

## HASTINGSBURY BUSINESS AND ENTERPRISE COLLEGE

### EQUALITY AND DIVERSITY POLICY

#### College Aims and Values

We aim for excellence by providing a stimulating educational environment, which enables people to reach their full potential, encourages a sense of self-respect and promotes values based on respect for others.

In order to achieve our aims, we strive to:

- educate students so that they have the opportunity to reach their potential;
- develop in students self-respect and respect for others;
- provide equality of opportunity, counteracting ignorance, prejudice and discrimination;
- provide a broad curriculum thus enabling all students to develop personal aptitudes and interests;
- foster a partnership between home, students and school which we believe to be essential to success;
- provide support and guidance to maintain the physical and emotional well-being of all students;
- make education challenging, fulfilling and enjoyable and encourage students to be independent and take an increased responsibility for their own learning;
- implement a high quality staff development programme for all staff which gives the opportunity for professional and career development;
- encourage participation in educational activities amongst the whole community.
- promoting race equality in a core element of the aims and values of Hastingsbury Business and Enterprise College.

#### Legal Duties

The college welcomes its duties under the Race Relations (Amendment) Act 2000.

We are committed to:

Promoting equality of opportunity

Promoting good relations between members of different racial, cultural and religious groups and communities

Eliminating unlawful discrimination.

Given the number of people who work in and visit Hastingsbury there are a complex web of potential sources of racist incidents which could involve any of the following groups in any combination:

- Students, teachers, support and administrative staff, supply staff, peripatetic teachers, lunchtime supervisors, parents, visitors to the site (including governors, taxi drivers, LEA officers and advisers etc).

Hastingsbury is committed to preventing racial discrimination and promoting race equality among all these different groups.

## **Guiding Principles**

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every student should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every student should be helped to develop a sense of personal and cultural identity which is confident and open to change, and that is receptive and respectful towards other identities.
- Every student should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

## **The Full Range of School Policies and Practice**

We ensure that the principles listed above, including the supply of relevant resources, apply to the full range of our policies and practices, including those that are concerned with:

- Students' progress, attainment and assessment
- Behaviour, discipline and exclusions
- Students' personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- The content of the curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities.

## **Addressing Racism, Xenophobia, Islamaphobia and Homophobia**

The college is opposed to all forms of racism, homophobia, Islamaphobia and xenophobia (including those forms that are directed towards religious groups, communities, travellers, refugees and asylum-seekers).

## **Leadership and Management**

### **Commitments**

We are committed to:

- actively tackling racial discrimination, and promoting equal opportunities and good race relations;
- encouraging, supporting, and helping all students and staff to reach their potential;
- working with parents and guardians, and with the wider community, to tackle racial discrimination, and to follow and promote good practice; and
- making sure the race equality policy and its procedures are followed

## Responsibilities

The **Governing Body** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The **Headteacher** is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All **staff** are expected to deal with and report racist incidents that may occur using SLEUTH; all staff should challenge stereotyping in teaching resources and the media; to know how to identify and challenge racial and cultural bias and stereotyping; to support students in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

**Student Support Managers** have a responsibility to report racist incidents using SLEUTH.

All **students** are expected to adhere to our expectations of students as outlined in the Student Planner.

## Specific Duties

Planning and Developing Policy (see Action Plan).

Ethnic monitoring:      *Collection of examination performance by ethnic group – target setting.*  
*Collection of statistics on exclusions.*  
*Summary information and reports of student incidents.*  
*Collection of data on number of merits (commendations award by individual Student by Tutor Group).*

Publicising results:      Annually to the Governing Body.  
Termly via staff bulletin.

## Training and Development

We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all student and parents. Parents should also be made aware of the college's aims and values in relation to its Equality and Diversity policy.

All staff and governors have access to a selection of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail.

## Religious Observance

We respect the religious beliefs and practice of all staff, students and parents, and comply with all reasonable requests relating to religious observance and practice.

## Action Plan

Governors will review this policy annually and monitor its impact.

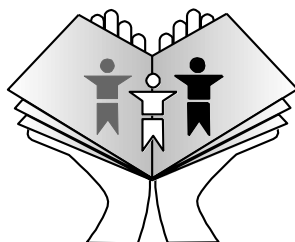
**Breaches of the Policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteachers and Governing Body.

**Monitoring and Evaluation**

We collect, study and use data relating to the implementation of this policy, and make adjustments as appropriate. (See Racist Incident Guidelines.)

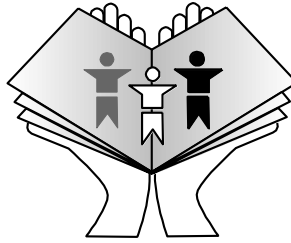
Approved by the Governing Body on 27 February 2008.



## HASTINGSBURY BUSINESS AND ENTERPRISE COLLEGE

### Racist Incident Guidelines

- Each Year office will have a file containing the college's Equality and Diversity policy.
- Copies of all student incidents are recorded on SLEUTH and referred accordingly.
- Once investigated appropriate action will be taken and recorded on SLEUTH.
- All Hastingsbury Business and Enterprise College internal witness statements incorporate an incident record.
- Appointed staff with responsibility for racist incident monitoring (namely senior management) will *jointly* decide whether a racist incident reported is serious or minor.
- **Where a racist incident is deemed serious** a standard exclusion letter, signed by the headteacher, should be sent to the parents of the perpetrator outlining the action taken by the college. Furthermore, the senior management will conduct face-to-face meetings with all parties concerned (including parents of both parties).
- **A minor racist incident** will require a member of the senior management team to contact the parents of the perpetrator and victim via telephone.



## **COLLEGE POLICY FOR EQUALITY AND DIVERSITY**

### **ACTION PLAN**

#### **College Development Plan**

Race Equality issues are in the College Development Plan.

#### **Professional Development and In-service Training**

Provide INSET on new Equality and Diversity Policy/ Action Plan and induction programme for new staff includes training on these issues. Date for staff INSET on Equality and Diversity training: to be calendared for September/ October of each academic year.

#### **Review Existing Policies and Practice**

Review in turn and, as appropriate, improve existing policies and practice in line with the college's policy on race equality.

- Attainment, progress and assessment
- Curriculum content
- Personal development and pastoral care
- Teaching and learning
- Partnerships with parents and communications
- Racism, racial harassment and school ethos
- Staff recruitment and professional development
- Behaviour, discipline and exclusions
- Admissions and attendance.

#### **Areas to Review in 2006/07**

1. Monitoring student achievement by ethnicity.
2. Home-school-liaison: partnerships with parents.
3. Governing body composition and procedures for recruitment.

#### **Areas to Review in 2007/08**

1. Monitoring student achievement by ethnicity.
2. Home college-agreement: partnerships with parents.
- 3.

#### **Areas to Review in 2008/09**

1. Monitoring student achievement by ethnicity.
- 2.

# HASTINGSBURY



## Incident Report by Student

Name	Tutor Group	Ethnicity	Date of Incident
Place where incident occurred			Time of Incident
<b>Name(s) and Tutor Group(s) of other students involved</b> ..... .....			
<b>Write down <i>exactly</i> what happened (use continuation sheet if you need more space)</b> .....			
..... <b>Number of Sheets Attached</b>			
<b>Who do you think started this incident and why ?</b> ..... .....			
<b>Who do you think was mainly to blame ?</b> .....			
<b>Who saw what happened (name and Tutor Group)?</b> .....			

<b>Do you feel that this incident was racially motivated. (Please Tick)</b>	
<b>Refer to Peer Mediator/Listener</b>	

**THIS IS A TRUE AND FAIR DESCRIPTION OF WHAT HAPPENED**

**Signed** ..... **Date** .....

**STAFF USE ONLY**

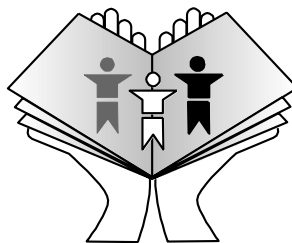
<b>Notes for SLEUTH</b>	
<b>SLEUTH Incident Number</b>	

**TICK APPROPRIATE BOX:**

<b>A</b>	Intimidation	
<b>B</b>	Verbal Incident	
<b>C</b>	Refusal etc to co-operate with other(s) on grounds of race	
<b>D</b>	Violence, with racist intent	
<b>E</b>	Abuse of personal property with racist intent	
<b>F</b>	Racist graffiti	
<b>G</b>	Racist propaganda	
<b>H</b>	Persistent racist harassment (please expand in space provided)	

<b>SIGNED:</b>	<b>DATE:</b>
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## SCHOOL POLICY FOR EQUALITY AND DIVERSITY ACTION PLAN

### School Development Plan

Race Equality issues are in the School Development Plan.

### Professional Development and In-service Training

Provide INSED on new Equality and Diversity Policy and induction programme for new staff includes training on these issues. Date for staff INSED on Equality and Diversity: calendared for September/ October of each academic year.

### Review Existing Policies and Practice

Review in turn and, as appropriate, improve existing policies and practice in line with the college's policy on equality and diversity.

Policy	What we need to Review	Timescales Approved by Governing Body
<ul style="list-style-type: none"> <li>• Attainment, progress and assessment.</li>   <li>• Curriculum content</li> </ul>	<ul style="list-style-type: none"> <li>• How do you make sure that you have equally high expectations of all students and are committed to encouraging and helping them to achieve the highest standards?</li> <li>• How do you recognise and value different kinds of achievement?</li> <li>• Do you monitor students' attainments and progress by their racial group, and analyse the information to identify trends and any patterns of underachievement?</li> <li>• How do you plan the curriculum so that it includes the principle of race equality, and recognises and values diversity?</li> <li>• How do you make sure that students get the opportunity to explore questions of identity, race equality and racism?</li> <li>• How do you monitor the curriculum and assess whether it helps all students to achieve their full potential?</li> <li>• What do you do to give students the chance to experience other cultures?</li> <li>• How do extra-curricular activities and events cater for the interests and abilities of all students, and take account of parents' and guardians' concerns about religion or culture?</li> <li>•</li> </ul>	<p>End of Autumn Term</p>

<ul style="list-style-type: none"> <li>• Personal development and pastoral care</li> </ul>	<ul style="list-style-type: none"> <li>• How do you make sure that pastoral support takes account of religious and ethnic differences, and the experiences and needs of particular groups of students, such as Gypsy or Roma, Travellers of Irish extraction, refugees and asylum seekers?</li> <li>• How do you encourage all students to consider the full range of options after they are 16?</li> <li>• Do you monitor work experience placements by racial group to make sure there is no stereotyping?</li> <li>• What support do you give to victims of racism and racial harassment through the school or with help from outside agencies?</li> </ul>	<p>End of Spring Term</p>
<ul style="list-style-type: none"> <li>• Teaching and learning</li> <li>• Partnerships with parents and communications</li> <li>• Racism, racial harassment and school ethos</li> </ul>	<ul style="list-style-type: none"> <li>• How do your staff create an environment where all students can contribute fully and feel valued?</li> <li>• Classroom displays to reflect and celebrate the diversity of our learning community.</li> <li>• How does your teaching take account of students' cultural backgrounds, language needs and different learning styles?</li> <li>• How are different cultural traditions valued and made meaningful to students? Do you help students to make connections with their own lives?</li> <li>• How do your teachers challenge stereotypes and give students the understanding they need to recognise prejudice and reject racial discrimination?</li> <li>• What steps do you take to encourage all parents and guardians to get involved in the school?</li> <li>• How do you make sure that information and material for parents and guardians is written clearly and is available (where necessary) in languages other than English, and in special formats?</li> <li>• How do you make sure that your premises and facilities are fully accessible to, and can be used by, everyone in your community?</li> <li>• How do you publicly promote good personal and community relations, and what steps do you take to prevent racial discrimination?</li> <li>• How do you record, investigate, and report racist incidents and racial harassment to your local education authority (LEA)?</li> <li>• What training do you give staff to make sure they know how to deal firmly, consistently and effectively with racist incidents, racial harassment and bullying?</li> <li>• How do you make sure that students, parents, guardians and staff know the procedures for dealing with racist incidents and racial harassment?</li> <li>• How do you work with the LEA and others to tackle racism and racial harassment in your school and in the local area?</li> </ul>	<p>End of Spring Term</p>

<ul style="list-style-type: none"> <li>• Staff recruitment and professional development</li> <li>• Behaviour, discipline and exclusions</li> </ul>	<ul style="list-style-type: none"> <li>• How do you advertise posts, including posts for non-teaching staff? Are all posts open to the widest pool of applicants?</li> <li>• How do you make sure that everyone who is involved in recruitment and selection is effectively trained and knows what to do to avoid discriminating, intentionally or otherwise?</li> <li>• How do you make sure that your recruitment and selection procedures follow good equal opportunities practice?</li> <li>• How do you monitor applications for employment, training and promotion, and staff in post?</li> <li>• How do you make sure your procedures for disciplining students and managing behaviour are fair to students from all racial groups?</li> <li>• Do your staff use rewards and sanctions consistently?</li> <li>• Do you monitor exclusions to see if there are any patterns or trends?</li> <li>• Do your strategies for integrating long-term truants and excluded students in the school consider the needs of students from all racial groups?</li> </ul>	End of Summer Term
<ul style="list-style-type: none"> <li>• Admissions and attendance</li> </ul>	<p><b>Own-admission authority schools</b></p> <ul style="list-style-type: none"> <li>• Is your admission policy equally open to students from all racial groups?</li> <li>• Do you monitor the admission process to make sure it is applied consistently and fairly to applicants from all racial groups.</li> </ul> <p><b>All schools</b></p> <ul style="list-style-type: none"> <li>• Do you monitor school attendance by students' racial groups?</li> </ul>	End of Summer Term

Areas to Review in 2006/07	Areas to Review in 2007/08	Areas to Review in 2008/09
<ol style="list-style-type: none"> <li>1. Monitoring student achievement by ethnicity.</li> <li>2. Home-school-liaison: partnerships with parents.</li> <li>3. Governing body composition and procedures for recruitment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitoring student achievement by ethnicity.</li> <li>2. Home school-liaison: partnerships with parents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitoring student achievement by ethnicity.</li> </ol>

Ratified by Governing Body: February 2008