



DEVONPORT HIGH SCHOOL FOR GIRLS

EQUALITY POLICY

Named person: Mrs R Morgan

Category: Statutory

Review: Annual review of the Policy, four yearly review of Equality Objectives

Date to be reviewed: Summer 2025 (Objectives Summer 2028)

This policy has been reviewed with regard to the work/life balance of staff.

Ratified at the Trustees meeting on: 08/07/2024

Equality Policy

This policy reflects the Equality Act 2010, and the Counter Terrorism and Security Act 2015 and supersedes all previous school policies on Disability, Ethnicity (i.e. Race) and Gender.

Through this policy Devonport High School for Girls will fulfil its public duty to have due regard to the Equality Act 2010, the Counter Terrorism and Security Act 2015 and Prevent Duty guidance: England and Wales 2023 aims to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations between people who share a protected characteristic and people who do not share it
4. Promote fundamental British values
5. Have due regard to prevent people from being drawn into terrorism.

The guiding principles in this policy refer to all individuals and therefore are equally applicable to students, staff, governors and visitors.

The Equality Duty covers the following protected characteristics:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race – this includes ethnic or national origins, colour or nationality
- religion or belief – this includes lack of belief
- sex
- sexual orientation

Equality, Community Cohesion and promoting fundamental British values at Devonport High School for Girls

When we talk about Community at DHSG, we mean the following groups:

- our school community
The students, parents, carers and families, our staff, trustees and community users of our facilities and services.
- the community within which our school is located
This is our geographical community - Peverell, Central Park and the Central and North East Locality - and the people who live or work in this area. This applies not just to the immediate neighbourhood but also to our city and recognising what is distinctive about Plymouth.....the sea, the moors, the docks, the Armed Forces etc.
- the UK community
All schools are by definition part of this community.
- the global community
Formed by EU and international links.
- our distinctive partnerships:

Introduction

At DHSG we are fully committed to promoting equality, community cohesion and fundamental British values in line with Department for Education (DfE) recommendations, and the requirements of the Equalities Act 2010, to keep children safe and prepare them for life in modern Britain. We welcome the DfE's focus on strengthening the 'spiritual, moral, social and cultural (SMSC) standard' by actively promoting the:

'fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs, and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.'

Our vision recognises and celebrates diversity and welcomes the contributions which different groups and individuals make to our community. By promoting shared values and creative inquisitiveness, over lazy acceptance of doctrine and stereotypes, we aim to break down barriers and challenge students to think for themselves and see their shared place in the world.

Our vision of a cohesive community is one where:

- there is a common vision and a sense of belonging for all communities.
- the diversity of people's different backgrounds and circumstances are appreciated and positively valued.
- those from different backgrounds have similar life opportunities.
- strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

We strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school community, where everyone is equally valued and treat one another with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity and we work towards eliminating all discrimination, on the grounds of race, sex, sexuality, gender reassignment, disability, age, religion and belief, pregnancy and maternity. We believe that all students, employees, stakeholders and members of our local and global community should be treated with dignity and respect at all times.

This policy aims to show how all stakeholders in Devonport High School for Girls will meet their duties as stated in the Equality Act, to promote community cohesion and fundamental British values.

We actively:

- encourage the development of a strong sense of identity and individual liberty, not only as individuals but as part of different community groups (locally, nationally and globally).
- encourage positive and open attitudes towards diversity and develop the skills, the understanding and the confidence to challenge prejudice, discrimination and stereotyping.

- support development of active citizens, citizens who know their own rights and responsibilities as well as knowing and respecting those of others.
- develop students who understand the British parliamentary system and democracy.
- develop students' understanding of British Law.
- provide opportunities to positively interact and build relationships with people from a range of different backgrounds within their local community as well as within the wider society.
- provide strong Spiritual, Moral, Social and Cultural support and teaching to enable all aims to be achieved.

Our contribution to equality, community cohesion and fundamental British values can be grouped under the following strands:

- **teaching, learning and curriculum** – to teach students to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation, responsible action and tolerance.
- **equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities; and eliminating variations in outcomes for different groups.
- **engagement and extended services** – to provide a means for children, young people and their families to interact with people from different backgrounds, beliefs, cultures and faiths, and to build positive relations, including links with different schools and communities locally, across the country and internationally.

Teaching, learning and curriculum

At DHSG we have a sharp focus on maintaining high standards of learning and teaching which is embedded within a relevant and high quality curriculum. Opportunities for discussing issues of identity and diversity are evident across the curriculum. We will ensure that our students:

- recognise diversity across the school and within the wider community and take opportunities to celebrate and value difference as appropriate.
- understand the idea of shared values and what that means to us as individuals.
- have an understanding of the need to defend the human rights of all individuals.
- participate, through their own choices, in all that the school and wider community has to offer.
- engage in lessons across the curriculum that promote common values and help them to value differences and to challenge prejudice and stereotyping.
- have a greater understanding of community and diversity through enrichment activities and visits.
- have an effective voice and involvement in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.

Equity and excellence

As stated in our aims, we at DHSG believe in full inclusion of all members of society in a fair and equal way in order to bring out the best in each and every child.

We will ensure that students and staff:

- are treated fairly and equally and given equal opportunities in all that the school has to offer.
- work towards removing any barriers against access and participation in all that the school has to offer, both during curriculum time as well as during extended school activities.
- identify at the earliest possible opportunity any areas of concern which need to be dealt with as part of our community cohesion approach.
- work together to eliminate any variations of expectation for any groups or individuals.

Unconscious bias

“Unconscious biases are learned stereotypes that are automatic, unintentional, deeply ingrained, universal, and able to influence behaviour.”

Your background, personal experiences, societal stereotypes and cultural context can have an impact on your decisions and actions without you realising. Implicit or unconscious bias happens by our brains making incredibly quick judgments and assessments of people and situations. We may not even be aware of these views and opinions, or be aware of their full impact and implications.

We will:

1. Recognise that everyone uses unconscious bias. If we believe that we have no unconscious biases, it probably means that we are simply not yet aware of them. It is unreasonable to disadvantage a group of people because of our biases and hence it is important to minimise their impact.
2. Identify our biases. One way of starting to understand our unconscious biases is to take the Implicit Association Test (IAT) (<https://implicit.harvard.edu>).
3. Avoid snap decisions and consider assessment criteria carefully. One way of mitigating impacts is to use anonymous marking wherever possible
4. Incorporate examples which challenge stereotypes and value diversity in developing our lessons and schemes of work across the curriculum.
5. Create a safe space where under-represented groups feel welcome to participate in class discussions, and recognise potential situations where they may not feel that way.
6. Adopt an affirming approach. In view of the fact that overcoming unconscious bias is a continuous, reflective process, it may be helpful to adopt an approach of affirmation to motivate all students.
7. Create an atmosphere of openness in discussing biases and best practices to minimise them. It is important that academics understand that whilst unconscious biases are an inevitable effect of the use of shortcuts in human decision making, they are also damaging. Consequently, it is important that we confront these biases - using increased self-knowledge to promote an atmosphere of inclusion in teaching and learning, and more widely.

Everyone has a responsibility for ensuring that all students feel included, consistently taking steps to mitigate stereotypical views and biases will contribute to a positive and inclusive culture across DHSG.

Engagement and Extended Services

DHSG students take an active part within the community from local to global. We aim to progress this action further to the benefit of the students themselves as well as the wider community. We will therefore:

- provide opportunities for our students and their families to interact with people from different backgrounds, enabling the building of positive relationships between all community members.
- sustain our existing links with other schools and different communities both locally as well as nationally and internationally and seek opportunities for branching out further.
- provide signposting to the wide variety of extended services on offer in the school and elsewhere locally.
- develop stronger links within local community organisations through, for example, work with The Link Partnership (TLP).
- provide greater opportunities for students, together with their families, to take part in activities and receive services which build stronger positive interaction.

Identifying Prejudices and Hate Related Incidents or Crimes

A prejudiced based or hate incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of their protected characteristics. Incidents may include:

- threatened or actual physical assault
- derogatory name calling, insults, for example racist jokes or homophobic, biphobic and transphobic language
- comments /abuse etc. being made online
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist, banned or prohibited organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments in the course of discussions within lessons
- Teasing or microaggressions in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

It is important to recognise that:

- such incidents are often part of more complex interactions which may take place in school - for example, an argument about friendship may lead to a prejudiced based incident or a hate crime.
- teachers may need to deal with prejudiced or hostile comments made by parents or other adults as well as by students.
- incidents may involve group as well as individual behaviour.
- prejudice based incidents, hate incidents and hate crimes are not always explicit – for example, a student may be called ‘smelly’ and behind such insults may lie a hate element.
- prejudiced behaviour can occur without any one belonging to the targeted characteristic being present – for example, telling disability jokes.
- acts or expressions may include negative body language – for example, the refusal to sit next to, or work with a gay student.
- Is not based on whether or not the perpetrator intended to harass, or understands the prejudiced content of what s/he has done, but rather the effects of the incident.

Who is responsible?

The Trustees are responsible for:

- making sure the school complies with the relevant equality legislation;
- making sure the school sets and publishes equality information and objectives; and
- making sure the school actively promotes British values.

The Senior Leadership Team is responsible for:

- ensuring steps are taken to address the school’s stated equality objectives;
- ensuring that equality, access and community cohesion objectives are readily available and that the Trustees, staff, students, and their parents/carers know about them;
- producing regular information for staff and Trustees about the objectives and how they are working.
- ensuring all staff know their responsibilities and receive training and support.
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the school.

All staff are responsible for:

- promoting equality, community cohesion and fundamental British values in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Our parents/carers will:

- be given opportunities to become involved in the ongoing development of the policy.

- have access to this policy via the school website (hard copies available on request).
- be encouraged to actively support the policy.
- be encouraged to attend any relevant meetings and activities related to the policy.
- be informed of any prejudice driven incident which could directly affect their child.

Our students will:

- have a voice in developing policies relating to this area. This may include the anti-bullying policy and specifically racist and homophobic bullying and developing school rules which challenge discriminatory behaviour.
- be expected to act in accordance with the policy

Staff development

All staff are provided with equal opportunities to take part in staff training as and when required and have access to courses appropriate to their professional development and responsibilities as well as statutory requirements.

Specific guidance for responding to racist incidents

1. In responding to incidents that may occur the school will aim:
 - to provide appropriate support to the children
 - to deal with any unacceptable behaviour
 - to prevent racism and discrimination
 - to re-establish good pupil relations and
 - To promote an explicitly anti-racist approach
2. Tailored support will be given to anyone who has experienced a racist hate incident or hate crime. It will be made explicit that their concerns will be listened to and acted upon.
3. An investigation will look into the details of what has occurred.
4. The cause of offence will be clearly identified and a heightened educational response provided where appropriate.
5. Where offence was intentional students will be subject to disciplinary procedures as detailed in the Behaviour Policy.
6. Where offence was unintentional students will need to understand how offence was caused and be supported to make necessary changes in their behaviour.
7. The highest priority will be placed on resolving any breakdown in relationships and ensuring that students can move on positively from the experience.
8. Restorative approaches will be at the centre of our response to any incidents.
9. Children who have experienced racism and their parents/carers will be kept informed throughout the investigation and resolution of the incident.

Recording and reporting incidents

When a racist prejudice, hate incident or crime takes place, this must be recorded using the prejudice and hate incident reporting form and submitted to the Designated Safeguarding Lead via CPOMS.

The DSL will report racist incidents to the Trustees via the Safeguarding Governor as part of regular meetings and the Local Authority via the termly racist incident monitoring form.

All incidents will be recorded, including the date, the names and race/ ethnic group of the perpetrators and victims, the nature of the incident, and action taken in response.

Where racist hate incidents occur, which involve any of the following, further multi-agency advice will be sought including from the Police and Social Care as appropriate:

- physical violence or serious damage to property
- repeated or orchestrated harassment, including text messaging and cyber bullying
- links with extremist groups, including distributing of racist literature
- racist graffiti, imagery or online posts
- absence related to a racist incident
- exclusion related to a racist incident

Racist incidents may indicate concerns about violent extremism. In this case the DSL will contact the Local Authority as this may require further reporting and intervention (Prevent Duty).

Violent Extremism is defined by the Crown Prosecution Service as ‘the demonstration of unacceptable behaviour by using any means or medium to express views, which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to promote others to serious criminal acts
- Foster hatred which might lead to inter-community violence in the UK’.

Performance indicators for preventing and dealing with racist incidents

In reviewing the effectiveness of this policy staff and trustees will consider:

- the feelings of victims (and their parents/carers) on the satisfaction of the support received and the resolution of incidents
- the continued good progress, self-esteem and mental health of those who have been victims of racist hate incidents or crimes
- whether the action taken successfully prevented repeat incidents
- the willingness of students (and parents/carers) to draw their concerns to the attention of staff
- the consistency of response and confidence of all staff in following school policy
- whether a positive, inclusive community is being maintained in the school community
- underlying causes for any rise in numbers of incidents, whether these were preventable and if further action or change in policy and practice is now necessary

How we conduct equality impact assessment, and monitor the policy

As a school we carry out rigorous data tracking, monitoring and analysis of all students and their progress to ensure the appropriate progress is being made. This data is also analysed to

track and monitor the progress and attainment of vulnerable groups. Through analysis by the Head Teacher, Senior Leadership Team, Subject Leaders, Heads of House and Class Teachers we are aware of any groups or individuals who are not making at least expected progress. Interventions for these identified students is clearly detailed and tracked against outcomes.

Evidence of this process can be found in the 'Guide to Assessment Procedures booklet'.

We also track and monitor prejudice based incidents in relation to the protected characteristics as defined in the Equalities Act 2010 and use this information to review the PSHEE programme as well as CPD and wider safeguarding practice.

To continue to embrace a diverse workforce through the analysis of the workforce census, equality data is captured on an annual basis from staff.

Welfare concerns in relation to this policy including those in relation to Radicalisation and Extremism must be reported to the Designated Safeguarding Lead (DSL) in line with our Safeguarding and Child Protection policy and we have a robust Staff Code of Conduct that underpins the aims of this policy.

How we chose our equality objectives

Our equality objective setting process has involved gathering evidence from:

- Ofsted Inspection Data Summary Report.
- the monitoring and analysis of student progress and attainment.
- behaviour for Learning data.
- bullying records.
- Parent/Carer and Student surveys.
- Recruitment Equal Opportunities Monitoring Form.
- Attendance Data
- Behaviour, attendance and emotional wellbeing audit (BAE).

Four-year equality objectives 2020-2024

	Objectives 2020 - 2024	Progress
1	<p>To continue to raise the progress of every student throughout the school regardless of their protected characteristics: through equality and excellence so that our students exceed national standards of attainment and any gaps in attainment between students are reduced.</p>	<p>Introduction of online ALPs assessment tool at Key Stage 5. Students are better identified, measured, and ministered to in terms of teaching and learning across the key stage.</p> <p>ALPs showing positive achievement gap for disadvantaged students in most recent data for Year 12 and Year 13. 2022 outcomes for Year 13 expected to be A*-B at 70%. Nearly 8% improvement on last 2019 examination period. 70% plus A*-B has been sustained year on year to the present.</p> <p>We have a high success rate irrespective of characteristic of students achieving Russell Group offers (45% of year group), year on year. We have further developed our Careers monitoring introducing both Compass + and Unifrog, to better tailor the whole curriculum to all students regardless of characteristic. We have 100% retention rate for disadvantaged students in Upper Years</p> <p>Our mentoring and tutoring programmes have supported many groups of students <u>with a focus on disadvantaged groups.</u> to ensure that no student was disadvantaged by the impacts of the COVID-19 Pandemic. Covid catchup funding: Targeted after school subject tuition programme – <u>896 GCSE students and 66 A Level students receiving a combined total of 1252 hours of after school subject tuition in total – 61 Year 11 and 25 Year 12/13.</u> Easter (<u>2133</u> students attended) and half term (<u>126</u> students attended) revision programmes for GCSE English and Maths. <u>One to one tuition, both in school and home, was provided for 2 of our GCSE SEN students.</u> At GCSE all pupil groups <u>are predicted expected</u> to achieve positive P8 scores.</p> <p>We have developed the Scholar’s Baccalaureate curriculum in Upper Years which is a skills-rich approach to curriculum, combining A Levels, EPQ and Unifrog skills into one planned and delivered package.</p> <p>LN to update some of the figures.-</p> <p>One to One Maths Tuition for our Disadvantaged students.-</p> <p>Easter half tand after school provision and update the numbers.-</p>
2-c	<p>To build on the strong culture of mutual respect and collaboration between all members of the school community, and to continue to promote and reflect on a learning environment where all members, regardless of</p>	<p>Revamp of KS 5 pastoral curriculum to reflect topical issues underway. Student voice will continue to be essential in this planning process. Students will take ownership of delivery of certain aspects of pastoral curriculum at Key Stage 5. We have further enhanced our pastoral curriculum to reflect topical issues and student voice, for example responding to the murder of</p>

	<p>protected characteristics can thrive. To ensure that all aspects of the curriculum reflect this culture, and engage comprehensively with the profiles of race, gender, sexual orientation, religious observance, and political tolerance as endemic strands of student learning.</p>	<p>George Floyd and the Black Lives Matter, movement and the–murder of Sarah Everard and the anti-sexual violence against women and ‘me too’ movement.</p> <p>We have collaborated with external agencies and organisations to deliver racial incident training to staff and support to the PSHEE programme with LGBT Pride month. A student working party has also supported the review of the Equalities Policy in relation to mitigating unconscious bias and also further developing our management of racist incidents.</p> <p>Achieved the The Rainbow Flag Award. “Dorothy’s Friends” LGBT+ student club has been running weekly since September and Luke Pollard MP (2022) spoke to students during Pride Month 2022 to answer questions on LGBT+ issues.</p> <p>Culture Day (EL).</p>
3	<p>To increase the accessibility to and within the school for those with protected characteristics.</p>	<p>We have further developed the accessibility of our site and have worked with the Local Authority Visual Impairment team to increase access and safety for VI students and staff. We have invested in technology that has supported all learners to access their education remotely regardless of their protected characteristics. Our Nurture Base continues to be developed to support students with sensory needs, particularly students with ASC or who have experienced trauma.</p> <p>Increased provision in the Nurture Base to include a sensory room to promote accessibility along with the appointment of a Nurture Manager.</p>
4	<p>Promote and further develop the mental health and well-being of staff and students with and without protected characteristics. To further support staff and student well-being for those with and without protective characteristics to manage workload and health</p>	<p>Inculcation of Plymouth Options Workshops at Key Stage 5 to enrich pastoral curriculum. Development of watch list at Key Stage 5 for those that are working with mental health difficulties.</p> <p>We are invested in developing our trauma informed approach as a school, this includes. All our whole staff have now received training on trauma and Adverse Childhood Experiences (ACEs) as well as a grounding in relational approaches training in relational approaches and we have revisiteding our policies and processes in line with latest pedagogy and practice <u>and introduced relational Pen Portraits to further support to identified students.</u> We have robust processes for identifying and supporting students mental health <u>and grown the Student Support Team and the expertise within it, to better meet student need. Our Nurture Base manager has a Diploma in Trauma and works with all new staff on induction to DHSG to ensure a consistency of approach.</u> This includes teaching and learning opportunities via PSHEE, whole school events such as Time to Talk Day and Mental Health Awareness Week, external speakers from Young Devon, The Zone, Online counselling from KOOTH and have also purchased additional counselling hours from Young Devon. We also work closely with the school Nursing service, CAMHS, Barnardo’s, Pete’s Dragon, Jeremiah’s Journey and many others.</p>

		<p>We recognise the additional challenges faced by staff in recent times and have invested in additional mental health and wellbeing package of support which provides both online and face to face options.</p> <p>Member of staff trained to Diploma level Trauma informed.</p>
5-	<p>Continue to monitor equal opportunities during the recruitment process. Review our advertising literature to ensure applicants are treated fairly and equally and would not feel excluded from applying should they fall into any of the following protected areas: race, gender and gender reassignment, pregnancy and maternity, equal pay, disability, age, religion or belief and sexual orientation.</p>	<p>Equality data is captured on job application forms and analysed following the recruitment process, and through annual staff declarations. Advertising literature is reviewed prior to each vacancy being advertised. We are signed up to the BAMEd network to provide support to BAME staff to progress in their career.</p> <p>Trustee Board is now more diverse, based on gender and race.</p>

Four-year equality objectives 2024 - 2028

	Objectives 2020 – 2024 - 2028	Progress
1	To continue to raise the progress of every student throughout the school regardless of their protected characteristics: through equality and excellence so that our students exceed national standards of attainment and any gaps in attainment between students are reduced.	
2-c	To build on the strong culture of mutual respect and collaboration between all members of the school community, and to continue to promote and reflect on a learning environment where all members, regardless of protected characteristics can thrive. To ensure that all aspects of the curriculum reflect this culture, and engage comprehensively with the profiles of race, gender, sexual orientation, religious observance, and political tolerance as endemic strands of student learning.	
3	<u>To further support staff and student well-being for those with and without protective characteristics to manage workload and health</u>	

Appendix 1

ACTIONS IN RELATION TO RACIST INCIDENTS

Responses in all circumstance will be considered using the safeguarding and behaviour of learning policies.

(a) Incitement of others to behave in a racist way

1. We will be vigilant in identifying potential inter-group tensions that might have a racial context. In every case, consideration will be given to involving external multi-agency support.
2. Report immediately to the DSL. DSL to contact external support from Social Services and the Police. DSL to consider referral to Channel Panel.
3. Parents/Carers will be informed.
4. Support will be offered to all those involved. Perpetrators will also need to be counselled.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(b) Physical assault against a person or group because of colour, race and/or ethnicity

1. Report to the Head of House or DSL as appropriate, support from the Police will be considered.
2. Full report to the Headteacher. Consider exclusion/suspension.
3. Parents/Carers should be informed.
4. Take necessary action to prevent recurrence.
5. Offer support to the victim and counselling to the perpetrator.
6. A Hate Incident/Crime Report Form will be completed.
7. The Racist Incident will be logged and reported to the Local Authority.

(c) Derogatory name-calling, insults, racist jokes and language

1. Explain fully to the perpetrator that verbal racist abuse will not be tolerated.
2. Refer students to the Head of House/DSL.
3. Parents/Carers should be informed.
4. Offer support to the victim and counselling to the perpetrator. (N.B. this will sometimes be a 'victimless' incident).
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(d) Racist graffiti

1. All racist graffiti in the school must be reported to the DSL and Headteacher and should be removed immediately.
2. Regular checks should be made and steps taken to discourage reappearance of graffiti.
3. Parents/Carers should be informed where the perpetrator is known.
4. Offer support/counselling to the victim and perpetrator..
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(e) Provocative behaviour such as wearing racist badges or insignia

1. We will not permit the wearing of racist badges or insignia. In certain circumstances, we may request multi-agency support and will consider exclusion for repeated offences.
2. Students wearing such badges or insignia will be referred to the Head of House or DSL.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator..
5. A Hate Incident Report Form will be completed.

6. The Racist Incident will be logged and reported to the Local Authority.

(f) Bringing racist materials such as leaflets, comics, magazines or computer software into school

1. All forms of racist literature and materials must be removed. In certain circumstances, we may request the support of the Police.
2. Refer students to the Head of House or DSL as appropriate.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator..
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority, together with examples of the relevant material.

(g) Using the school's computer systems to access and distribute racist material

1. All racist material should be deleted and hard drives wiped. Hard copies should be removed.
2. Refer students to the Head of House / DSL. DSL to contact external support from Social Services and the Police. DSL to consider referral to Channel Panel.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator..
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority, together with examples of the relevant material.

(h) Verbal abuse and threats

1. Members of staff must confront any form of verbal racist abuse in the school.
2. Explain fully to the perpetrator that verbal racist abuse will not be tolerated and the reasons for this.
3. Individuals will be dealt with through the school's behaviour policy.
4. Parents/Carers should be informed.
5. Offer support to the victim and counselling to the perpetrator.
6. A Hate Incident Report Form will be completed.
7. The Racist Incident will be logged and reported to the Local Authority.

(i) Racist comments in the course of discussions in lessons

1. Racist statements must not be allowed to go unchallenged.
2. Students who make inappropriate comments must be referred to the Head of House or DSL as appropriate.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(j) Attempts by students to recruit other students to racist organisations and groups

1. Report immediately to the DSL. DSL to contact external support from Social Services and the Police. DSL to consider referral to Channel Panel.
2. Recruiter should be interviewed.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

(k) **Microaggressions towards an individual for cultural or religious differences e.g. food, music, dress, worship etc**

1. Members of staff must not ignore any form of microaggression, it must be challenged in every circumstance.
2. Explain fully to the perpetrator how microaggressions contribute to racist behaviour and will not be tolerated.
3. Perpetrators must be referred to the Head of House or DSL as appropriate.
4. Parents/Carers should be informed.
5. Offer support/counselling to the victim and perpetrator.
6. A Hate Incident Report Form will be completed.
7. The Racist Incident will be logged and reported to the Local Authority.

(l) **Refusal to co-operate with other students because of their race or ethnicity**

1. Every student has the right to be included in school activities, and we will ensure that no student is discriminated against on racial, ethnic or cultural grounds.
2. Students refusing to co-operate must be referred to the Head of House or DSL as appropriate.
3. Parents/Carers should be informed.
4. Offer support/counselling to the victim and perpetrator.
5. A Hate Incident Report Form will be completed.
6. The Racist Incident will be logged and reported to the Local Authority.

