community.

## **Training and Development**

- training will be given to staff and governors to enable them to implement and understand the policy.
- the school will ensure that training for staff and governors addresses issues of racial equality and cultural diversity

A discrimination incident record will be kept and an analysis of any incidents will be done termly. This information will be held on a confidential basis.

THA's Behaviour and Anti-Bullying Policies will take account of this Policy particularly with reference to anti-racist and sexual orientation practices.

The “**Circle of Friends**” approach to develop values, skills, confidence and good behaviour will be adopted when appropriate, together with restorative approaches whenever appropriate.

Multicultural awareness of staff, learners and parents will be raised through teaching strategies, information evenings, and bilingual support where appropriate, people in the community, the teaching of citizenship, links with other organisations, music and food.

All parents will be informed of, and encouraged to be involved in, the life of the school regardless of linguistic or ethnic background.

The schools will ensure that a named co-ordinator for multicultural education and racial harassment exists at all times. However, the implementation of the Policy is the joint responsibility of all the staff.

## **Developing and Updating the Policy**

*We will*

- identify a senior member of staff to lead on the development of the policy in each school within THA
- establish a THA working party to ensure the development of the policy, involving student / pupil members of the council

- audit current procedures and practices to ensure effective and improving procedures
- take account of how this policy links with and impacts upon other policies
- produce an action plan as part of our Improvement Plan procedures when appropriate
- provide termly updates to governors on implementation of the policy.

### *Harassment*

We understand harassment behaviours can be any hostile or offensive act (verbal or physical) or expression by a person of one majority/minority group against a person of another minority group, or incitement to commit such an act, where there is an indication that the motivation is dislike or hatred as a result of the distinguishing minority factor.

Incidents of discriminatory behaviour may be physical or verbal, they may involve a large or small number of people and those harassed may be from either the majority or minority communities.

The following list contains some examples of discriminatory behaviour, all of which constitutes a breach of institutional regulations and should be acted upon by members of staff

- a) physical assault or the threat of it.
- b) name-calling (including derogatory comments), joke making, face pulling and gesture.
- c) any expression of prejudice or deliberate misinformation on racial or ethnic distinctions.
- d) racist or otherwise discriminatory graffiti.
- e) distributing literature with a perceived or otherwise prejudice tone.
- f) wearing badges or insignia belonging to political organisations known to promote prejudice.
- g) expressing slogans known to be associated with racist organisations.

### *Action to be taken by THA staff when dealing with all forms of harassment*

1. Incidents of harassment by people attending Hessle High School or Penshurst Primary School may be observed or heard by members of staff, may be reported to members of staff by either the person harassed or by other children and young people or may be directed at members of staff. Incidents will be recorded by AH – Head of School/ DH- Head of School on an internal Discriminatory Incident Form.
2. When those harassed in such incidents are young people, they should be withdrawn from the situation. Referral should be made to AH – Head of School/ DH- Head of School who will investigate the incident, offer support to the harassed person, and decide whether to record the incident for internal purposes, and advise them on the formal complaint procedure. If, after discussion, they wish to proceed with a formal complaint, AH – Head of School/ DH- Head of School will report the complaint to the Executive Headteacher.
3. The person committing the harassment should be given a clear indication of why the behaviour is objectionable and unacceptable. However, on the first occasion (s)he should then be dealt with according to normal procedures. (S)he should though, be informed that if such behaviour recurs subsequently (s)he may be asked to leave the site.
4. If the harassment is repeated, on a subsequent occasion Associate Headteacher/Head of School may at their discretion ask the person committing the harassment to leave the site (Fixed Term Exclusion for a learner enrolled at THA) and send a letter to the parents outlining the nature of the harassment and confirming that the person concerned will be admitted in future only if the offensive behaviour is modified. A copy of the letter should be held in the student/learner's file and the Executive Headteacher should be notified that such action has been taken.
5. If the person who has received a written warning exhibits such behaviour on a subsequent occasion the issue of a second warning and letter is recommended and (s)he should be asked to leave the site

(Fixed Term Exclusion for a learner enrolled at THA).

6. Anyone who is excluded in this way should be assured, both orally and by letter, that staff of the school will be pleased to deal with his or her case normally in future, provided that the objectionable behaviour is modified.

**Note:** If incidents such as the distribution of discriminatory literature occur outside the entrance to THA premises, the Police will be informed and asked to deal with the matter.

### **Incidents observed whilst working with employers, training providers, parents and others**

1. THA has a clear responsibility to uphold the law and should, wherever appropriate, ensure that the legal position of the organisation is clearly stated.
2. When working with training providers, including work experience employers and universities, staff should ensure that they are aware of the content of the equality policy and complaints procedure of the providers. If either the staff or trainees of a provider exhibit oppressive behaviour, either the complaints procedure should be utilised, or the Associate Headteacher/Head of School should be notified. Where no action appears to have been taken to deal with the harassment, the senior staff will ask for a meeting with the work experience employer or training provider lead to discuss the issue.
3. Visitors and contractors are responsible for complying with THA's Equality Policy. They would also be subject to the above procedures if they exhibit oppressive behaviour as above in 2.

### **Monitoring and Review**

- Associate Headteacher/Head of School will be responsible for analysing data annually to monitor the achievement of learners by minority/vulnerable group.
- Associate Headteacher/Head of School will be responsible for analysing data annually on admissions, attendance and exclusions. Exclusions will be monitored by minority/vulnerable groups for patterns and trends.
- All information gathered will not identify individual learners.
- Data will be analysed by SLT and used to inform planning and decision making.
- The effectiveness of the equality policy will be reviewed annually by SLT and will be part of the school's self-evaluation procedures.
- The policy will be revised biannually in a consultative process, or earlier should legislation demand.

## APPENDIX 1

### Discriminatory Incident Report – Schools

**Definition** – A discriminatory incident is any incident which is perceived to be discriminatory by the complainant or any other person. Discrimination happens when someone is treated less favourable because of their race, gender, sexual orientation, age, religion/belief or disability (known as direct discrimination), or when a policy, practice or process puts someone at an unfair disadvantage (known as ‘indirect discrimination’).

<b>Date of incident</b>		
<b>Name of school</b>		
Person responsible for dealing with the incident	Name	
	Job Title	
	Tel Number	
Contact name if different from the above (person completing the form)	Name	
	Job Title	
	Tel Number	
Person reporting the incident	Complainant	
	Observer	
	Other	
Type of discrimination (tick all that apply)	Race Disability	
	Gender (including transgender)	
	Sexual Orientation	
	Faith	
	Religion or Belief	
	Age	
Location of incident e.g. office, classroom, playground, corridor, street or school bus		
Details of incident e.g. a pupil assaulted another pupil due to his race, a parent called a teacher a homophobic name, etc.		

Complainant Details				
Age	18 and under		19 and over	
Gender	Male		Female	
Details of person causing the incident				
Age:				
Gender:				
Ethnicity:	White – British White – Irish			
	White – Any other background			
	Mixed White and Black African			
	Mixed White and Black Caribbean			
	Mixed – White and Asian			
	Mixed – Any other Mixed Background			
	Asian or Asian British – Indian			
	Asian or Asian British – Pakistani			
	Asian or Asian British – Bangladeshi			
	Asian or Asian British – Any other Asian Background			
	Black or Black British – Caribbean			
	Black or Black British – African			
	Black or Black British – Any other Black Background			
	Gypsy or Traveller			
	Chinese			
	Any other Ethnic Group			
Parent/Pupil/Staff member preferred not to say				
Details of the action taken e.g. pupil spoken to and parents informed; parent has been reprimanded, etc.				
Outcome e.g. All incidents have been resolved in line with school equality and disciplinary procedures; parents behaviour has been reported to equalities and diversity team, etc.				

Was this incident reported to any other organisations? e.g Police, True Vision, etc.	YES		NO	
If so, please state accordingly.				
Was the complaint / parent of the complainant satisfied with the outcome?	YES		NO	
If no, please give further details				
Are there any previous incidents involving the complainant?	YES		NO	
If yes, please advise how this is being addressed, if known.				
Has the person causing the incident been involved with any other discriminatory incident in the last 12 months?	YES		NO	
If yes, please advise how this is being addressed.				
Please confirm this incident has been dealt with in accordance with the school's equality policy / corporate equality policy, as applicable	YES		NO	