

HAMPDEN GURNEY

Church of England Primary School

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HAMPDEN GURNEY C OF E PRIMARY SCHOOL

EQUAL OPPORTUNITY AND MULTICULTURAL/ANTIRACIST POLICY

The Hampden Gurney School aims to develop an understanding of different cultures and lifestyles in order to prepare students for life in our multicultural society. This policy affects every aspect of school life and all staff are committed to opposing any form of racist behaviour.

Mission Statement of the School

Hampden Gurney School offers a Christian education, where we aspire, as a school to:

- be recognised for the quality of care extended to all associated with us and to respect each person's dignity and uniqueness;
- make the faith life of the school inform and affect work in all areas of the curriculum;
- to be a "family", embracing home and parish, with an awareness of its responsibilities to both local and worldwide communities;
- establish a whole curriculum which will balance the highest academic standards with the life skills and critical awareness necessary to enable all students to reach their full potential and respond to the needs of society.

The Multi-cultural curriculum

The School aims to encourage respect between individuals by increasing their understanding of cultural diversity. It is important that pupils recognise the equality, worth and dignity of people from all cultures. Pupils will have opportunities to learn about their own and other cultures throughout the school curriculum. Hampden Gurney aims to foster a sensitive, informed attitude amongst its pupils, creating a caring atmosphere in which diversity can flourish.

Equal Opportunity

The School will endeavour to meet the needs of all pupils and staff regardless of racial origin, colour, religion or gender. Every member of Hampden Gurney School is held to be of equal value. Every pupil has rights to the best possible education and equality of opportunity must be afforded to all.

(Please refer to the Equal Opportunities Policy for further details).

Racial Prejudice

Racist behaviour is unacceptable at Hampden Gurney School. Actions by pupils which are clearly hurtful to others include:

- (i) Racist jokes, graffiti, name-calling, insults and threats.
- (ii) Language deliberately or unintentionally offensive to others' beliefs.
- (iii) Behaviour such as displaying racist badges or bringing racist literature into school.
- (iv) Racist comment in the course of discussion in lessons.
- (v) Physical assault against a person or group because of colour or cultural background.

The School will act to deal with racial prejudice in an appropriate manner and support the victims as detailed in the Behaviour Policy.

Multicultural Harmony

It is the responsibility of all Governors and staff at Hampden Gurney School to implement this policy, and to seek the support of parents in this.

The School is happy to discuss any aspects of the policy with parents and all staff have been given guidelines on how the policy should be implemented.

EQUAL OPPORTUNITY POLICY

Pupils are growing up in a multicultural and multiracial world where they are subject to various attitudes towards minority groups and also to images of these groups portrayed by the media. Racial prejudice and hostility still exists in many areas of the United Kingdom. Through its teaching, and by setting an example as a good employer, Hampden Gurney School will promote an equal opportunities ethos against racism and all forms of discrimination on the grounds of ethnic origin, religion, gender or disability.

1. Our objectives in educating pupils about equal opportunities are to:

- promote justice, equality of opportunity and fair treatment for everyone and thereby allow all pupils, irrespective of their ethnic origin, to achieve the level of success and self-respect which they deserve whilst appreciating their cultural identity;
- instil in pupils an awareness of racism and to establish an environment where school becomes effective in reducing prejudice and raising self-esteem;
- prepare children for living in a complex multicultural society;
- promote an understanding of a variety of cultures, valuing the positive contribution these make to the community;
- provide a safe and welcoming place for all of its members;

- provide an environment where racist assumptions, attitudes and behaviour are continually challenged;
- provide a curriculum that emphasises the positive aspects of all cultures;
- take appropriate action to deal with any form of racism within the school;
- recognise that the pupils are often the most effective multicultural resource within the classroom and that their experiences should be shared;
- adopt the view that cultural diversity is a positive advantage.
- avoid reinforcing stereotypical views of society.

Curriculum Support

Pupils whose mother tongue is not English will have experience of developing their own home language skills within the National Curriculum. All languages spoken in the school will be given recognition and respect by pupils and staff. Any pupil, regardless of their ethnic origin and mother tongue, will have the opportunity to become familiar with the various community languages spoken at the school. This would not only help to promote general cultural awareness, but also improve cognitive learning. The school will aim to produce multi-lingual signs, providing translations for newsletter and information booklets, etc. Pupils will help with the production of these resources, creating the feeling that they have contributed to the whole school community.

Curriculum support is essential for the pupils to develop competent skills in English language as well as having equal opportunity to improve language skills in their own mother tongue. This means that the staff are committed to provide a fully integrated language support system in the school curriculum. This system will ensure that new pupils to the school who do not speak English at home, receive immediate and full language support, and gain maximum access to the curriculum.

Some subject specific considerations

R.E.

The school practises only the Christian faith and the scheme of work reflects the relevance of R.E. to everyday life. We use opportunities such as assemblies, Easter and Christmas to actively involve pupils in the study of Christianity.

Design and Technology

In design, especially Textiles, Ceramics and Art, we work towards instilling in the pupils an appreciation and understanding of art, craft and designs from other cultures as well as those from Western-European culture.

Drama

Occasionally in drama, work is deliberately aimed at discussion and reflection on discrimination and racism. Children are encouraged to understand the feelings of minority groups. A wide range of integrated drama and music will be used.

English

Whenever possible, attention will be drawn to the multi ethnic origins of the English language. Teachers will aim to look at how contemporary language is influenced by other cultures e.g. drawing comparisons between American and UK English. When teaching literature, teachers will explore a wide range of works from Afro-Caribbean, Asian and black American authors. A wide range of stories and poems will be used and their origins explored.

Humanities

In Humanities, teachers will be dealing with issues of the third world and development and study the countries of pupils' origins using a wide range of materials.

Music

The wealth of 'World Music' available today as heard in recordings, live performances and from the media, provides examples to be used as a basis for listening and appraising, performing and composing. It is hoped that pupils can appreciate and recognise what has been and what can be achieved by integrating the music from different cultures as heard in the many diverse styles of music today.

Physical Education

Dance is a good vehicle by which teachers can explore anti-racist topics and various forms of discrimination. Children will be encouraged to work on themes and allow freedom to explore and develop their own ideas. The growing number of contemporary sportsmen and women from different ethnic groups achieving success in a variety of sports will help in presenting a positive image of the different cultures. The camaraderie and equality of sport at all levels will also be used to further enhance the sense of equality of different races, ethnic groups and cultures.

Science

Science has a variety of materials, from a variety of cultures, which will be used to demonstrate scientific theory, e.g. food preservation, heat transfer and house design experiments, to name but a few. Attention will be drawn to ways in which scientific/economic evidence can be misused to assert a point of view, e.g. the world food supply and causes of pollution.

Action to be taken when racist behaviour is suspected

If racism is suspected, staff will talk to the suspected victim, the suspected racist and any witnesses. If any degree of racism is identified, the following action will be taken.

Help, support and counselling will be given as is appropriate to both the victims and racists.

We support the victims in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another member of staff they choose;
- informing the victim's parents/carers;
- by offering continuing support when they feel they need it;
- arrange for them to be escorted to and from the school premises;
- by taking one or more of the seven disciplinary steps described below to prevent more racism.

We also discipline, yet try to help the offenders in the following ways:

- by talking about what happened, to discover why they became involved;
- informing the offender's parents/carers;
- by continuing to work with the offenders in order to get rid of prejudiced attitudes as far as possible;
- by taking one or more of the seven disciplinary steps described below to prevent more racism.

Disciplinary steps:

- Racists will be warned officially to stop offending;
- Informing the offender's parents/guardians;
- They may be excluded from their classes for a fixed term; If offenders do not stop the racist behaviour they will be suspended from school for a fixed period (one or two days);
- If they then carry on they will be recommended for a longer term fixed term exclusion of up to five days or for an indefinite period;
- If they will not end such behaviour, they will be recommended for permanent exclusion.

Equal Opportunities for staff

In concert with the school's Appraisal and Equal Opportunity policies, school will include this Racism policy to ensure that all members of staff will be treated fairly, equitably and with respect. All members of staff will be aware of the school's policy against discrimination on the grounds of age, sex, race, disability or marital status. Employees demonstrating racist behaviour towards other members of staff or pupils will be disciplined under the school's Grievance and Discipline Policy.

Monitoring and Evaluation

The Racism/Equal Opportunity policies will be monitored by the Headteacher, with termly consultation with all members of staff. The policy will be reviewed annually and amended as necessary.

All racist incidents will be recorded in the incident book and in accordance to the school's Behaviour Policy, offenders dealt appropriately and immediately. The school will be using the Westminster's monitoring racist incidents form as part of our formal reporting system.

Victims will be given support through the Learning Mentor programme and parents notified by school if necessary. School will be working closely with other external agencies and referrals made if required to ensure that all victims are receiving the appropriate level of support.

Actions will be taken against all offenders and sanctions issued as necessary. This could include oral warnings, fixed or permanent exclusions, reporting to police, youth offending team and crime prevention team.

Evaluations of all racist incidents will be made through the use of the racist reporting forms which will indicate the nature and number of incidents reported, analysis of all incidents and actions taken on each occasion.

Policy reviewed by:

Evelyn Chua (Headteacher)

Date: September 2018

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