



St Mary's Church of England Primary School
Fowler Road, Islington, London N1 2EP

'Believe and Achieve'

Single Equality Policy

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1. Vision

St Mary's CE Primary School is part of a large diverse community. We are very proud of the many different cultures and communities, which make our school a vibrant place to learn and develop.

Our Vision is of a school in which:

- all children feel included and valued;
- our children enjoy school and like to be active and responsible citizens;
- we work in partnership with our children, families, and agencies, which support families;
- our site is attractive, welcoming and safe for all users;
- we strive for a Christian-centred approach to the whole of school life
- each child is given the opportunity to develop, at their own pace, to be all that they can be;
- there is true equality.

*Every Child Matters at St Mary's CE Primary School,
whatever his/her race, gender, special need or disability
and shall have an equal opportunity to learn and to
achieve to the best of his/her ability.*

- All children shall have the right to develop self-confidence, to be respected and valued.
- All members of our community shall be fairly and justly treated as equal.
- We will not tolerate any racist, sexist or xenophobic behaviour, or any behaviour that discriminates in any way against an individual or group. This is unacceptable in our school community and will always be challenged.

2. Aims and Values

Our Equality policy is supported by the school's vision statement and its values, which give us purpose, direction and meaning in everything we do. We tackle discrimination and promote equality and good relationships across all areas of school activity and decision making including:

- progress, attainment and assessments
- behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- teaching and learning
- admissions and attendance procedures

- curriculum
- home school liaison service outreach services
- staff recruitment and continuing professional development
- partnerships with parents and communities.

This policy underpins every policy; especially Inclusion, SEN, Teaching & Learning, Assessment, Behaviour and every section of the School Improvement Plan (SIP). Clear targets are set within the SIP for addressing any equality issues which are reviewed each year to evaluate whether our outcome targets have been met and if the impact is positive.

3. Statement of Commitment

Every adult who works in St Mary's CE Primary School individually and collectively is committed to promoting equality, good relationships and will not tolerate any unlawful discrimination, promoting equality of opportunities for children and for each other at all times. It is the responsibility of Governors, Head teacher, staff, pupils, parents and visitors to the school to work together to positively promote equality and good relationships and eliminate discrimination ensuring that this policy is in practise every day.

- We will encourage, support and give opportunities for all pupils and staff to reach their potential. The curriculum will take full account of the gender, ethnicity, background, language, ability/disability and religion of every child.
- We will monitor pupils' personal development, attainment and progress individually and also anonymously by gender as well as by ethnicity, language and ability/disability.
- Active steps will be taken to ensure that admissions, attendance, discipline and exclusion processes are fair and equitable to pupils from all ethnic, ability and gender groups.
- We will endeavour to complete impact assessments through developing and reviewing school policies.
- We will raise children's awareness of this policy and our determination that it is a policy in action each and every day. Staff members are committed to listening to children and involving them in all issues related to equality, and involving them in decision making, where appropriate.
- We will work in partnership with parents and the wider community to establish and promote equality, disseminate good practice and tackle discrimination. We will plan for events to involve parents in their child's education and in the life of the school. We will monitor the views of all members of the school community. Views of parents, the wider community, staff and children will inform planning and decision making.
- Recruitment & selection procedures are consistent with The Equality Act 2006 of practice in Employment and the Disability Discrimination Act 2005. The training and professional development of all staff enables them to be confident about equality issues.

4. Equality Duties

Equality means giving everyone the same chances no matter how different they are. It also means sometimes giving some people extra help.

Race Equality Duties

The Race Relations (Amendments) Act 2000, addresses the statutory duty for schools to:

- promote racial equality;
- promote good race relations between people of different racial groups;
- eliminate unlawful racial discrimination;
- promote equal opportunities.

In order to:

- prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups;
- expand access to all communities and in all areas of school activity;
- eliminate unlawful racial harassment;
- ensure the policy is also part of planning arrangements that the school already makes, and our actions and objectives are met through our Equality Action Plan (outlined at the end of this policy).

Addressing Racism and Xenophobia

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islamophobia, and against travellers, refugees and asylum-seekers.

Community Cohesion

From September 2007 we understand our duty to promote community cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000 and the Education and Inspections Act 2006. Our school already considers this to be a fundamental part of its role.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together.

Disability Equality Duties

At St Mary's we always consider the impact of our work on people with disabilities, and will always take action to tackle disability inequality. We are totally committed to people with disabilities having the same opportunities and not coming across discrimination when using our services. We also promote positive attitudes towards people with disabilities in everyday life through assemblies and classroom practice.

The Disability Discrimination Act (DDA) defines a person with disabilities as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We also believe that we should take steps to meet disabled people's needs even though this may sometimes require more favourable treatment. This will help us to ensure that disabled pupils can participate in all aspects of the curriculum. We will continually review our building and physical environments to make sure it are as accessible as possible for our pupils and other user groups. We will also strive to improve the delivery of information so that it is accessible for all groups.

Gender Equality Duties

By unlawful sexual discrimination we mean treating one person less favorably than another on grounds of sex or gender. We understand that this could be done directly, but that it could also occur indirectly. Indirect discrimination means that a particular policy or practice may impact more negatively on one gender than on the other, or may favour one gender to the disadvantage of the other.

By sexual harassment we refer to behaviour or remarks based on a person's sex or gender, perceived to be unpleasant, threatening, offensive or demeaning to the dignity and self-esteem of the recipient or subject. We see such behaviour as also damaging to the perpetrator. (*Refer further to our school's Behaviour Policy*)

We understand 'sex' to refer to the biological differences between males and females and 'gender' to refer to the wider social roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognise and help overcome those lasting and embedded patterns of advantage and disadvantage, which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

We will take steps to counteract the effects of any past discrimination in staff recruitment. Where we are uncertain whether there is a genuine occupational requirement for preference to be given to the employment of someone of a particular gender we will seek specialist advice.

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to gender equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard we will pay to it.

Sexual Orientation

The Sexual Orientation Regulations 2003 and the Equalities Act 2006 (which introduced the Sexual Orientation Regulations 2007) defines sexual orientation as a 'sexual orientation toward persons of the same sex, persons of the opposite sex, or persons of the same sex and the opposite sex'. Accordingly the regulations prohibit discrimination against not just lesbians and gay men, but heterosexual and bisexual people as well.

Both regulations include perceived sexual orientation, to address a situation where someone is discriminated against because he or she is thought to be gay or lesbian. This definition enables gay applicants not to have to 'come out' in order to bring a claim, and also protects those heterosexual applicants that become the subject of stereotypical homophobic assumptions about appearance or manner.

5. Identifying Inequality: Racist, Sexist, Homophobic, Xenophobic Behaviour

At St Mary's all children and adults are encouraged to respect each other's:

- Cultural heritage
- Beliefs and practices
- Gender
- Disability

Children and adults are also taught to understand that there are similarities and differences between all people.

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

Racist, sexist, homophobic, xenophobic 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, abusive jokes and language;
- abusive comments during discussion in lessons;
- ridicule of an individual for cultural, gender, religious, disability differences, believed sexual orientation of child or parent/carer, for example food, music, dress etc.;
- refusal to cooperate with others because of their race, colour, ethnicity, language, religion, gender, believed sexual orientation of child or parent/carer, or disability;
- verbal abuse and threats;
- physical assault against a person or group;
- abusive graffiti;
- incitement of others to behave in an abusive way;
- bringing abusive material such as leaflets, comics or magazines into school;
- provocative behaviour such as wearing abusive badges or insignia;
- attempts to recruit other children to racist, sexist, homophobic, xenophobic organisations and groups.

6. Promoting Equality

The Governors, Head Teacher and the Leadership team, along with subject leaders, are committed to making this policy a reality by:

- creating a positive learning environment, which is vibrant, accessible and relevant to every pupil;
- creating a positive atmosphere and ethos based on respect for people's differences;
- tracking every child's achievement, challenging them appropriately and encouraging and supporting all pupils and staff to reach their potential;
- tracking the progress of all ethnic, gender, and ability groups and setting relevant targets to counter any underachieving groups
- ensuring that intervention strategies are available for all pupils who are under-achieving and monitoring the impact of programmes and initiatives;
- showing commitment to challenging and preventing inequality and discrimination;
- working with parents and the wider community, establishing positive relationships tackling racial discrimination;
- dealing effectively with reports on racist, sexist, homophobic, xenophobic incidents following the LA reporting procedures dealing with each individual incident appropriately.
- ensuring through effective monitoring that the equality policy and procedures are followed by all.

7. Roles and Responsibilities

In addition, it is crucial that everyone is clear about what is expected of him or her. Promoting equality and raising the achievement of all pupils is the responsibility of everyone, including non-teaching staff and governors.

The Head Teacher is responsible for:

- implementing the Equality Policy;
- assessing and monitoring the impact of the policy through the various action plans specifically related to this policy;
- ensuring that curriculum planning takes account of ethnicity, religion, gender, ability/disability, and the language needs of all pupils;
- working with the Senior Management Team in tracking all under-achievement and ensuring programmes are in place to ensure all children make progress;
- ensuring that all staff members are fully aware of their responsibilities, that equality thinking is developed and that they are given the opportunity to attend training;
- taking steps to ensure that everyone associated with the school is kept informed about the school's Equality Policy and that they follow it;
- ensuring that efforts are made to recruit staff from all communities;
- ensuring that there is equality of opportunity for access to all staff promotion and training opportunities;
- making regular reports about the effectiveness of the Equality Policy to governors, and involving them in reviewing the action plans
- dealing with harassment and following procedures for handling complaints and incidents.

The Governors are responsible for:

- making sure that the school complies with the Equality Laws;
- making sure that the Equality Policy and its procedures are followed;
- ensuring, with the Head Teacher, that the Equality Policy and procedures are regularly reviewed and their effectiveness evaluated and that the views of all sections of the school community, including children are sought;
- ensuring that the results of all groups are tracked with equality in mind.

Teaching staff are responsible for:

- tracking the progress of individuals and groups, assessing impact;
- meeting with parents, arranging for interpreters, when necessary & informing them of their child's progress & agreeing targets to support the child's progress;
- ensuring that they use an inclusive approach via curriculum delivery and teaching strategies;
- taking up opportunities for training.

ALL staff are responsible for:

- dealing with racist, sexist, homophobic, xenophobic incidents & reporting these to the Head Teacher;
- eliminating discrimination;
- promoting Equality and not discriminating on racial, gender, religious, sexual orientation, disability grounds.

8. Procedures for dealing with and reporting Inequality Incidents

In all instances the following actions will be taken as a minimum:

- Head Teacher informed.
- Action taken in accordance with the Behaviour Policy.
- A record made on the Harassment and Incident Reporting Form (HIRF).
- Parents/Carers informed.

See Appendix 3 for detailed suggested actions.

Incidents Involving Staff

An allegation of racist, sexist, homophobic, xenophobic 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 harassment as part of staff grievance procedures. A complaint of abusive behaviour will be dealt with in accordance with the complaint & discipline procedure if allegations are substantiated. We follow the LDBS Grievance Procedures.

Incidents Involving Parents/Carers or Visitors

Racist, sexist, homophobic, xenophobic behaviour will not be tolerated under any circumstances at St Mary's. A member of staff will challenge any perpetrator of this behaviour, and the incident should be officially reported and recorded for the Head Teacher.

The perpetrator will meet with the Head Teacher who will explain the school policy and challenge the perpetrator's actions. The perpetrator will be given the opportunity to apologise and learn from the experience and, where appropriate, given a second chance. A second offence will mean an automatic fixed term ban from the school premises and may lead to a formal report to the police.

Incidents Outside School

There may well be occasions when racist, sexist, homophobic, xenophobic incidents outside school, or involving outside perpetrators, are brought to the attention of the Head Teacher. 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, Homophobic, Xenophobic Tension

It is important that teachers are sensitive to all signs of possible victimisation of individual pupils or groups of pupils and that this should also be reported, even where there is not identifiable incident. Similarly, all behaviour which can be seen as possibly reflecting, homophobic, xenophobic 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.

9. Supporting the Victims

It is important that the school creates a climate in which victims or abusive incidents feel able to report them. All staff and pupils should be encouraged to report incidents that they witness and all such report should be followed up. As a school we need to be aware of the particular vulnerability of pupils with special educational needs who may also be prey to racist, sexist, homophobic, xenophobic abuse within the school, but who may 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.

10. School Records

All incidents that are perceived to be of an abusive nature should be recorded on the Harassment Incident Reporting Form.

The examination of these records on a regular basis will also provide the school with a picture of the frequency and nature of such 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 and reported to the Governors each term.

11. Employment Practices

- The school adheres to recruitment and selection procedures, which are fair, equal, and in line with statutory duties and CE/LA guidelines.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels in the school.

- Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy and that new staff members are familiar with it as part of their induction programme.
- The skills of all staff, including support and part-time staff are recognised and valued. All staff members are given status and support and are encouraged to share their knowledge.
- Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.
- Staff and invited visitors provide a wide range of good role models and reflect the diversity of the local and wider community.
- The school will monitor its practice in selection and recruitment, selection for redundancy, restructuring, redeployment and retirement, training and development, promotion, performance management, award for pay and allowances, grievance, disciplinary, harassment and discrimination. A yearly analysis will be carried out and reported to governors.

12. Curriculum

Curriculum planning takes account of the ethnicity, gender, religious, disability, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure inclusion of:

- Boys and girls.
- Pupils learning English as an additional language.
- Pupils from minority ethnic groups.
- Pupils with disability.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events cater for the interest and capabilities of all pupils and take account of parental concerns related to religion and culture

13. Monitoring and Evaluation

We will monitor the impact of this policy through:

- progress, attainment and assessments analysis of ethnic, gender and ability/disability;

- attendance analysis;
- behaviour, discipline, bullying and exclusions records;
- pupils' personal development and Inclusion team meeting minutes/ records;
- teaching and Learning (monitoring and observations of practice – lessons, books, plans and environment);
- admissions and attendance procedures;
- curriculum content;
- home school liaison service outreach services records;
- staff recruitment and continuing professional development records;
- partnerships with parents and communities;
- employment practices (as above).
- reviewing policies.

14. Action Plan

To ensure Equality is embedded at the core of St Mary's School we are:

- demonstrating our commitment to Equality through senior leadership, by identifying senior staff to oversee Equality work;
- ensuring that Equality is taken into account when devising and reviewing policies;
- ensuring all staff and governors have access to Equality training and guidance;
- ensuring that Equality is part of the curriculum for teaching and learning;
- working towards ensuring that the school workforce reflects the diversity of the local community;
- gathering, analysing and acting upon all data on pupil performance;
- working towards involving relevant local community organisations in the life of the school, to provide extra-curricular activities and services such as mentoring, revision classes and language teaching;
- sharing best practice with other schools in the wider community through the school's website, newsletters and the local press;
- involving parents as key partners in developing and implementing the school's equality policy and activities. (See also Action Plan Appendix 1 for more details)

THE HEAD TEACHER AND GOVERNORS WILL TAKE LEGAL ADVICE AND WILL NOT HESITATE TO TAKE LEGAL ACTION IN THE EVENT OF A BREACH IN THIS POLICY.

Appendix 2 ~ [Action plan](#)

	<p>St Mary's Church of England Primary School Fowler Road, Islington, London N1 2EP</p> <p style="text-align: center;"><i>'Believe and Achieve'</i></p> <p style="text-align: center;">Equality Objectives 2015/16</p>
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Equality Objective	Protected Characteristic <small>(gender, disability, gender reassignment, pregnancy and maternity, race, religion and belief, and sexual orientation)</small>	Focus	Responsibility	Review
<i>Narrowing gaps in attainment between groups of pupils, for example, girls and boys</i>				
Raise attainment of boys in writing	Gender / Disability / Race Religion and Belief / Vulnerable	Follow up recommendations of Reading Review. More volunteer readers in school.	SLT English Leader	End of year data in English Raise Online
Narrow the gap for White UK, White Other & SA Plus over time.	Race	Plan targeted support for White UK and White Other children.	SLT	End of year data in English and Maths Raise Online
To raise attainment in English & Maths by accelerating progress, especially at levels 3 and 5.	Gender /Disability/ Race/ Vulnerable		SLT Core Subject Leaders	End of year data Raise Online
<i>Increasing the participation of particular groups in school activities</i>				
Create opportunities for children to take greater responsibility within school and to participate more in decision making.	All	Develop Young Leaders' role. Develop and extend role of school council.	SLT	Assess impact of school council and Young leaders in decision making.
<i>Improving the participation and engagement of different groups of parents and communities</i>				
Enhance parental engagement for all children, especially those with SEND.	Gender / Disability/ Race/ Vulnerable	Targeted meetings with parents. Promoting engagement and increasing opportunities through Achievement for All Team. Continue: 'Achievement for All' International Evening	SLT SENco Achievement for All Team	End of year data Achievement for All evaluation

		Develop Families and St Mary's Together work.		
Providing learning opportunities for families in order to better support children's learning.	All	To build on the well-established programme of family learning.	School Home Support Worker SLT Phase and Core Subject Leaders Learning Assistants	Parent Questionnaires Evaluation forms End of year data for children of participating families.
<i>Improving the attendance of pupils from particular groups</i>				
To reduce the number of persistent absentees.	Gender / Disability/ Race/ Vulnerable	Achievement for All Team to work together to eliminate PAs.	School Home Support Worker SLT EWS	End of year Attendance Report.
<i>Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities</i>				
To have an understanding of the UN Convention on the Right of the Child (UNCRC).	All	Begin the 'Recognition of Commitment' stage of the UNICEF Rights Respecting Schools Award.	SLT	Assess impact of school council and Young leaders in decision making.
To provide opportunities for all children to see people of all backgrounds making a positive contribution to society.	All	Careers Evening (working with local businesses and parents) Visit to offices of Liberium Bank	SLT	Assess impact of childrens aspiratiosn through discussion.
<i>Reducing prejudice-related bullying and the use of derogatory language</i>				
Raise awareness of the impact of hate crime.	All	Anti-Knife crime Workshops for Years Five and Six; 'Make a noise about bullying' pledge (anti-bullying) to be signed by all. National Anti-Bulling Week - 'Make a noise about bullying' (16th November 2015) Ensure staff know and use the LDBS publication 'Valuing All God's Children' (May 2014);	SLT PSHE Leader	Pupil Questionnaires

Appendix 2 ~ HARASSMENT INCIDENT REPORTING FORM

	<p>St Mary's Church of England Primary School Fowler Road, Islington, London N1 2EP</p> <p><i>'Believe and Achieve'</i></p> <p>Harassment Incident Reporting Form</p>
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Report

Name of Child

Year Group

Date Form completed

Name/s of other person/s involved

Details of Incident and Action taken

Name of person reporting

Signature of person reporting

Information from Leadership Team ~ with details over page

Date Form received

Seen by SLT member

Signature of SLT member

Type of Incident

- Racist Sexist Homophobic Disability Other (specify)

Form of Incident

Verbal Physical Non verbal

People Involved

Children Child/Staff Staff/Adult Other (specify)

Action/comments from Leadership Team

Action taken

Discussion with child Parent/carers Teacher Discussed at SLT Meeting

Discuss at next Team Around the School Meeting If child is known; agency lead updated

Other

Information regarding any sanction/s

Appendix 3 ~ Procedures for dealing with Inequality Incidents

Category	Suggested Actions
(a) Derogatory name-calling, insults, racist, sexist, homophobic, xenophobic jokes and language	<ul style="list-style-type: none"> • Explain fully to the perpetrator that verbal abuse of that kind will not be tolerated. • Individuals who are abusive must be referred to a member of the Senior Leadership Team who will take action according to Behaviour Policy. • Offer support to the victim and counselling to the perpetrator. • Record on the HIRF. • Parents/Carers informed.
(b) Racist, sexist, homophobic, xenophobic comments in the course of discussion in lessons	<ul style="list-style-type: none"> • Statements of this nature must not be allowed to go unchallenged. • Pupils who make inappropriate comments must be referred to a member of the Senior Leadership Team who will take action according to Behaviour Policy. • Record on the HIRF. • Parents/Carers informed.
(c) Ridicule of an individual for cultural, gender, religious, disability differences, believed sexual orientation of child or parent/carer, for example food, music, dress etc	<ul style="list-style-type: none"> • Members of staff must not ignore any form of ridicule. • Explain fully to the perpetrator that that type of behaviour will not be tolerated. • Individuals who are abusive must be referred to a member of the Senior Leadership Team who will take action according to Behaviour Policy. • Offer support to the victim and counselling to the perpetrator. • Record on the HIRF. • Parents/Carers informed.
(d) Refusal to cooperate with other pupils because of their race, colour, ethnicity, language, religion, gender, believed sexual orientation of child or parent/carer, or disability.	<ul style="list-style-type: none"> • 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 any of the identified grounds. • Pupils refusing to cooperate must be referred to a member of the Senior Leadership Team who will take action according to Behaviour Policy. • Offer support to the victim and counselling for the perpetrator. • Record on the HIRF. • Parents/carers informed.
(e) Verbal abuse and threats	<ul style="list-style-type: none"> • Members of staff must not ignore any form of verbal abuse in the school. • Explain fully to the perpetrator that verbal abuse will not be tolerated. • Individuals who are abusive must be referred to a member of the Senior Leadership Team who will take action according to Behaviour Policy. • Offer support to the victim and counselling to the perpetrator • Record on the HIRF. • Parents/carers informed.
(f) Physical Assault	<ul style="list-style-type: none"> • Report to the Head Teacher. • The Head Teacher will make a full report and will take action according to the Behaviour Policy. • Take necessary action to prevent recurrence. • Offer support to the victim and counselling to the perpetrator. • Record on the HIRF. • Parents/carers informed.
(g) Racist, sexist, homophobic, xenophobic graffiti	<ul style="list-style-type: none"> • All abusive graffiti in the school must be reported to the Head Teacher and should be removed immediately. • Regular checks should be made and steps taken to discourage reappearance of graffiti. • If the perpetrator is known report to the Head Teacher. • The Head Teacher will take action according to the Behaviour Policy. • Take necessary action to prevent recurrence. • Offer support to the victim and counselling to the perpetrator. • Record on HIRF. • Parents/carers informed.
(h) Incitement of others to behave in a racist, sexist, homophobic, xenophobic way	<ul style="list-style-type: none"> • Pupils should be referred to the Head Teacher who will take action according to the Behaviour Policy. • Offer support to the victim and counselling for the perpetrator. • Record on the HIRF. • Parents/carers informed.
(i) Bringing racist materials such as leaflets, comics or magazines	<ul style="list-style-type: none"> • All forms of racist literature and materials must be removed. • Pupils should be referred to the Head Teacher who will take action

into school	<p>according to Behaviour Policy (and the nature of the material they brought to school).</p> <ul style="list-style-type: none"> Record on HIRF. Parents/carers informed.
(j) Provocative behaviour such as the wearing of racist, sexist, homophobic, xenophobic badges or insignia	<ul style="list-style-type: none"> We will not permit the wearing of abusive badges or insignia. Pupils wearing such badges or insignias should be referred to the Head Teacher and asked to remove the item immediately. The Head Teacher will take action according to the Behaviour Policy and the level of action dependent on whether pupil understood the nature of the material they brought to school. Record on the HIRF. Parents/carers informed.
(k) Attempts to recruit to racist organisations and group	<ul style="list-style-type: none"> Report immediately to the Head Teacher who will take action. 'Recruiter' should be interviewed. Record on HIRF. Parents/carers informed.

Written by

Policy reference material, guidance or link policies

Reviewed by

Ratified by

Ratification date

Review cycle

Next review date

Review committee

Islington Schools adapted by Laura Mayende	
Legislation:	The Equality Act 2010 and The Equality Act 2010 (Specific Duties) Regulations 2011 .
	Children, Families and Community
	Children, Families and Community
	Spring 2016
	Annual / Biennial / Tri-annual/ Every four years for policy and publish information plan annually
	Spring 2020
	Children, Families and Community