

Cliftonville Primary and Pre- School



Independence Safe and Settled Resilience Respect Aspiration Learning Community

OUR MISSION

As an outstanding school we will inspire children to achieve more than they ever believed possible

OUR VISION

That every member of our school community is challenged and supported to be the very best they can be

That through our high-quality learning experiences & curriculum we will improve the life-chances of our children

That we educate the whole child so they can thrive in a changing world

EQUALITY AND COHESION POLICY **INCLUDING ADDRESSING RACIAL INCIDENTS**

Revised date September 2023

Review date September 2026

Legal duties

This policy has due regard to all relevant legislation including, but not limited to, the following:

Human Rights Act 1998

The Equality Act 2010

UK General Data Protection Regulation (UK GDPR)

Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

DfE (2014) 'The Equality Act and schools'

DfE (2018) 'Promoting the education of looked after children and previously looked after children'

DfE (2018) 'Gender separation in mixed schools'

DfE (2018) 'Equality Act 2010: advice for schools'

DfE (2018) 'Mental health and wellbeing provision in schools'

We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2010.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Summaries of our legal obligations are provided in Appendix 1.

Guiding principles

In fulfilling the legal obligations referred to above and summarised in Appendix 1, we are guided by seven principles.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, including:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We invite consultation

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.

The Equality Plan

We recognise that the actions resulting from a policy are what make a difference. We carefully monitor which children attend clubs, school council, and are mediators or buddies as well as which children have received awards both in and out of school. Parental attendance is also analysed. We use this data to identify then address any issues that arise.

Each year any key issues arising from our monitoring will be fed into the school priorities this includes broadening the reach of clubs to all vulnerable groups.

The curriculum

Pupils will be exposed to thoughts and ideas of all kinds, and the school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have. The school will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

To ensure equality, diversity and acceptance are taught and promoted throughout each subject area, the school will for example have discussions of stereotypes, cultures and difference in lessons.

The observation of inclusive teaching strategies will remain a key aspect of the schools QA monitoring.

The school will respect the right of parents to withdraw their child from sex education.

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles in paragraph 5 above. This is generally done mid-year.

Ethos and organisation

We have a strong ethos which permeates through the schools policy and practice- Independence Safe and Settled Resilience Respect Aspiration Learning and Community.

We ensure that the principles listed in paragraph 5 above apply also to the full range of our policies and practices, including (but not restricted to) those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment and retention
- staff appraisal and continued professional development
- staff absence and performance management
- care, guidance and support of learners
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- Provision of goods/services to customers and the wider community
- Working with the wider community.

Promoting inclusion

The school will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.

- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

Protected characteristics

Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

Sex

For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. The school understands that some pupils identify as a gender different to the sex they were assigned at birth, and we will support pupils through their transitioning phases.

Staff will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Pupils will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all pupils will be allowed to choose which skills they learn.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but the school will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single-sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

Race and ethnicity

Staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the school will regularly review its practices to ensure that they are fair.

Staff will ensure pupils with EAL are treated equally and fairly, while ensuring they are supported at all times. The school will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

The school may, however, take positive action, e.g. organising open days for pupils and families of a specific race that is under-represented, to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

Disability

Staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

The school will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Staff will ensure that they do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

The school will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

The school will meet its duty to undertake accessibility planning for pupils with disabilities and ensure that an

Accessibility Plan is implemented and reviewed where necessary.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

Religion and belief

Staff will ensure that pupils are not singled out or treated less favourably because of their religion or belief.

The school will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

Sexual orientation

Staff will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils.

The school will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. The school will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with the school's policy.

Staff will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

Staff will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity. The school will ensure that there is a designated safe space where pupils can discuss issues of sexual orientation without fear of discrimination.

Gender reassignment

Staff will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. The school recognises that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

Pupils will have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our School Uniform Policy.

The school will ensure that there are suitable toilet and changing facilities for pupils to use, including:

- Gender-specific toilets and changing facilities.
- Private changing facilities.

The facilities will be made available to all pupils and pupils can use the facility they feel most comfortable in, e.g. if a trans pupil wished to use a private changing room.

The school will support trans pupils to feel comfortable and ensure they can celebrate their identity.

The school will ensure that there is a designated safe space within the school where trans pupils can discuss issues of gender without fear of discrimination.

The school will abide by its LGBTQ+ Policy containing further information addressing equal opportunities for trans pupils.

Looked-after children (LAC)

LAC and previously LAC (PLAC) will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

Staff will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

Staff will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

The school will adhere to its LAC Policy containing further information addressing equal opportunities for LAC.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to previously, including;

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia.

There is guidance in the Behaviour policy and Anti-bullying policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with. With reference to racial incidents- see appendix 3.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

Roles and responsibilities

The governing board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
 - Admissions.
 - The way the school provides and education for pupils.
 - How pupils are provided with access to benefits, facilities and services.
 - The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

The headteacher will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.

Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.
- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur in accordance with this policy and associated procedures
- Identify and challenge bias and stereotyping in the curriculum and in the organisation
- Support pupils in their class for whom English is an additional language
- Maintain positive relationships with colleagues, parents and governors and all other visitors to the school
- Respect the diversity of colleagues, parents and governors and all other visitors to the school
- Keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors, is on our website, or a written copy is available to parents/carers by request.

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

Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day, Transgender Day of Remembrance, Pride, and International Women's Day.

Religious observance

We respect the religious beliefs and practice of all staff, pupils, parents, governors and other members of the school community and comply with reasonable requests relating to religious observance and practice.

Staff/Governor development and training

We ensure that all staff and governors, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy are reported to the headteacher and equality governor. They are dealt with in accordance with school policies which apply to the breach and to the full extent required by the law.

Pupils that have left school

The school's responsibility to not discriminate, harass or victimise will not end when a pupil has left school. It will continue to apply with regard to subsequent actions related to our previous relationship with the pupil, such as the provision of references.

The Public Sector Equality Duty

The school will meet its duty to publish:

Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in the Protected characteristics section of this policy.

Equality objectives (at least every four years) outlining how the school may further equality.

There are some protected characteristics where statistical data is less likely to be readily available, and pupils will not be pressured into providing information related to any characteristic which they may identify with.

Monitoring and evaluation

For learners: We collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

For staff and governors: We collect, analyse and monitor data in relation to disabilities; ethnicity, language, religious affiliation, national origin and national status; and gender.

For parents: We request whether any additional support is required to enable full access to everything school has to offer annually

To review good practice we make use of a range of auditing practices making recommendations where appropriate.

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Description of definitions and legal duties

There is a legal requirement for schools to have a Race Equality Action Plan, Disability Equality Scheme and Gender Equality Scheme. The school's SES meets this specific requirement. The following definitions and legal duties describe the school's understanding of legislation prior to and including the Equality Act 2010 in relation to the protected characteristics:

App 1.1 Definitions relating to the Equality Act 2010

The following definitions are some of the more common terms relevant to schools or the particular provisions of the Act:

Discrimination:

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association).
- Indirect discrimination.
- Discrimination arising from disability.
- Failure to make reasonable adjustments (for disabled people).

Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic. So a very basic example would be refusing to admit a child to a school as a pupil because of their race, for example because they are Roma. It is not possible to justify direct discrimination, so it will always be unlawful. There are however exceptions to the schools provisions that allow, for example, single-sex schools to only admit pupils of one sex without this being unlawful direct discrimination.

In order for someone to show that they have been directly discriminated against, they must compare what has happened to them to the treatment a person without their protected characteristic is receiving or would receive. So a gay pupil cannot claim that excluding them for fighting is direct discrimination on grounds of sexual orientation unless they can show that a heterosexual or bisexual pupil would not be excluded for fighting. A pupil does not need to find an actual person to compare their treatment with but can rely on a hypothetical person if they can show there is evidence that such a person would be treated differently.

There is no need for someone claiming direct discrimination because of racial segregation or pregnancy or maternity to find a person to compare themselves to:

- Racial segregation is deliberately separating people by race or colour or ethnic or national origin and will always be unlawful direct discrimination.
- To claim pregnancy or maternity discrimination a female pupil must show that she has been treated unfavourably because of her pregnancy or maternity and does not have to compare her treatment to the treatment of someone who was not pregnant or a new mother.

It is not direct discrimination against a male pupil to offer a female pupil special treatment in connection with her pregnancy or childbirth.

It is not direct discrimination against a non-disabled pupil to treat a disabled pupil more favourably.

Indirect discrimination occurs when you apply a provision, criterion or practice (PCP) in the same way for all pupils or a particular pupil group, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage. It doesn't matter that you did not intend to disadvantage the pupils with a particular protected characteristic in this way. What does matter is whether your action does or would disadvantage such pupils compared with pupils who do not share that characteristic.

'Disadvantage' is not defined in the Act but a rule of thumb is that a reasonable person would consider that disadvantage has occurred. It can take many different forms, such as denial of an opportunity or choice, deterrence, rejection or exclusion. Indirect discrimination will occur if the following four conditions are met:

1. You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
2. The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
3. The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
4. You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.

Positive Action:

Pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular pupil group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some pupils to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions. It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).

'Proportionate means of achieving a legitimate aim':

To be legitimate the aim of the provision, criterion or practice must be legal and non-discriminatory and represent a real objective consideration. In the context of school education, examples of legitimate aims might include:

- Maintaining academic and other standards.
- Ensuring the health and safety and welfare of pupils.

Even if the aim is legitimate the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary', but 'necessary' does not mean that the provision, criterion or practice is the only possible way of achieving the legitimate aim. Although the financial cost of using a less discriminatory approach cannot, by itself, provide a justification, cost can be taken into account as part of the school's justification, if there are other good reasons for adopting the chosen practice. The more serious the disadvantage caused by the discriminatory provision, criterion or practice, the more convincing the justification must be. In a case involving disability, if you have not complied with your duty to make relevant reasonable adjustments it will be difficult for you to show that the treatment was proportionate.

Protected Characteristics:

The Act protects people from discrimination and harassment based on the following 'protected characteristics':

- Age
- Disability.
- Gender reassignment.
- Marriage and civil partnership
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Age and being married or in a civil partnership are NOT protected characteristics for the schools provisions.

The categories of people covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements).
- Pupils at the school (including those absent or temporarily excluded).
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school).

Provision, criterion or practice (PCP):

These are not defined in the Act but can be interpreted widely and include:

- arrangements (for example, for deciding who to admit or in preparing for a school trip)
- the way that education, or access to any benefit, service or facility is offered or provided
- one-off decisions
- proposals or directions to do something in a particular way.

They may be written out formally or they may just have developed as the school worked out the best way of achieving what it wanted to do.

Public sector equality duties:

These give public bodies, including maintained schools, Academies and Pupil Referral Units, legal responsibilities to demonstrate that they are taking action on equality in policymaking, the delivery of services and public sector employment. The duties require public bodies to take steps not just to eliminate unlawful discrimination and harassment, but also to actively promote equality.

The purpose of the equality duties is not to be process driven and bureaucratic but rather to offer an outcome-based method of ensuring that schools are best meeting the needs of all their pupils. The duties provide a framework to help schools tackle persistent and long-standing issues of disadvantage, such as underachievement of boys from certain ethnic groups, gender stereotyping in subject choice and bullying of disabled young people. They also provide a strategic and systematic means of tackling major entrenched disadvantage across the sector.

Reasonable adjustment duty:

Schools are required to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage. This duty is owed to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:

- deciding who is offered admission as a pupil
- the provision of education
- access to any benefit, service or facility.

Schools cannot justify a failure to make a reasonable adjustment; where the duty arises, the issue will be whether or not an adjustment is 'reasonable' and this is an objective question for the tribunals to ultimately determine.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether it is known that a particular pupil is disabled or whether there are currently any disabled pupils. By anticipating the need for an adjustment schools are best placed to help disabled pupils who come to the school. Schools are not expected to anticipate the needs of every prospective pupil but they are required to think about and take reasonable and proportionate steps to overcome barriers that may impede pupils with different kinds of disabilities. For example, while it may be appropriate to provide large print for a pupil with a visual impairment, it might not be reasonable to be expected to have Braille devices standing ready.

Socio-economic duty:

A public sector duty applying to 'authorities' who, when making decisions of a strategic nature, must consider how to reduce the inequality of outcomes resulting from socio-economic disadvantage.

App 1.2 Legislation relating to the Protected Characteristics**App 1.2.1 Age**

Duties under the Employment Equality (Age) Regulations 2006 apply to schools only as employers, with a duty to eliminate disadvantage, intimidation and victimization on the basis of age.

The Regulations prohibit age discrimination in terms of recruitment, promotion and training and:

- set a default retirement age of 65. Retirement ages below the default retirement age will need to be objectively justified or changed

- introduce a new right for employee to request working beyond retirement age and a duty on employers to consider that request
- introduce a new requirement on employers to give at least 6 months notice to employees about their intended retirement date
- allow pay and non-pay benefits to continue which depend on length of service requirements of 5 years or less or which recognise and reward loyalty and experience
- provide exemptions for many age-based rules in occupational pension schemes; and
- remove the upper age limit for unfair dismissal and redundancy rights, giving older workers the same rights to claim unfair dismissal or receive a redundancy payment as younger workers.

Under the Equality Act 2010 age is not a protected characteristic for schools

App 1.2.2 Disability

Duties under Part 5A of the DDA 2005 require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality through:

- promoting equality of opportunity between disabled people and others;
- eliminating discrimination that is unlawful under the DDA;
- eliminating harassment related to disability;
- promoting positive attitudes towards disabled people;
- encouraging participation of disabled people in public life;
- taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Duties in Part 4 of the DDA 1995 require the governing body to plan (The Schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The governing body uses the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people.

Definition of disability

The DDA defines a disabled person as someone who has, ***'A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'***

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility
- manual dexterity
- physical co-ordination

- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

App 1.2.3 Gender Reassignment

Duties under the Sex Discrimination (Gender Reassignment) Regs 1999 and the Gender Recognition Act 2004 require the governing body to eliminate unlawful discrimination and promote equal opportunity in the employment of staff.

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with. This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
 - once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on
 - they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person
- undergo treatment related to gender reassignment, such as surgery or hormone therapy, or
- have received gender recognition under the Gender Recognition Act 2004.

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

The term 'transsexual person' refers to someone who has the protected characteristic of gender reassignment.

App 1.2.4 Marriage and Civil Partnership

Under the Equality Act 2010, marriage and civil partnership are protected against both direct and indirect discrimination. This applies to schools as employers but not in relation to pupils.

App 1.2.5 Pregnancy and Maternity

Under the Equality Act 2010 It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

App 1.2.6 Race

Duties under the Race Relations (Amendment) Act 2000 require the governing body to:

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

To meet this requirement the governing body carries out its duty through the SLT to:

- *produce a written race equality policy (which may now be incorporated into a single equality scheme) identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity;*

- *assess and monitor the impact of race equality policies on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and take such steps as are reasonably practical to publish the results of this monitoring annually;*
- *record racist incidents and report them to the local authority on a regular basis.*

App 1.2.7 Religion or Belief

Duties under the Equality Act 2006 require the governing body to eliminate unlawful discrimination and harassment on the grounds of religion or belief.

Definition: 'Religion' or 'belief' means any religion, religious belief or similar philosophical belief (including agnosticism, atheism and humanism).

For a belief to be protected by the Equality Act:

- *It must be genuinely held.*
- *It must be a belief and not an opinion or viewpoint based on information available at the moment.*
- *It must be a belief as to a weighty and substantial aspect of human life and behaviour.*
- *It must attain a certain level of cogency, seriousness, cohesion and importance.*
- *It must be worthy of respect in a democratic society.*
- *It must be compatible with human dignity and not conflict with the fundamental rights of others.*

The Employment Equality Regulations 2003 offered protection against discrimination on the grounds of religion or belief in the workplace. With the addition of the powers granted by the Equality Act 2006, it became unlawful (subject to certain exemptions) to discriminate on the grounds of religion or belief in the provision of goods, facilities and services, the disposal and management of premises, education and the exercise of public functions.

App 1.2.8 Sex (Gender)

Duties under the Equality Act 2006 require the governing body to:

- eliminate unlawful discrimination and harassment on the grounds of sex;
- promote equality of opportunity between women and men.

From 6 April 2007, the Equality Act 2006 requires the governing body to promote equality of opportunity between women and men (including boys and girls) and to publish a Gender Equality Scheme showing how the school intends to fulfil the general and specific duties. The Governing body must revise and review the plan every 3 years and report on progress annually.

App 1.2.9 Sexual Orientation

Duties under the Equality Act 2006 require the governing body to eliminate unlawful discrimination and harassment on the grounds of sexual orientation.

The Employment Equality (Sexual Orientation) Regulations 2003 offered protection against discrimination on the grounds of sexual orientation in the workplace. With the addition of powers introduced by the Equality Act 2006, it became unlawful (subject to certain exemptions) to discriminate on the grounds of sexual orientation in the provision of goods, facilities and services, the disposal and management of premises, education and the exercise of public functions.

Appendix 2. 1 Table of legislation prior to Equality Act 2010 App 2.

Prior to the Equality Act 2010 'protected characteristics' were commonly called 'strands'. Those affecting schools in the service of education are recorded in alphabetical order as follows:

Equality Strand	Legislation		General Duty	Specific duties
ALL	Human Rights Act (1998), Article 14: Rights ... ‘without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.			N/A
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005		Eliminate discrimination Promote equality of opportunity Eliminate harassment Promote positive attitudes Encourage participation More favourable treatment	Equality and Cohesion Policy SEN policy & Accessibility Plan • Monitor • Report annually • Record racial incidents & report as necessary
Gender (sex) and Gender Reassignment	Equal Pay Act 1970 Sex Discrimination Act 1975, as amended Equality Act 2006 Sex Discrimination (Gender Reassignment) Regs 1999 Gender Recognition Act 2004		Eliminate discrimination Promote equality of opportunity	
Race	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000		Eliminate discrimination Promote equality of opportunity Promote good relations	
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006	Employ - ment & provision of goods & services including Education	Eliminate discrimination on the basis of: • less favourable treatment • disadvantage • any other detriment – including harassment	
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended Equality Act 2006, Sect 81			

App 2. 2 Table of legislation: Equality Act 2010

Equality Area	What is new?	Requirements	Application to schools
Socio-economic disadvantage	New public sector duty to consider socio-economic disadvantage when taking strategic decisions about how to exercise functions.	- Have due regard to the desirability of exercising functions in a way that is designed to reduce the inequalities of outcome which result from socio-economic disadvantage. - Take into account guidance issued by ministers	Schools as Public authorities School Partner authorities
Protected Characteristics: Age Disability Gender - reassignment Marriage and civil partnership Pregnancy and maternity Race Religion or belief Sex Sexual orientation	A single public sector equality duty applying to all protected characteristics: Specific changes offering greater protection from harassment and victimisation. Positive action Direct discrimination extended to disability Indirect discrimination extended to disability and gender reassignment New protection from discrimination by association or perception	Eliminate discrimination, harassment and victimisation Advance equality of opportunity Foster good relations Victims now only need to show that they have been treated badly, rather than less favourably. No requirement to take positive action. No restriction on treating disabled people more favourably. Extension of protection from discrimination based on association or perception to all protected characteristics	Provision for Education (Part 6, Chapter 1) Application of all characteristics as employer and provider of services. Age and Marriage and civil partnership excluded in relation to pupils.
Sex	Pay gap information	Requirement to publish information relating to pay of employees for the purpose of showing whether there are differences in the pay of male and female employees	Only as employer of 250 or more employees

Appendix 3

Addressing Racial Incidents

Cliftonville Primary School values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people. This policy reflects the general and specific duties on schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations Amendment Act 2000. This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities and Special Educational Needs.

Aims and Values

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances. We respect and value the linguistic, cultural and religious diversity of the community we serve. We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff. We are committed to challenging racial discrimination and harassment, ensuring race equality, promoting good race relations and preparing all pupils for life in a culturally diverse society.

Section A – General Guidance

1. COMMITMENT

The Kent County Council Equality and Diversity Policy Statement clearly sets out that KCC is opposed to any form of racism or racist behaviour.

<http://www.kent.gov.uk/about-the-council/strategies-and-policies/corporate-policies/equality-and-diversity>

The Local Authority (LA) fully supports this commitment and recognises that it needs to work with schools to create a safe environment which values all young people and allows them to develop their full potential. Our commitment to tackling racial incidents in schools is central to our Behaviour Support Plan, the Every Child Matters agenda and part of the LA's ongoing effort to discourage anti-social behaviour and promote inclusive learning.

2. DEFINITION

The LA has adopted MacPherson's report's definition of a racist incident, as outlined in the enquiry into the death of the teenager Stephen Lawrence:

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

This is a definition used by the Home Office and is nationally accepted by the DCSF the Police and KCC. It includes all groups, and is not confined to race, ethnicity or skin colour. A racist incident may be perpetrated against individuals on the basis of their race, skin colour, nationality, culture, language or religion.

3. LEGAL FRAMEWORK

Monitoring, recording and responding to racial incidents in schools is a statutory requirement. The Race Relations (Amendment) Act 2000 places a general, enforceable duty on all schools (and other public bodies) to:

- Eliminate unlawful racial discrimination.
- Promote equality of opportunity.
- Promote good relations between people of different racial groups.
- Make clear in their schools' behaviour policy that racial harassment will not be tolerated and how staff and pupils should deal with it.

- Record details of all racial incidents, ensuring that parents/carers and governors are informed of such incidents and of the action taken to deal with them. (This requires schools to investigate **all** allegations of racial incidents.) The allegation can be made by the victim, perpetrator or any other person

a) Links to school policies and action plans

The racial incident reporting procedure is closely linked to school policies and action plans, for example the schools:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Complaints policy • Behaviour policy • Disciplinary and Exclusion policies • Anti-bullying policy • Curriculum policy: citizenship | <ul style="list-style-type: none"> • Other pupil management policies. <p>It should also be reflected in the schools:</p> <ul style="list-style-type: none"> • Behaviour Code and ethos • Induction training programme |
|--|--|

Section B – Role and Responsibilities

Cliftonville Primary and Pre- School has a clear strategy for dealing with racial incidents including the recording and reporting of racial incidents to parents/carers, governors and the LA.

1. Role of the Governing Body

We ensure that the School Board is informed of the pattern and frequency of any incidents.

2. Responsibilities for Schools and the LA

At Cliftonville, we will

- Provide a safe environment for children to learn in.
- Work collaboratively with other agencies to develop safe communities.
- Clearly set out its commitment to tackling racism and to oppose any form of racist harassment.
- Implement, monitor and review strategies and positive action to tackle racism. This will include:
 - Recording and reporting racial incidents.
 - Reviewing action taken to deal with incidents.
 - Ensuring that a named member of staff is identified to deal with racial incidents and that the process for dealing with racial incidents is published to staff, pupils and parents/carers.
 - Establishing a support mechanism for victims and perpetrators.
- Have in place a Race Equality Policy, which is implemented and monitored.

The LA will;

- Work with other agencies and schools to enable the effective management of racial incidents and to develop safe communities. This will include developing strategies, supporting training programmes and sharing good practice.
- Collect data on racial incidents annually from schools. To report to the appropriate Cabinet Member, on an annual basis, details of racial incidents and LA strategies to combat racism.
- Challenge schools where racism and racial harassment is not being managed effectively.

Section C - Recording and reporting racial incidents

1. Recording and reporting racial incidents

When investigating a reported racial incident Cliftonville Primary and Pre-School has an established system for reporting and recording information. Any racist incident will be dealt with by any member of staff and investigated by SLT.

All information regarding racial incidents, are recorded onto SIMS, the schools management system by SLT and therefore kept in a confidential centrally maintained area.

The following information will be recorded

- Name of victims and perpetrators (if applicable)
- Status of victims or perpetrators (e.g. pupil/member of staff)
- Ethnicity
- Key Stage
- Date and time
- Type of incident
- Action taken to deal with the incident and details of support offered to victim and perpetrator
- Who conducted the investigation

Investigating an incident

- ☐ Record the incident on SIMS in any instance where the victim or perpetrator is a pupil.
- ☐ Speak to all parties involved
- ☐ Support the victim and re-affirm to all parties the school's ethos of zero-tolerance to discriminatory behaviour and inclusion of all members of the school community
- ☐ Support the alleged perpetrator (if a pupil or staff member) and re-affirm the school's ethos of zero-tolerance to discriminatory behaviour and inclusion of all members of the school community.
- ☐ Where appropriate advise about the incident as soon as it has happened.
- ☐ Evaluate sharing information with Kent Police.
- ☐ Keep the situation under regular review to ensure that any harassment, abuse or victimisation has stopped and that the victim feels safe.
- ☐ Consider any curriculum implications, including the need for a special assembly or changes to the school's behaviour code or other policies.
- ☐ Consider if there is a child protection issue in this case.
- ☐ Consider advice from the Local Education Officer

What to do if an incident is reported

Any report or allegation of a potentially racial incident requires an investigation

1. Speak to all parties involved to assess the context of the incident, particularly if this is a dispute about who said what to whom.
2. Examine whether a term has the effect of causing offence, hurt or damage self-image. Where name calling e.g. 'black monkey' has been used to negatively link a pupil with the black and minority ethnic community this is to be treated as a racist incident.
3. Re-affirm to all parties the school's ethos of zero-tolerance to discriminatory behaviour and inclusion of all members of the school community- refer to the schools behaviour policy, new school values and behaviour learning ladder.
4. Where appropriate advise about the incident as soon as it has happened. This demonstrates the pro-activity of our school and can inform us about family views regarding discrimination, equality and community cohesion.
5. While some investigations will be very simple, others may require witness statements or other supporting documentation. In such instances, a file of investigations may be kept along with the central file of Racial Incident Monitoring Forms or in a separate confidential file, but may not be stored with the pupil records of the pupils involved. This is to protect confidentiality of all involved. Where witness statements are requested as part of police investigations, the police will use their own recording systems.
6. The Headteacher has a role in listening to and supporting the victim. The school community can be a place that promotes mutual respect and understanding, leading or contributing to the resolution of conflict in the wider community.

2. Response to incidents outside the school premises involving the members of the school

When incidents occur outside the school premises involving violence, assault, verbal abuse or other criminal behaviour are reported to the Headteacher, the Headteacher should notify Kent Police and encourage the victim to report the incident directly to a police officer. In some events the victim / informant is too afraid to report the incident and a third party can report the incident. Third party refers to a victim using another agency other than the school or the police to report an incident. Third party reporting ensures that the police can investigate such incidents and if appropriate, take steps to prosecute the perpetrator(s).

3. Records Maintenance

Records relating to racial incidents will be treated as highly confidential and must be held securely in a central file (currently on SIMS). This record- the central file will be required to provide evidence as part of the Ofsted school inspection process to show how schools are managing racial incidents and combating racism. This file will also enable schools to learn from particular incidents, highlight trends and monitor progress.

Any summary of incidents or monitoring report by the school which will be shared with governors, leadership team, staff or the wider school community must not disclose the identity of any individuals involved in racial incidents.

4. Data Protection – collection of data on racial incidents by the LA- See also new GDPR policy **An increase in reporting is usually a positive indicator that pupils, parents/carers and staff have confidence in the school to respond and take steps to eliminate discrimination.**

There is an annual requirement for the Governing Body to inform the LA of the pattern and frequency of racial incidents involving pupils. The LA will treat all information received in strict confidence and ensure that the requirements of the Data Protection Act 1998 are adhered to.

Information about racial incidents in your school should be reported annually. The usual procedure is for the LA to send an annual data collection form to the school, which must be returned by 1 October. Schools are not requested to send the Racial Incident Monitoring Forms, but will need to extract data from these.

If schools have any specific questions relating to Data Protection issues, please contact:

Michelle Hunt

Children, Families and Education, Freedom of Information & Data Protection

Co-ordinator

Telephone number: 01622 696 692

Email address: michelle.hunt@kent.gov.uk

Section D – Informing the school

1. Providing Information to Pupils

The school should ensure that all pupils:

- Understand that the school is opposed to any form of bullying or harassment including racism or racial harassment.
- Know how the Racial Incident Procedure works, and are encouraged to use it without fear of victimisation.
- Understand that all racially motivated incidents are recorded and reported (and that serious incidents are reported to the police).
- Know what sanctions and support is available.

2. Providing training to staff

Ensure that all pupils, teachers, midday assistants, teacher assistants, administrators and support staff are aware of the existence of the racist incident reporting system.

All staff need to receive training to ensure they are able to:
recognise a racial incident.

- respond confidently and appropriately should they witness a racial incident or one is reported to them.

- understand the school's policy and procedures for incident reporting, and the need for consistent responses and sanctions.

Section E – Types of Incidents

1. Examples of racially motivated Incidents

- Name calling, threats, insults, jokes, innuendo.
- Verbal abuse and threats.
- Derogatory comments or racist remarks in the course of discussion.
- Racist graffiti.
- Provocative behaviour such as wearing racist badges or insignia.
- Racist comments in the course of discussion.
- Ridicule of an individual's religious or cultural differences, e.g. food, music, dress, religion, language etc.
- Bringing racist materials such as leaflets, comics or magazines onto school premises.
- Attempts to recruit others for racist groups or organisations.
- Physical assault.
- Use of weapons.
- Damage caused to a person's property.
- Refusal to co-operate with others because of their ethnicity, religion or language.
- Written derogatory comments
- Incitement of others to behave in racist manner

Racist name calling

Racist name calling is different from insulting someone because of his or her size, physical appearance or wearing glasses. However, racist name calling can sometimes be seen to be the same as other name calling such as calling someone 'fat', 'spotty' or 'four eyes'. Name calling that relates to appearance is specifically intended to hurt the individual. It is acknowledged that for some pupils this type of name calling can be hurtful. Racist name-calling differs from other name calling because

- It is based on a belief that a pupil's race, skin colour or ethnic origin negatively impacts upon their community value, rights and life opportunities.
- It brings the victim's family, heritage and background into the insult in a way that calling someone fat does not.

The effect of racist name calling is that a member of a certain race or ethnic group can be vulnerable to unfair treatment because they are not seen to be as good as other races or ethnicities.

The age of the name caller may influence their awareness of the power of racist language to exclude and offend, but does not prevent the recording of an incident as racist where racially derogative words or phrases are used.

2. Racist bullying

DCSF guidance distinguishes racist incidents from racist bullying by the following

'Most bullying involves a series of incidents over time. In the case of racist bullying, however, a single one-off incident may have precisely the same impact as a series of incidents over time. This is because it may be experienced by the person at the receiving end as part of a general pattern of racist hostility. It can in consequence be every bit as intimidating, rejecting and hurtful as a series of events over time'

Where the racist behaviour involves a repeated recipient or victim and perpetrator this could be an indication that racist bullying is occurring.

Appendix 4

Useful contacts

Area Children's Officers for Child Protection

West Kent – Helen Windiate – 01732 525 035

East Kent – Elaine Coutts – 01227 772 992

Mid Kent – Kate Davis – 01233 898 644

Kent Police

www.kentpolice.gov.uk

The police have local Community Liaison Officers and Youth Crime Reduction Officers who may make useful contacts regarding racial incidents. The Police have also issued booklets and information regarding racist incidents, available via www.report-it.org.uk.

North West Kent Racial Equality Council

www.nwkrec.com

"The North West Kent Racial Equality Council is working for a just society which gives everyone an equal chance to learn, work and live free from discrimination, prejudice and the fear of racial harassment and violence. To promote good relations between persons of different racial groups in North West Kent." (REC Mission Statement). North West Kent REC provides information on local issues, free and confidential advice to victims of racial discrimination and harassment, and links to other sites.

The Refugee Council

www.refugeecouncil.org.uk

The Refugee Council is the largest organisation in the UK working with refugees and asylum seekers. Offers news, training, events, advice and multilingual advice for refugees and asylum seekers.

Equality and Human Rights Commission

www.equalityhumanrights.com

The Equality and Human Rights Commission champions equality and human rights for all community members. Its functions include providing news, legal advice, carrying out research and acting as a resource for legal advice, good practice and materials to support diverse needs.

Victim Support Kent

www.vskent.org.uk – 0845 30 30 900

Victim Support Kent provides free and confidential information and support to residents who are victims of crime or attending a court in the area.

Maidstone Mediation Service

Community Support Centre, Marsham Street, MAIDSTONE, Kent, ME14 1HH

Telephone: 01622 692843

Fax: 01622 692 843

WWW Address: j.langrish.users.btopenworld.com/mm/home.html

Email: mediate.maidston@ukonline.co.uk

Maidstone Mediation Service does work within schools, including training, peer mediation services, and restorative conferencing to deal with serious incidents (victim and offender).

Mediation Service For Canterbury, Herne Bay and Whitstable

1 Tankerton Road, WHITSTABLE, Kent, CT5 2AB

Telephone: 01227 771283

Fax: 01227 771283

Email: mediation.canterbury@virgin.net

Shepway & Dover Mediation Service

3 - 5 Shorncliffe Road, FOLKESTONE, Kent, CT20 2SH

Telephone: 01303 227296

Fax: 01303 227296

Email: shepwaymed@lineone.net

Thanet Mediation Service

47/48 Hawley Square, MARGATE, Kent, CT9 1NY

Telephone: 01843 294771

Fax: 01843 294771

Email: mediation.thanet@btopenworld.com

West Kent Mediation Service

25 Bevan Place, SWANLEY, Kent, BR8 8BH

Telephone: 01322 615774

Fax: 01322615774

WWW Address: www.wkm.org.uk

Email: theoffice@wkm.org.uk

The Home Office

www.homeoffice.gov.uk

The Home Office publishes an annual crime survey and other publications, and works in crime prevention.

Kent Racial Incident Reporting Line

0800 138 1624

Report line for victims of racial harassment or general information about where it happens. Messages may be left in complete confidentiality, and if desired the caller can leave contact details, receiving a call from the relevant agency. Messages taken in a range of community languages. Responses to calls may take a few days – if in threat of immediate safety contact 999.

Appendix 5

Thanet Profile

Margate Central and Cliftonville West wards are typical of communities in many seaside resorts which have suffered the decline of traditional tourism. A concentration of properties which once served the tourist trade have become home to a population with higher than average incidences of complex social and economic problems. It is the concentration of these issues which creates a particularly challenging situation. A lack of investment in some areas of the physical fabric, is a symptom of the wider issues. Some of the most illustrative local population statistics are as follows:

- Local residents are between 1.8 and 3 times more likely to be living under very high financial stress than the national average
- Residents are 3-4 times more likely to be in public rented housing than national average
- 7% of properties in the area empty
- The crime rate is four times the level of Thanet District as a whole
- Alcohol attributable hospital admissions are 60% above national average
- Worklessness levels of 38% compare to the Kent average of 11%
- Lone parent income support levels are at two times the regional and national average
- Male life expectancy in the area is 18.5 yrs below the county average
- Two Lower Super Output Areas are in the most deprived 1% in the country, with a significant increase in IMD rankings between 2004 and 2007
- Racially motivated violence is a concern for 43% of residents, compared to 3% in Kent
- Four times the number of local residents are concerned about drug misuse, vandalism and crime than at a district level
- The school is situated in an area of high deprivation; the deprivation indicator shows that the school is ranked 8th most deprived school in Kent
- 10.8% families in Thanet living in overcrowded conditions
- 50% of the working age population of the area receive government benefits
- The numbers of pupils entitled to free school meals are higher than both Kent and National averages at 24.5%.
- Our catchment area is in the top 10% of wards which have the highest rates of lone parents claiming income support, jobseekers allowance claimants, incapacity benefit claimants, disability living allowance claimants, police recorded drug offences and crimes, hospital admissions due to alcohol or drug use, people known to the Youth Offending Service and NEETs.
- While most pupils are of White British heritage, the proportion from other ethnic backgrounds, particularly from Eastern Europe, has increased recently and is above average. Approximately 69% of these children are not literate or numerate in their first language and have had no schooling
- We have increasing numbers of children affected by domestic violence, Oasis (local DV charity) have quoted a statistic of 1 in 3 families.

Despite these significant issues, Margate Central and Cliftonville West have huge potential. The area has an attractive, rich, historic townscape and a wealth of residential buildings which are ripe for investment and restoration. The coast is a major asset, and Margate is on the cusp of a step change in economic confidence as a result of Turner Contemporary and Dreamland, which together create an opportunity to reinvent the visitor economy once again. Margate Central and Cliftonville West have a diverse population, which fosters an entrepreneurial culture, and there is a strong local community who are deeply committed to seeing the area change for the better.