

1. What is the Single Equality Scheme and Action Plan?

Hellesdon High School has produced this version of the Single Equality Scheme (SES) in consultation with the students, staff and governors who make up its Equality Commission and the action plan covers a three-year period from **2010 to 2013**. It integrates statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, students and people using the services of the School such as parents/carers.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes the School's priorities and actions to eliminate discrimination and harassment in these areas.

The Single Equality Scheme and Action Plan enables the School to achieve a framework for action which covers all six equality strands and ensures that it meets its public sector duties and responsibilities in an inclusive way.

Hellesdon High School will continue to meet its statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by the School's Governing Body and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

2. Meeting the Statutory Duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality.

2.1 Race equality

The general duty to promote race equality means that due regard must be given to:

1. Eliminating unlawful racial discrimination
2. Promoting equality of opportunity
3. Promoting good relations between people of different racial groups
4. Actively promoting awareness of the multicultural society
5. Transparency in School e.g. general racism in a topic
6. Accessing information for English as an Additional Language (EAL) parents/carers.

Dealing with racist incidents

All racist incidents will be recorded and reported to the appropriate authorities. See Appendix A.

2.2 Disability equality

The general duty to promote disability equality is owed to all disabled people which means that due regard must be given to:

1. Promoting equality of opportunity between disabled people and other people
2. Eliminating unlawful discrimination
3. Eliminating disability related harassment
4. Encouraging participation by disabled people in public life
5. Taking steps to take account of disabled peoples' disabilities.

Accessibility

There is specific disability legislation in relation to disabled staff, students and parents/carers and accessibility which means the School must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the School to increase access
3. Make written information accessible to students and parents/carers in a range of different ways.

The School must ensure that disabled students do not receive less favourable treatment and to do this the School has a duty to make reasonable adjustments.

2.3 Gender equality

The general duty to promote gender equality means that due regard must be given to:

1. Eliminating unlawful discrimination and harassment and
2. Promoting equality of opportunity between men and women, girls and boys
3. Promoting choice in perceived gender specific subjects
4. Recording sexual harassment incidents.

The duty also includes the need to consider actions to address the causes of any gender pay gap. Norfolk County Council (currently the employing body of **Hellesdon High School**) considers that this has been addressed through the implementation of the Modern Reward Strategy and unified conditions and pay for school teachers.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The School will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its School community.

2.4 Community cohesion

The School also has a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non religious and socio-economic groups. (see also the School's Community Cohesion Statement). Priorities have been incorporated into the Single Equality Scheme and Action Plan to make it easier to monitor progress and performance in meeting these objectives.

2.5 Age, sexual orientation, religion and belief

Under the new Act, the School also has a duty to ensure that it does not discriminate on the grounds of age, sexual orientation, religion or belief. The Single Equality Scheme also includes the School's priorities and actions to eliminate discrimination and harassment in these areas.

2.6 Pregnancy/New Mothers

The new Act also makes provision to specifically protect against discrimination of students on the grounds of pregnancy/maternity. The School will ensure that pregnant students and those who have recently given birth are provided with appropriate support and access to education during the pregnancy and with re-integration into School after the birth.

3. School Values and Vision

Meeting the duties described above will mean that the School's actions will embody its key principles and values which are:

'At HHS we believe in the pursuit of excellence. This is reflected in our aims, which underpin the ethos of our school and those of the wider Schools Network.'

The Aims of the School are as follows:

- to provide all our community with the opportunity to learn and the encouragement to succeed at the highest level
- to prepare all our community to become active and responsible citizens in the technologically rich environment of the 21st Century
- to provide learning in a caring environment which encourages respect and awareness of others in the wider community.

Through its Specialist School status and as a Community Technology College the School aims:

- to extend the range of curricular opportunities offered to our students, through enrichment, out of hours learning and links with industry and business
- to provide high quality learning opportunities for students from partner schools, through sharing specialist facilities, resources and teaching
- to provide high quality learning opportunities for people from our wider community through access to our facilities and courses for lifelong learning.

'Hellesdon High School: where you can Enjoy, Achieve and Succeed'

To achieve these aims and enable the whole of the community to become part of this vision and to subscribe to our values the School will:

- Strive to make the best possible provision for all students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation
- Respect diversity, understanding that treating people equally is not simply a matter of treating everyone the same. The School adopts the Norfolk Inclusion Statement's view that inclusion is: *"The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."* This means that the School does its best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls
- Understand that equality is not simply about protecting the potentially vulnerable. The School believes that all children are disadvantaged by the holding of prejudicial views, and seeks to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation
- Value its staff for their ability and potential to help it make the best possible provision for the students in the School, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation
- Be proactive in its efforts to identify and minimise existing barriers or inequalities
- Seek the views of all groups affected by the policies and work of the School, and try to involve them in policy review
- Recognise the School's role in promoting community cohesion, and actively encourage the participation in public life of all learners in the School.

4. Hellesdon High School within Norfolk's Profile

Norfolk is a rural county with a diverse population of approximately 832,400. 39% of the population live in Norfolk's three major centres (Norwich, King's Lynn and Great Yarmouth) but 37% live in communities with fewer than 2,500 people.

There are 435 schools in Norfolk, including twelve special schools, fifty secondary schools, five pupil referral units and five academies (but this is likely to increase within 2012/13).

- 8.3% of Norfolk's pupils are from a minority ethnic group (October 2008)
- 6.1% of the Norfolk population are from a minority ethnic group (ONS – 2005)
- Over 100 different languages are spoken by pupils in the primary phase, and approximately 65 different languages are spoken by pupils in the secondary phase (October 2008)
- 3.5% of pupils within Norfolk schools have a Statement of Special Educational Needs (October 2008)
- 20% of the population have a disability or limiting long term illness (Disability Rights Commission)
- Norfolk has an ageing population – higher than regional or national average (Norfolk Data Observatory)
- 6% of the population are lesbian, gay or bisexual (Government estimate, 2005)
- Norfolk has over 1000 places of Christian worship; four mosques; six Buddhist centres; two synagogues; Sikh, Hindu and Humanist/secular associations (Norfolk Data Observatory).

	Hellesdon Electoral District	Norfolk	HHS Spring 2008	HHS Summer 2010
	YR-11 2008	Y R-11 2008	Y7-13 2008	Y7-13 2010
Total number of pupils	1,364	109,539	1407	1378
Ethnicity:				
___ - % White British	87.76	83.34	96.66	93.98
___ - % White Western European	0.07	0.51	0.0	0.0
___ - % White Eastern European	0.29	0.43	0.0	0.0
___ - % White Travellers	0.00	0.15	0.0	0.0
___ - % White Others	0.88	2.03	1.28	1.31
___ - % Black or Black British	0.29	0.39	0.21	0.73
___ - % Mixed	1.10	1.59	0.92	1.02
___ - % Asian or Asian British	0.88	0.74	0.43	0.58
___ - % Chinese	0.07	0.22	0.14	0.07
___ - % Other Ethnic Group	0.07	0.32	0.14	0.22
___ - % Unknown	8.58	10.27	0.21	2.10

The area, as the data suggests, is predominantly White British but from the point of view of the School there is an increase in the percentage and diversity of ethnic groups. In terms of major world religions, apart from Christianity there are Muslim, Hindu, Judaism, Buddhism, and also smaller groups like Jehovah's Witnesses. Languages spoken include Arabic, Bengali, Chinese, German, Panjabi, Polish, Romanian, Spanish, Swahili/Kiswahili, Turkish. (16 students).

5. Collecting and Analysing Equality Information for Students at Hellesdon High School

HHS is an inclusive school. It uses the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil his or her potential.

The following equality information on HHS students is collected and analysed:

- Attainment levels
- Rate of progress
- Attendance levels
- Behaviour
- Complaints of bullying and harassment
- Racial incidents
- Participation in extracurricular activities
- Participation in Student Council.

The following issues have been identified from this information-gathering exercise:

- Gender achievement gap (even though boys are reaching targets, girls are exceeding them)
- School action plus students are not making expected progress.

The following data is now being analysed for individual groups of students:

- Attendance at Extended School activities/extra curricular activities (eg school trips)
- Choice of options selected
- Behaviour patterns.

The following groups of students have been identified from the analysis:

- Underperformance of students from NR3 post code
- Underperformance of students at School Action Plus
- There is a boys' achievement gap
- Students on Free School Meals (FSM) generally underachieve.

These actions have been prioritised over the three year life span of the scheme and have been included in the Action Plan, as shown in Section 16.

6. Collecting and Analysing Equality Information for Employment and Governance at Hellesdon High School

HHS is committed to providing a working environment free from discrimination, victimisation, and harassment.

HHS also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of its local population.

The following profile information for HHS staff and governors will be collected and analysed:

- Applicants for employment
- Staff profile
- Governor profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management.

The following issues have been identified from this information-gathering exercise to date:

- Staff profile needs to be updated by race, disability and gender
- Governing body profile is not collected
- Entrance and Exit interviews are not conducted consistently.

Actions to address the issues identified have been prioritised over the three year life span of the scheme and have been included into the Action Plan, as shown in Section 16.

7. Consultation and Involving People

Students, staff, governors, parents and carers, and the wider school community have been involved in creating the Single Equality Scheme and action plan. This has helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this Scheme and action plan. Examples include:

- School Equality Commission
- Discussions at School Council
- Contact with parent/carers both formal, informal and by survey
- Staff surveys
- Discussions at staff meetings
- Discussions with trade union representatives
- Discussions at governing body
- Discussions within the Hellesdon Cluster Head Teacher Group
- Contact with local community groups, e.g Parish Council, Safer Neighbourhood Action Panel (SNAP)
- Survey at local community store for residents to complete.

8. What Has Been Achieved So Far

This section details what has been achieved so far in relation to the equality duties and celebrating the outcomes. This is only a selection of many improvements.

8.1 Race equality

A low number of racist incidents were being recorded in School. Through the training of staff in how to recognise and deal with racist incidents, the School now has a much clearer understanding of the issues and how to deal with them.

The School is a recognised centre of excellence for teaching English as an Additional Language (EAL) and students who have arrived at the School with very limited English both spoken and written have left with good qualifications. There is a dedicated and highly trained Teaching Assistant for small group EAL teaching. The English department has also made a very significant contribution to this programme with all EAL students achieving an English qualification at the end of the programme.

Junior Jonson visited Hellesdon High School to deliver several equality and diversity workshops. The aim of the activity day was to help young people understand moral, social and cultural issues. The programme was aimed at helping students understand the principles of showing respect for diversity and how they could play active and responsible roles as individuals and members of a global society.

The themes of the workshop were as follows:

- Drama Presentation
- The Trading Game
- Human Rights: Street Children
- Muslim and British: The Real Story
- Challenging Racism
- '2 Kool 4 Skool'.

The workshops were delivered to a collapsed timetable of year 9 students and the students were both interested in and engaged with the activities.

The Awareness Day culminated with Junior asking the whole year group to design posters detailing what they had learnt that day. The feedback forms that the students completed have shown very positive responses.

A Global Awareness Day also proved to be a great success with both the students and staff of Hellesdon High School.

8.2 Religion and Belief

A world religions day was held in summer of 2011.

8.3 Disability equality

- Braille signage has been provided to all areas of the School
- Ramps are installed at main entrances
- Students were unable to attend some School visits due to limited access to suitable transport. A reciprocal arrangement with a local school will now enable disabled access to a minibus for trips
- Curriculum and timetable are adjusted so that disabled students (temporary or permanent) can access all areas of the curriculum
- Teaching Assistants have been specifically trained to assist students with a variety of disabilities.

8.4 Gender equality

Gender stereotyping was evident in the selection of options by students, so taster days were made available for options tackling gender-stereotyping, eg food technology for boys, bricklaying for girls.

There was an identified increase in participation by boys/girls in those options usually favoured by the other gender. There are still some subjects where the “gender divide” is only too obvious such as Child Development, Textiles and Engineering.

8.5 Sexual Orientation

The School challenges any member of the community who does not respect the sexual orientation of an individual. Advice is offered from external organisations and sexuality is a topic explored within Personal Social and Health Education (PSHE) and Citizenship.

8.6 Community cohesion

The School has audited Community Cohesion and Cultural Diversity using the Schools Network scheme and accreditation examining the following areas:

- School ethos
- Achievement
- Curriculum
- Parental / Carer Involvement
- Staff and Governors
- Specific projects and/or innovations.

The School underwent assessment by the Schools Network at the end of September 2011 and has been recommended for the ‘Silver award’. The report prepared by the Schools Network will be used to further inform the action plan.

9. Equality Impact Assessments

Equality impact assessment is a systematic method of rigorously checking all School policies, procedures and practices to ensure they are genuinely accessible and meet the needs of the staff, students and the local community in relation to age, disability, gender, race, religion and belief and sexual orientation.

The School undertakes equality impact assessments to identify the impact or effect (either negative or positive) of its policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified steps are then taken to deal with this and ensure equity of service to all.

An inventory of existing policies has been undertaken and the School and the Governing Body are currently undertaking an ongoing rolling programme of impact assessment for all policies and procedures.

10. Other School Policies

Existing School policies and documents have been used to inform the Single Equality Scheme. These include:

- School improvement plan
- Accessibility plan
- Racist incidence procedure
- Anti Bullying policy
- Community Cohesion Statement
- Cultural Diversity Policy
- Sex and Relationships Education
- Equality Policy
- Dignity at work
- Recruitment and Selection
- EAL Policy
- Special Educational Needs Policy.

11. Roles and Responsibilities

- The Governing Body will ensure that the School complies with statutory requirements in respect of this Scheme and Action Plan
- The Head Teacher is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and will report progress to the Governing Body
- Assistant Head Teacher for Inclusion has day-to-day responsibility for co-ordinating the implementation of this scheme
- Staff are expected to promote an inclusive and collaborative ethos in the School, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for students with additional needs and maintain a good level of awareness of equalities issues
- Students have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- The School will take steps to ensure all visitors to the School, including parents/carers adhere to its commitment to equality.

12. Commissioning and Procurement

Hellesdon High School is required by law to make sure that when services are procured by the School from other organisations in order to help the School provide its services, the selected organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

13. Publicising the Scheme

The scheme is publicised in the following ways:

- School website
- Staff and parent newsletters
- Staff and student induction
- Copy of Scheme sent to local community and voluntary groups.

14. Annual Review of Progress

The School will continue to review annually the actions undertaken in the development of its Single Equality Scheme which will include:

- Results of information gathering activities for race, disability and gender and outcomes (informing the action plan)
- Outcomes of involvement activities from minority groups
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what has been achieved in relation to promoting community cohesion.

The School will also revise this Single Equality Scheme and Action Plan every three years.

15 Ongoing Evolution of the Scheme

The School will continue to involve people from all aspects of the School community in the ongoing evolution of its Single Equality Scheme and Action Plan. This will include:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Discussion of equality and diversity issues at meetings of the Governing Body
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Having annual School open days/evenings for the wider School community to celebrate the work of students and give the opportunity for feedback.

16. - Single Equality Scheme Action Plan 2010 – 2013

<p>Actions identified should be listed here. The examples are given to show how the table should be completed. <i>(Place a tick to identify which statutory duty/equality legislation the planned action is meeting)</i> <i>R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief</i></p> <p>CC = Community Cohesion</p>							Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by
R	D	G	SO	A	R/B	CC					
✓	✓	✓	✓	✓	✓	✓	All staff and students are aware of the Single Equality Scheme and have awareness of their responsibilities	Raise awareness of Single Equality Scheme at: Induction Staff Team meetings	On-going	Head of Departments	Headteacher
					✓	✓	All staff and students are aware of the need for tolerance of the full range of religion and beliefs in our local and wider community and beyond. In the current world climate there needs to be a raising of awareness of the peaceful nature of the vast majority of Muslims and the message of their Islamic faith.	Assess suitability of teaching about world religions in the school. Check for any bias or institutionalised stereotype. Visiting speakers from a variety of different faiths across KS3 and 4	2011 -2012 and on-going	Leadership Team Governors Head of RE	Governors Headteacher
✓	✓	✓	✓	✓	✓	✓	Schemes of work explicitly address the causes and consequences of discrimination and help students recognise, understand and challenge stereotypes.	Curriculum areas included within their schemes of work opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism, homophobia	On-going	Teachers	Headteacher
<p>Include all your identified priorities in this table. The issues identified with have a planned outcome – one that will make a difference.</p>											

You should aim to ensure that the actions you have identified in relation to the race, disability and gender cover all the necessary statutory duties. For example actions on race should aim to either

1. Eliminate unlawful racial discrimination, 2. Promote equality of opportunity, 3. Promote good relations between people of different racial groups (see section 2 – “Meeting our Duties” for all the duties to covering race, disability and gender).

Place a tick next to the action in respect of which duty it relates to (see example above).

For actions relating to sexual orientation, age, religion or belief and community cohesion place a tick in the relevant box if your action relates to any of these.

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R	D	G	SO	A	R/B	CC					
✓	✓	✓	✓	✓	✓	✓	The governing body is taking active steps to be representative of the local community	Governors plan for recruitment from under-represented groups. Also they will have a nominated governor with responsibility for community links	On-going	Governors	Chair of Governors
✓	✓	✓	✓	✓	✓	✓	The curriculum provides opportunities for all students and is accessible both physically and academically	Audit of current curriculum Questionnaire to all groups and carers assessing their perceptions of the accessibility of the curriculum	On-going Use current Y9 options process as pilot.	HT and LT	HT
		✓	✓			✓	Improve student and staff awareness and tolerance of homosexuality and transgender	PSHE and Citizenship lessons Conference on relationships and sexuality	2012	Whole school, HoD RE	HT
<p>Include all your identified priorities in this table. The issues identified with have a planned outcome – one that will make a difference.</p>											

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R	D	G	SO	A	R/B	CC					
✓	✓	✓	✓	✓	✓		Determine if any form of discrimination has been present during appointments or is partially or wholly why a member of staff/student is leaving	Entry and exit interviews	On-going	HT , LT and HoY	LT

Include all your identified priorities in this table. The issues identified with have a planned outcome – one that will make a difference.

You should aim to ensure that the actions you have identified in relation to the race, disability and gender cover all the necessary statutory duties. For example actions on race should aim to either

1. Eliminate unlawful racial discrimination, 2. Promote equality of opportunity, 3. Promote good relations between people of different racial groups (see section 2 – “Meeting our Duties” for all the duties to covering race, disability and gender).

Place a tick next to the action in respect of which duty it relates to (see example above).

For actions relating to sexual orientation, age, religion or belief and community cohesion place a tick in the relevant box if your action relates to any of these.

Appendix A

Hellesdon High School

Procedure for Dealing with Racist Incidents

Students need to be made aware that we live in a diverse society, in which appropriate, positive attitudes and behaviour need to be adopted.

The School's commitment to an anti-racist stand-point and regard for diversity issues and approaches is reflected in one of our School Aims, which states "to provide a safe and supportive environment which fosters the development of every child and one that creates respect for all".

The School aims to create an environment where no one should experience racial harassment, whether directed at them or at a fellow student.

Strategies to encourage positive student behaviour

- All staff promoting positive attitudes, language and behaviour amongst students at all times in and outside the classroom
- Many racial incidents will be of a less obvious type and, therefore, difficult to detect and deal with. Incidents may not occur in the presence of teachers or adults. It is, therefore, important that strategies are developed which will ensure all members of the School community are sensitive to, and take responsibility for, reporting and dealing with such incidents
- Positive behaviour and attitudes towards others will be encouraged through the example set by staff and through opportunities in the curriculum which will include diversity issues and racism
- Development of diversity issues and equal opportunities as cross-curricular themes in teaching
- In-service training for all staff to highlight diversity issues and the need to consider such issues when choosing teaching materials
- Sensitive choice of teaching materials by staff to avoid the possibility of stereotyping or offering racial offence.

Identification

A racist incident can take the following forms:

- Physical harassment – including violent attacks of physical intimidation, as well as 'minor' intimidation which are cumulative in effect
- Verbal harassment – name calling, ridiculing a person's background or culture, off the cuff remarks which cause offence
- Non-cooperation and disrespect – ostracism, refusing to work with or show respect may be a racist incident if there is evidence of racist motivation or the 'victim' perceives such a motive. Inadvertent disrespect, eg ignorance by any member of the school community of a student's cultural practices which cause the students to feel harassed or uncomfortable
- Stereotyping – this can sometimes be the most subtle form of racism because it can lead to racial discrimination
- Other incidents such as racist jokes and vocabulary, graffiti, racist badges and literature.

Referral

- Students will be encouraged to inform staff of racist incidents. Staff will ensure that all reports are taken seriously and the information is recorded
- Information regarding a racial incident may be presented by the individual, groups of friends or via parents/carers and will be treated by staff in a sensitive manner
- Staff must report directly to a senior member of staff without delay, any incident of suspected racism
- Midday Supervising Assistants must report anything they may observe which might constitute racist abuse to teaching staff on duty.

Action

- Immediate action by a teacher or supervisor will be concerned with separating the perpetrator and victim, to defuse a situation where abuse or attack appears to have taken place, reassure the victim and to allow the alleged perpetrator to consider the consequences and impart of her or his behaviour
- The incident will be recorded in the racist incident log which is held by the Head Teacher's PA
- The designated senior member of staff will take action in accordance with the instructions on the sheet
- Any action taken will involve discussions with the class teacher. All reported racial incidents will be fully investigated and documented with copies of the incident sheet placed in the files of all students involved; victims and perpetrators. A copy of the documentation will also be kept in the file in the Head Teacher's office
- In cases where physical injuries have been sustained and the First Aider is required to attend, then the designated senior member of staff (Head Teacher) must inform the Local Authority
- Staff will be informed at morning briefing of students involved in a racial incident or of any potential incidents and what action to take.