



# POLICY FOR Public Sector Equality Duty (PSED) in Schools

## Introduction

Policy Ratified: Due to be ratified Oct 2015

Policy Review Date: November 2018

Policy or Subject Co-ordinator: Robin Archibald

This policy is accessible to:

- all staff (permanent, temporary, supply or otherwise)
- advisers/inspectors
- parents (on request)
- Broadfields Primary School Governors.

All staff have access to a copy saved on the school website.

The policy can also be found in the master policy file in the Head's room.

Includes:

Annex 1: Discrimination and Racial Harassment Procedures

## **The PSED replaces three separate duties.**

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED), which came into effect in April 2011. It replaced three separate duties to promote disability, race and gender equality.

The PSED applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools.

There is no longer a requirement to have a disability equality scheme.

This new duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are;

- 1 race, disability, sex, age,
- 2 religion or belief, sexual orientation
- 3 pregnancy and maternity and gender reassignment.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'. The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it. Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:
  1. Remove or minimise disadvantages
  2. Take steps to meet different needs
  3. Encourage participation when it is disproportionately low.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives.

## **School Context**

- Over 45 different languages are spoken by pupils at Broadfields, this is reflected in a mixed ethnic profile
- Generally, the socio-economic backgrounds of pupils is lower than average
- Attainment levels on entry of the majority of children are lower than average
- Islam is the predominant religion practised by families whose children attend Broadfields
- Pupil mobility is high
- The school does have a number of pupils who are travellers, refugees or asylum seekers

## **Compliance with the Public Sector Equality Duty**

## **Broadfields Primary School complies in the following ways:**

### **Publication:**

This policy is on the school website

### **Pupil Progress, Assessment and Attainment Data**

Pupil progress and attainment data is reviewed termly during pupil progress meetings and information is published annually on the school evaluation form (SEF)

[Insert hyperlink](#)

We monitor the attainment and progress of all pupils including minority ethnic groups<sup>1</sup> and pupils who need support to learn English as an additional language (EAL). We identify trends and patterns of underachievement and where necessary take positive action to improve attainment. This would be recorded in the relevant action plans.

### **Teaching and Learning**

All staff will create an environment where all pupils can contribute fully and feel valued. Teaching will take account of pupils' cultural background, linguistic needs and different learning styles. Cultural traditions will be valued and made meaningful to pupils. Learning experiences will be structured to enable pupils to make connections with their own lives. Pupils will be encouraged to challenge stereotypes and to develop the skills necessary to detect bias and challenge racial discrimination. Allocations to teaching groups are monitored to prevent discrimination. Extra curricular activities and events cater for the interests and capabilities of all pupils

We endeavour to:

- Provide opportunities for every pupil to achieve the highest possible standards in preparation for the next stage in their life and education.
- Help every pupil develop a sense of personal and cultural identity that is positive and yet open to change, and that is receptive and respectful towards other identities.
- Develop the knowledge, understandings and skills of all pupils to enable them to participate fully in Britain's multi-cultural society and make their contribution as global citizens.
- All staff will create an environment where all pupils can contribute fully and feel valued. Teaching will take account of pupils' cultural background, linguistic needs and different learning styles. Cultural traditions will be valued and made meaningful to pupils. Learning experiences will be structured to enable pupils to make connections with their own lives. Pupils will be encouraged to challenge stereotypes and to develop the skills necessary to detect bias and challenge racial discrimination. Allocations to teaching groups are monitored to prevent discrimination.

### **Admissions and Attendance Levels**

The London Borough of Barnet set the admissions policy for the school. The admissions process is monitored to ensure that the criteria contained within the policy are applied fairly. Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet is collected on entry to ensure that the school meets the needs of all groups.

---

<sup>2</sup> Minority ethnic groups or racial groups include black and minority ethnic groups, faith groups, Travellers, asylum seekers and refugees.

Attendance is monitored by the Learning Mentor team. A half-termly break down is given to the Headteacher. Average attendance is 95%. The school has bought into an Education Welfare Service (EWO) for half a day per month to help the school to improve the attendance of identified pupils.

## **Behaviour and Safety**

The school Behaviour Policy is published on the website and reviewed annually. The policy outlines whole school sanctions and rewards and the procedure towards exclusion. The Behaviour Policy is differentiated for different children's needs. Behaviour incidents are analysed half termly and reported to senior leadership and governors.

[Hyperlink to Behaviour Policy](#)

## **Consultation and Involvement**

### **Partnerships with parents and communities**

Proactive steps will be taken to encourage all parents to participate and be fully involved in the school community. Information and material for parents will be accessible in plain language and in languages and formats other than English, if necessary. The schools' premises and facilities are equally available for use by all minority ethnic communities. The school aims to promote active links with local minority ethnic communities. The parents are consulted annually about their views and this information is published on our website.

[Hyperlink to Parents' Views](#)

### **Pupils' Views**

The pupils are consulted annually about their views and this information is published on our website.

[Hyperlink to Pupils' Views. – Pupils' Views need to be put on the website.](#)

## **Staffing**

There is good equal opportunities practice in the recruitment and promotion of teaching and non-teaching staff. All staff vacancies will be open to the widest permitted pool of applicants. The school will ensure that race equality good practice exists throughout the recruitment and selection process. The school will provide appropriate employment data to the council's human resources service.

## **Equality Objectives are embedded in school action plans**

### **These are some examples from 2015**

#### **Objective 1**

Nationally Pakistani groups underachieve in KS3. We will analyse attainment and progress of this group to identify achievement in KS 1 and 2.

Success criteria: We will have identified if there is a risk for this group of pupils in our school.

#### **Objective 2**

To encourage parents of children with SEN or experiencing difficulties to attend relevant sessions available during Thursday coffee mornings.

Success criteria: Register of attendance will show an increase in parents attending.

#### **Objective 3**

To trial the use of Integris for logging low level behaviour incidents.

Success criteria: We will be able to identify chronologies and patterns of behaviour incidents more easily to be able to give a graded response to need.

## Annex 1 – Discrimination and Racial Harassment Procedures

### Identifying Racist Behaviour

At Broadfields Primary School, all children and adults are encouraged to respect each other's:

- Cultural heritage
- Beliefs and practices

and to understand that there are similarities and differences between all people.

There are occasions when a child or adult might exhibit racist behaviour towards another person. These need to be swiftly identified and dealt with.

Racist behaviour can take a variety of forms. Some of these are more obviously offensive than others. However, some apparently harmless incidents can be damaging in the long term. Below are examples of the kinds of incidents that we may encounter.

- Derogatory name calling, insults, racist jokes and language
- Racist comments during discussion in lessons
- Ridicule of an individual for cultural differences, for example food, music, dress
- Refusal to cooperate with others because of their ethnic origin
- Verbal abuse and threats
- Physical assault against a person or group because of colour and/or ethnicity
- Racist graffiti
- Incitement of others to behave in a racist way
- Bringing racist material such as leaflets, comics or magazines into school
- Provocative behaviour such as wearing racist badges or insignia

**Procedures for Dealing with and Reporting Discrimination and Racial Incidents**

<b>Category</b>	<b>Suggested Actions</b>
(a) Derogatory name-calling, insults, racist jokes and language	<ul style="list-style-type: none"> <li>• Explain fully to the perpetrator that verbal racist abuse will not be tolerated</li> <li>• Individuals who are persistently abusive must be referred to the Headteacher</li> <li>• Parents/guardians should be informed</li> <li>• Offer support to the victim and counselling for the perpetrator</li> <li>• Record on the Racial Incident Record Form</li> </ul>
(b) Racist comments in the course of discussion in lessons	<ul style="list-style-type: none"> <li>• Racist statements must not be allowed to go unchallenged</li> <li>• Pupils who persist in making inappropriate comments must be referred to the Headteacher</li> <li>• Parents/guardians should be informed</li> <li>• Record on the Racial Incident Record Form</li> </ul>
(c) Ridicule of an individual for cultural differences, for example food, music, dress, etc.	<ul style="list-style-type: none"> <li>• Members of staff must not ignore any form of ridicule</li> <li>• Explain fully to the perpetrator that racist behaviour will not be tolerated</li> <li>• Individuals who are persistently abusive must be referred to the Headteacher</li> <li>• Parents/guardians should be informed</li> <li>• Offer support to the victim and counselling to the perpetrator</li> <li>• Record on the Racial Incident Record Form</li> </ul>

<p>(d) Refusal to cooperate with other pupils because of their race, colour, ethnicity or language</p>	<ul style="list-style-type: none"> <li>• Explain that pupils should work collaboratively. Every pupil should have the right to be included in school activities and the school should not exclude any pupil on racial, cultural or linguistic grounds</li> <li>• Pupils persistently refusing to cooperate must be referred to the Headteacher</li> <li>• Parents/guardians should be informed</li> <li>• Offer support to the victim and counselling for the perpetrator</li> <li>• Record on the Racial Incident Record Form</li> </ul>
<p>(e) Verbal abuse and threats</p>	<ul style="list-style-type: none"> <li>• Members of staff must not ignore any form of verbal racist abuse in the school</li> <li>• Explain fully to the perpetrator that verbal racist abuse will not be tolerated</li> <li>• Individuals who are persistently abusive must be referred to the Headteacher</li> <li>• Parents/guardians should be informed</li> <li>• Offer support to the victim and counselling to the perpetrator</li> <li>• Record on the Racial Incident Record Form</li> </ul>
<p>(f) Physical assault</p>	<ul style="list-style-type: none"> <li>• Report to the class teacher, or Headteacher as appropriate</li> <li>• Full report to the Headteacher</li> <li>• Full report to parents/guardians</li> <li>• Take necessary action to prevent recurrence</li> <li>• Offer support to the victim and counselling to the perpetrator</li> <li>• Record on the Racial Incident Record Form</li> </ul>
<p>(g) Racist graffiti</p>	<ul style="list-style-type: none"> <li>• All racist graffiti in the school must be reported to the Headteacher and should be removed immediately</li> <li>• Regular checks should be made and steps taken to discourage reappearance of graffiti</li> <li>• Record on the Racial Incident Record Form</li> </ul>
<p>(h) Incitement of others to behave in a racist way</p>	<ul style="list-style-type: none"> <li>• Pupils should be referred to the Headteacher</li> <li>• Offer support to the victim and counselling for the perpetrator</li> </ul>

	<ul style="list-style-type: none"> <li>• Record on the Racial Incident Record Form</li> </ul>
(i) Bringing racist materials such as leaflets, comics or magazines into school	<ul style="list-style-type: none"> <li>• All forms of racist literature and materials must be removed</li> <li>• Pupils should be referred to the Headteacher</li> <li>• Parents/guardians should be informed</li> <li>• Record on the Racial Incident Record Form</li> </ul>
(j) Provocative behaviour such as the wearing of racist badges or insignia	<ul style="list-style-type: none"> <li>• Educational institutions should not permit the wearing of racist badges or insignia</li> <li>• Pupils wearing such badges or insignia should be referred to the Headteacher</li> <li>• Parents/guardians should be informed</li> <li>• Record on the Racial Incident Record Form</li> </ul>

**Strictly Confidential**

**School based form for recording individual incidents of discrimination or racial harassment**

Date:.....  
Time:.....Place:.....

Brief description of incident

Name(s) of perpetrator(s):.....  
Class:.....  
.....

Name of complainant:.....  
Class:.....  
.....

**Type of Discrimination or Racial Harassment** (please tick box)

- A. Jostling, use of weapons and threatening physical assault
- B. Derogatory name calling, racist abuse
- C. Racist graffiti
- D. Wearing racist badges or insignia
- E. Bringing racist materials such as leaflets, comics, magazines onto the premises
- F. Verbal threats
- G. Incitement of others to behave in a racist manner
- H. Racist comments in the course of conversation/discussion
- I. Attempts to recruit for racist organizations and groups
- J. Ridiculing others because of cultural or religious differences
- K. Refusal to co-operate with others because of their religion, ethnic background or language
- L. Disrespect of other people's colour, race, religion and language
- M. Written derogatory/racist remarks
- N. Abuse of personal property
- O. Other (please describe).....

Action Taken:

This report is made by:.....date:.....  
(please print name).....Position:.....

**External Report to:** (Please tick)

**Other agencies contacted:** (please tick)

- A. Parents/carer of complainant(s)
- B. Parents/carer of perpetrator(s)
- C. Governing Body/chair  
state).....
- D. London Borough of Barnet

Police  
Multi-agency Racial Harassment group  
Other (please

Further Information

### **Incidents Involving Staff**

An allegation of racist behaviour on the part of any member of the teaching or non-teaching staff is a serious disciplinary matter and will be the responsibility of the Governing Body. In addition there are specific procedures for dealing with racial harassment as part of staff grievance procedures.

Where the victim of alleged racist behaviour is a pupil, the Headteacher should, after careful investigation, seek to resolve the matter informally. If the matter cannot be resolved satisfactorily at this stage then the parents/guardian should submit the complaint in writing to the Headteacher who will investigate the case further and take the appropriate action. This could involve the use of formal disciplinary procedures, following the LEA guidelines

Where a member of staff is the victim of racist behaviour by pupils, it is important that full support is given to the member of staff concerned.

### **Incidents Outside School**

There may well be occasions when racial incidents outside school, or involving outside perpetrators, are brought to the attention of the Headteacher. These incidents should be reported to the appropriate authorities who may well wish to take action under Section 5A of the Public Order Act 1986. Opportunities should also be taken to condemn such incidents publicly.

### **Racial Tension**

It is important that teachers are sensitive to all signs of possible victimization of individual pupils or groups of pupils and that this should also be reported, even where there is no identifiable incident. Similarly, all behaviour which can be seen as possibly reflecting racial tension within the school as a whole should be reported, for example small groups of pupils form isolated groups within the playground or the classroom.

### **Supporting the Victims**

It is important that the school creates a climate in which victims of racial incidents feel able to report them. All staff and pupils should be encouraged to report incidents that they witness and all such reports should be followed up. Schools will wish to consider the particular vulnerability of pupils with special educational needs who may also be prey to racism within the school but find communication on their position and feelings difficult.

Staff dealing with such incidents should be sensitive to the issue of retaliation on the part of the victim, which may be a reaction to a long series of relatively minor incidents that have not been reported or dealt with appropriately.

Schools should consider involving parents when offering support to victims and it may be appropriate, in some cases, to involve the Education Welfare Service and other agencies. Schools need to recognise that the victims of racial incidents may require pastoral support over a long period in order to regain personal confidence. In addition the school needs to demonstrate its willingness and ability to address the issue of racial harassment. Where the victim of a racial incident is a member of staff, support is available through the Staff Welfare Section in addition to support from colleagues.

## **Wider Implications**

In dealing with a racial incident, it is important to recognise the wider implications for the school and the local community. School procedures should set out clear lines of internal communication to ensure that all appropriate members of staff are aware of any incident. Formal procedures for involving senior management and governing bodies need to be considered.

Similarly, there should be clear policies about the involvement of outside agencies such as the Police, Racial Equality Councils, local community groups, Racial Attacks Response Forums and also regarding the involvement of parents/guardians.

Headteachers may wish to take advice from appropriate London Borough of Barnet Officers or Advisers before responding to approaches by the media over alleged racial incidents.

Action should be taken to limit the impact of racial incidents. This could involve the immediate removal of racist graffiti and the confiscation of racist literature, badges etc. The serious nature of such incidents should be clearly impressed on the school as a whole.

Headteachers are encouraged to seek the advice of the London Borough of Barnet in dealing with major incidents and to involve the school's general adviser or relevant specialist adviser in developing strategies to reduce racial tension through the curriculum or the organisation of the school. Additional support may be obtained through links with other local schools. This offers the opportunity for sharing good practice and increasing consistency between institutions in their dealing with racial incidents and offers the possibility of joint in-service training.

## **Monitoring and Reporting**

It is essential that records are kept of racial incidents to enable the school and the LEA or other advisory source to identify any patterns of behaviour whereby individuals or groups can be shown to be regular victims or perpetrators of racial harassment.

## **School Records**

All incidents that are perceived to be racially motivated should be recorded on an incident sheet. A recommended Record Form is enclosed with this document. Please make additional copies as required.

The examination of these records on a regular basis will also provide the school with a picture of the frequency and nature of racial incidents and give some indication as to how effectively the school is combating such behaviour. This internal record keeping system will be monitored as part of the Authority's statutory functions.

## **Reporting Racial Incidents**

Report of incidents are made monthly to London Borough of Barnet. It may be appropriate for a report to be made to the Governing Body on an annual basis. Consideration should also be given to the inclusion of

information on racial incidents in the Governor's Report to parents/guardians as this would demonstrate to the community the school's commitment to the maintenance of a non-racist learning environment.

### **Ethnic Origin**

In identifying the ethnic origin of victims and perpetrators, it would be helpful if schools would use the following generally accepted terms:

- Pakistani
- Bangladeshi
- Indian
- Chinese
- Black-Caribbean
- Black-African
- Black-Other (please describe)
- White
- Any other ethnic group (incl. Irish)