



Learn-AT
Learning ~ Fellowship

Equality and Diversity Policy and Objectives Template

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Created by: W. Burbidge

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Next Review: May 2025 - School Objectives to be set by Governors and Headteacher
every 4 years and reviewed annually)

Table of Contents

2.	Overarching Principles	3
3.	Intended impact	4
4.	Legislation and guidance.....	5
5.	Roles and responsibilities.....	5
19.	Setting equality objectives	10
	APPENDIX 1: Suggested format for equality objectives	12
	APPENDIX 2: Reporting and recording racist and homophobic incidents	14

Please note that this policy supersedes and replaces any equivalent policies or sections of policies. This policy is non contractual and can therefore be amended without consultation. Before you use this policy, please check you have the latest version using the footer reference and Learn-AT Policy Index.

This policy applies to all Learn Academies Trust schools and should be read in conjunction with the latest associated guidance issued by Learn-AT.

The following sections apply to all schools within Learn Academies Trust

1. Introduction

- 1.1. Learn-AT's mission is to build a professional learning community in which colleagues thrive and pupils flourish. This policy is underpinned by the Trust's core purpose: **Learning**, its core value: **Fellowship** and its commitments:
- We believe in the power of education and learning to transform children's life chances and choices
 - We care about the wellbeing of our pupils, colleagues, governors and school communities
 - We promise to work together, with integrity and in the spirit of fellowship, to build a professional learning community in which colleagues thrive and pupils flourish
- 1.2. We believe that we must have ambitious aspirations beyond expectations for our pupils, our staff, parents, and communities. We are committed to creating a positive environment where staff, trustees, governors, parents and children can influence, share their knowledge and views, learn and contribute, allowing people to fulfil their potential, regardless of their background, identity or circumstances. Learn-AT welcomes a diverse range of perspectives and world views as part of its commitment to collective decision-making, continuous professional learning and innovation.
- 1.3. **This policy represents the Trust's determination to celebrate and embrace equality, diversity and inclusion in all aspects of its work.**

2. Overarching Principles

- 2.1. Learn-AT is committed to at least meeting and, in many respects, going beyond the minimum requirements in equality legislation. Many of our schools serve diverse and/or disadvantaged communities. This reflects our fundamental belief that education must increase equality of life chances – as captured in our Touchstones of inclusion, enjoyment, inspiration and learning set out below.
- We believe in equality for all, not just those sharing characteristics that are 'protected' within the law (see under Definitions section below). Just as important for us is, for example, equality for those from socially and/or economically disadvantaged backgrounds, or with English as an

additional language.

- We see positive action for equality as providing tangible benefits for all stakeholders in our schools and communities, particularly pupils, staff and parents/carers (see section on Intended impact below).
- Equality should be an integrated part of planning and delivery. At school level, therefore, equality objectives are likely to reflect key aspects of school self-evaluation and the School Development Plan, Pupil Premium and COVID-19 recovery action plans.
- Key information, including about specific equalities objectives, will be published on the Learn-AT website and/or every school's website and will be made available in other formats on request.

3. Intended impact

- 3.1. **For pupils**, we expect action on equalities as set out in this framework to deliver improving outcomes for all children, with accelerated improvements for pupils in vulnerable groups and/or sharing 'protected characteristics'. We also expect pupils to benefit from equality being a key driver in our learning provision much more widely, developing the 'whole child' over time including through access to powerful knowledge and cultural experiences through coherent and well-structured school curricula and enrichment activities.
- 3.2. **For staff**, we believe that positive action for equality makes its own business case, by helping to ensure that our organisation taps into all the skills and talent available. We expect action on equalities as set out in this framework and reflected in our Human Resources (HR) policies and practices to mean that: we promote equality of opportunity and diversity across our workforce; our workforce is increasingly representative of the communities we serve; we recognise and value the differences and individual contribution that people make; we work in an environment free from discrimination, bullying and harassment; and we provide support and encouragement to staff to develop their careers and increase their contributions to the organisation through the enhancement of their skills and abilities.
- 3.3. Parents and carers will benefit from their children's outcomes and development but also more broadly if they and their children belong to an inclusive community. We would not expect to be able to gauge this impact in measurable terms.
- 3.4. The Trust aims to meet its obligations under the public sector equality duty by working to:
 - eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
 - advance equality of opportunity between people who share a protected characteristic and people who do not share it

- foster good relations between people who share a protected characteristic and people who do not share it

4. Legislation and guidance

4.1. This document meets the requirements under the following legislation:

- [The Equality Act 2010](#) introduced the public sector equality duty and prohibits discrimination, victimisation and harassment on grounds of an individual's protected characteristics. The Act introduced nine protected characteristics:
 - Age
 - Disability
 - Gender reassignment
 - Marriage & civil partnership
 - Race
 - Religion & belief
 - Sex
 - Sexual orientation
 - Pregnancy & maternity
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#) requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

4.2. This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

5. Roles and responsibilities

5.1. The Trust Board will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Trust, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- delegate responsibility for monitoring the achievement of the objectives at Trust level to the Trust Leader.
- support and challenge local governors and leaders at all levels to be ambitious, committed and effective in relation to equality priorities.

5.2. A member of the Trust Board will

- meet with the Trust Leader and any other staff members annually to discuss any issues and how these are being addressed;
- ensure they are familiar with all relevant legislation and the contents of this document;

- engage in appropriate equality and diversity training;
- report back to the Trust Board regarding any issues relating to the implementation of or compliance with this policy.

5.3. The Trust Leader and the Trust Central Team will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils;
- support Learn-AT schools to deliver on the expectations set out in this policy;
- embed equality, diversity and inclusion in the work of the Central Team;
- monitor success in achieving the objectives and report back to Trustees;
- meet with a member of the Trust Board to raise and discuss any issues relating to the implementation of or compliance with this policy.

5.4. The Local Governing Body (LGB) of each school will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years;
- support and challenge school leaders at all levels to be ambitious, committed and effective in relation to equality, diversity and inclusion priorities.
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

5.5. A member of each school's LGB will:

- meet with the headteacher and other relevant staff members annually, to discuss any issues and how these are being addressed;
- ensure they are familiar with all relevant legislation and the contents of this document;
- engage in appropriate equality and diversity training;
- report back to the full LGB regarding any issues relating to the implementation of or compliance with this policy.

5.6. Each school's headteacher will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils;
- monitor success in achieving the objectives and report back to governors;
- meet with a member of the LGB to raise and discuss any issues relating to the implementation of or compliance with this policy.

5.7. Compliance with the Equality Act 2010 is the responsibility of all members of staff.

The Trust does not tolerate any act of direct discrimination, indirect discrimination, discrimination arising from disability, failure to make reasonable adjustments, harassment or victimisation on the grounds of their protected characteristics. Any breach of this policy may lead to disciplinary action. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person on the grounds of their protected characteristics will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

6. Eliminating discrimination

- 6.1. Learn Academies Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- 6.2. Our policies will contribute to the celebration and promotion of equality, diversity and inclusion and to avoiding discrimination and other prohibited conduct.
- 6.3. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- 6.4. Staff receive training about their responsibilities under the Equalities Act and are reminded about school specific objectives annually.

7. Advancing equality of opportunity

- 7.1. As set out in the DfE guidance on the Equality Act, the Trust and each school within the Trust aim to advance equality of opportunity by:
 - removing or minimising disadvantages suffered by people which are connected to a particular characteristic (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying);
 - taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times);
 - Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).
- 7.2. In fulfilling this aspect of the duty, the Trust and each school will:
 - analyse data to determine strengths and areas for improvement, implement actions in response and publish this information;
 - make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying);
 - access information about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

8. Duty to make reasonable adjustments

- 8.1. We will actively seek to make reasonable adjustments, where there is a need to

ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual as far as is reasonable. For further information, visit the Equality and Human Rights Commission website at www.equalityhumanrights.com

9. Admissions policy

- 9.1. All schools' admission arrangements are defined under Learn-AT Admissions Policy Part 1 and the individual school admissions policies (Part 2). The admission arrangements are applied consistently to every young person, irrespective of any protected characteristic.

10. Curriculum delivery

- 10.1. The curriculum is crucial to tackling inequalities for pupils including issues such as gender stereotyping, preventing bullying and raising attainment for certain groups. Principles of equality, diversity and inclusion are embedded in the Learn-AT Curriculum and Pedagogy Framework and school's individual curricular provision.
- 10.2. Positive and proactive steps will be taken to prevent discrimination against, or victimisation of any young person in the provision of education or access to any benefit, facility or service including educational trips and leisure activities.

11. Fostering good relations

- 11.1. Learn-AT schools aim to foster good relations between those who share a protected characteristic and those who do not share it by:
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
 - Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and external speakers will be invited to contribute.
 - Working with our local community. This includes inviting leaders of local faith and cultural groups to speak at assemblies, and organising school trips and activities in the local community.
 - Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, school councils may have representatives from different year groups and a range of backgrounds. All pupils are encouraged to participate in school activities, such as sports clubs. Schools also work with parents to promote

knowledge and understanding of different cultures.

12. Equality considerations in decision-making

- 12.1. All Learn-AT schools ensure they have due regard to equality, diversity and inclusion whenever significant decisions are made.
- 12.2. School consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:
 - Cuts across any religious holidays
 - Is accessible to pupils with disabilities
 - Has equivalent facilities for boys and girls

13. Exclusions

- 13.1. The decision to exclude a child for a fixed period or permanently is always a last resort. When applying the Exclusion Policy to a pupil with a protected characteristic such as disability, schools must do so in a way that does not constitute discrimination. For example:
 - It is recognised that any exclusion is inherently unfavourable treatment that can only be justified if it is a proportionate means of achieving a legitimate aim.
 - Reasonable adjustments have been made.
- 13.2. For further detail see Learn AT Exclusions Policy.

14. Recruitment and Selection

- 14.1. All Trust employees, whether part time, full time, temporary or permanent will be treated fairly and equally.
- 14.2. The Trust will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.
- 14.3. Where appropriate the Trust and its schools will endeavour to make all reasonable and effective adjustments during the recruitment and selection process.

15. Reporting and recording incidents of discrimination and harassment

- 15.1. All incidents of discriminatory treatment, bullying and harassment should be reported to the school's Headteacher or Trust Leader if reporting is against the Headteacher.

16. Complaints and grievances

- 16.1. If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our Learn Academies Trust Complaints

Procedure or Employee Grievance Procedure.

17. Monitoring arrangements

- 17.1. The Chair of the Board of Trustees and the Trust Leader will ensure that the equality information published by the Trust is updated annually.
- 17.2. The Chair of each school's LGB and headteachers will ensure that the equality information published by schools is updated at least annually.
- 17.3. The school objectives outlined in the policy will be set by the LGB and headteacher every 4 years and reviewed annually, including reviewing progress, to ensure that the objectives remain relevant.
- 17.4. The Trust's School Improvement Committee will carry out an annual review of each school's objectives and their progress against them.
- 17.5. This document will be approved by Learn-AT Trustees.

18. Links with other policies

- 18.1. This document links to the following policies:
 - Accessibility Plan
 - Risk assessments
 - Special Educational Needs and Disabilities Policy
 - Exclusions Policy
 - Behaviour Policy

19. Setting equality objectives

- 19.1. Our schools will set their own objectives (all of them specific and measurable), wherever possible informed by school self-evaluation, including external and peer review outcomes and school development plans and/or Pupil Premium action plans/statements and COVID-19 recovery plans. Annex 1 provides a possible format.
- 19.2. Headteachers and Senior Leadership Teams will discuss proposed objectives with Local Governors who should approve the final objectives and be directly involved in reviewing progress towards achieving them at least annually. Ideally, the objectives themselves should not necessarily be changed every year, in order to assess/demonstrate progress over time – though changes can be made where new school improvement or wider priorities emerge, including where these are identified by a new Headteacher and/or Chair of Governors.
- 19.3. In most circumstances, we expect our schools to set at least three objectives:
 - One focused on pupil outcomes and relating to an issue/characteristic affecting a disproportionately large proportion of their pupils compared to

the national average; this will help to ensure that schools take action which will have an impact on a significant scale.

- One objective focused on outcomes and relating to an issue/characteristic significantly affecting a small proportion of pupils compared to the national average. *(Research nationally suggests some of the largest and most stubborn 'gaps' in outcomes are in schools with very small numbers of children with that particular characteristic – such pupils should not be overlooked.)*
- One objective relating to actions with a wider scope/impact, perhaps in relation to curriculum content, enrichment activities, developing the 'whole child', whole school values and behaviours, work with parents/carers and the wider community or a workforce issue; this will ensure equality is not viewed solely through the lens of pupil outcomes.



APPENDIX 1: Suggested format for equality objectives –

School name:	Market Harborough C of E Academy
Date objectives were approved by the Headteacher and the Local Governing Body	
Date of most recent review:	

	Equality objectives – specific, measurable	Rationale	Links to other key documents	Progress over time
1	Pupil Premium combined across the school will be at least in line with national and is an improving picture.	2022 data shows that Pupil Premium performance in reading in FS, Y1, Y3, Y4, Y5 and Y6 is strong. Maths and writing is behind.	<i>Self-evaluation; School Development Plan;</i>	<i>Commentary on progress, with review date and who did the review (in particular HT, SLT and/or LGB). This commentary should either summarise progress since the objective was originally set or provide commentary for each individual review since then</i>
2	SEND outcome target: Every child makes accelerated progress as demonstrated by PUMA and PIRA assessment tools.	<i>High aspirations for all learners. 2022 SEND data shows that many children make accelerated progress.</i>	<i>SEND data SEND development plan</i>	<i>as above</i>
3	To continue to develop our staff culture of safeguarding, through delivering training in unconscious bias.	Governor feedback and reflections from key incidents show that this could be developed.	<i>School Development plan</i>	<i>as above</i>

4	<p>To develop the curriculum to ensure that it reflects a multi faith and multi racial society.</p>	<p>Although an improving picture, Ofsted's findings were that "pupils' awareness and appreciation of a range of faiths and cultures other than Christianity are not as well promoted as other areas of their spiritual, moral, social and cultural development." The most recent SIAMS inspection also prioritises this for development.</p>	<p>Self evaluation documents. School Development plan. RE development plan. RE scheme of work.</p>	
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APPENDIX 2: Reporting and recording racist and homophobic incidents

This policy **links to other school policies** on:

- Anti-bullying
- Behaviour
- Disciplinary procedures
- Safer Code of Conduct
- Safeguarding and Child Protection
- Equalities

Legislation:

- Equality Act 2010
- Children's Act 1989
- KCSIE 2021
- Preventing and tackling bullying July 2017 DfE
- Education and Inspections Act
- Equality and Human Rights Commissions (2019)
- Report on the Stephen Lawrence Inquiry (1999)

20. Introduction and aim

20.1. The aim of this policy is to provide guidelines for Learn Academies Trust schools to establish effective procedures for the reporting and recording of racist / homophobic incidents.

20.2. It will ensure that action is taken to support the victims of racism/homophobic incidents and to deal with perpetrators appropriately. The policy has been informed by the following documents:

- Home Office Code of Practice on reporting and recording racist incidents in response to recommendation 15 of the Stephen Lawrence Inquiry Report (April 2000)
- How can we stop prejudice based bullying in schools (Equality and Human Rights Commission 2019)

20.3. Equality Act 2010: A key provision in the Act is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act

- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

- 20.4. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's Designated Safeguarding Lead. This may result in reporting concerns to LA Children's Social Care. If this were to happen, school leaders would work with social workers to take appropriate action.
- 20.5. Where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education 2020 and Chapter 1 of Working Together to Safeguard Children.
- 20.6. Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.
- 20.7. While racism and homophobia may be considered forms of bullying, they must not be treated only as bullying. Any racism or homophobia must be addressed robustly and recorded and reported in accordance this policy.**
- 20.8. School staff have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- 20.9. 1.3 We all have a responsibility to challenge racism and homophobia in our school. Action will only be successful if it forms part of a wider policy which is embedded within all school practices.

21. Definitions

21.1. 2.1 According to the Equality and Human Rights Commission (2019), prejudice based bullying is "any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on protected characteristics such as:

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

21.2. Our definition of a racist incident is that of recommendation 12 of the Report of the Stephen Lawrence Inquiry:

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

21.3. Our definition of homophobia is:

bullying, persecution or harassment of people perceived to be lesbian, gay, bisexual or transgender, irrespective of their actual sexual orientation or gender identity.

21.4. Like other forms of bullying, homophobic bullying can be physical, verbal or indirect. Often it is the language that can distinguish it from other forms and the motivation of the bullies is specific.

21.5. It's not only the students who become the targets of homophobic bullying but school staff too.

21.6. Homophobic bullying can also be a hate crime.

21.7. In the policy the term homophobia also includes biphobia and transphobia.

22. Examples

22.1. A racist / homophobic incident may include:

- derogatory name-calling, insults and racist / homophobic jokes
- verbal abuse and threats
- physical assaults
- ridicule based on differences of colour, race, ethnicity, nationality, culture, religion or language, sexuality

- refusal to co-operate with another because of any of the above differences
- stereotyping on the basis of colour, race, ethnicity, sexuality etc.
- racist / homophobic comments
- graffiti
- incitement of others to act in a racist / homophobic manner
- wearing racist / homophobic badges or insignia
- introducing racist / homophobic literature into school
- recruiting other students to racist / homophobic groups

3.2 Even if the victim of an incident does not complain, it should be treated as a racist incident if another person perceives it as such. For example, a teacher overhears a child calling another child a racist / homophobic term. The teacher records this as a racist incident, even though the abused child does not complain to him or her.

23. Dealing with racist / homophobic incidents

- 23.1. No incident that is or appears to be racially motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation.
- 23.2. Staff should make explicit that any racist / homophobic behaviour is unacceptable and contravenes the school's policy, culture and ethos.
- 23.3. If the member of staff is unable to resolve the matter, it should be referred to a member of the senior leadership team, or the safeguarding team as soon as possible.
- 23.4. The action to be taken will depend on whether the perpetrator is known and whether he/she is a student, a member of staff or an outside perpetrator.
- 23.5. Where the perpetrator is a student, staff should explain why racist / homophobic behaviour is unacceptable. Any disciplinary action taken, including temporary or permanent exclusion, will be in line with the school's Behaviour Policy.
- 23.6. The parents or carers of all perpetrators and victims will be informed of the incident and the action taken.
- 23.7. Racial harassment or any form of racist / homophobic behaviour from any member of staff towards any student, parents or another member of staff will not be tolerated, and will be dealt with as a serious breach of the school's disciplinary procedures. We recognise that appropriate training and other support will be necessary for all staff. When members of staff are found to have committed misconduct involving racial harassment they will face disciplinary sanctions up to and including dismissal.

23.8. Where there is an outside perpetrator, staff should attempt to discuss the matter with them and if necessary refer them to school policy and/or the Head Teacher.

24. Reporting and recording incidents

24.1. When a member of staff has witnessed or experienced a racist/homophobic incident they should:

- a) Log the incident on the racist/homophobic incident log in Arbor
- b) Include as much information as possible, including witness/perpetrator/exact details of incident/date/name of staff involved
- c) A member of the Safeguarding Team should be informed. They will ensure that further actions are carried out.
- d) This information will be logged on the perpetrator's behaviour record in Arbor and filed on the victim's child protection file where appropriate.

24.2. A member of the Safeguarding Team is designated to record all racist / homophobic incidents.

24.3. In line with the recommendations of the above documents, Learn Academies Trust schools record ALL racist / homophobic incidents. This information is held on the schools' MIS (Arbor) and regularly monitored and tracked. The information held includes the following details:

- date
- names of perpetrators and victims
- the ethnicity of all individuals involved
- nature of incident
- action taken in response
- name of the person reporting the incident

24.4. All incidents which involve a member of a minority ethnic group will be monitored to ensure that potentially racist incidents are not overlooked.

24.5. Although some incidents may seem minor, it is still important to log them as repeat incidents often mean that earlier reports assume greater importance.

24.6. Local governors and trustees are informed of the number and nature of racist / homophobic incidents and the action taken to deal with them. This information is included in the headteachers' termly reports to Local Governing bodies and the Trust Leader's regular reports to the Trust Board.

24.7. The pattern and frequency of racist / homophobic incidents is analysed in order to inform future planning.

24.8. Details of the pattern and frequency of racist / homophobic incidents are held at school and will be reported to the LA on request.

- 24.9. We will advise the police of any racist / homophobic incidents that may be categorised as crimes.

25. Support for the victim

- 25.1. When dealing with racist / homophobic incidents involving students, staff should:

Listen attentively

- indicate they are pleased that the student has been able to tell them
- remain calm and reassuring
- accept their language and terminology
- remember that to confide in a member of staff may need considerable courage

Acknowledge

- acknowledge the feelings of the students
- confirm they were right to make the disclosure
- show they understand the difficulty in discussing the matter
- reassure while explaining the need to take the matter further

Report

- Indicate that the information needs to be shared with others in authority in order to stop further harassment. If the victim is adamant that they do not wish any further action, the incident should, nevertheless, be recorded. In certain cases, the victim's identity will need to be protected and the situation must be handled sensitively.

Support

- Recognise that victims will need immediate support and must be reassured that the matter will be treated seriously and that a full investigation will take place.

- 25.2. Ensure that parents are aware of the incident and kept informed of the progress of any investigation. It may be necessary to either provide support or encourage parents to seek support for themselves and other members of the family.

- 25.3. We recognise that members of staff can also experience racial harassment from students, from other staff, from parents, or members of the public. We will support them in the same way as we would students.

26. Perpetrator of racist incidents

- 26.1. Where possible and appropriate the perpetrator may be required to complete a piece of work around racism; this may explore positive role models, appropriate and relevant children's literature and the challenges faced by ethnic minority groups.

Useful literature to support this work includes:

- Wish We Knew What to Say – Pragya Agarwal
- Standing up to Racism – Pragya Agawal
- Lit in Colour: supporting inclusive reading in schools - Penguin
<https://www.penguin.co.uk/campaigns/lit-in-colour.html>
- Hackney Diverse Curriculum
<https://www.hackneyservicesforschools.co.uk/extranet/hackneys-diverse-curriculum>
- Primary Best Practice Guide: how primary schools are celebrating difference and tackling homophobia, biphobia and transphobia
https://www.stonewall.org.uk/system/files/stonewall_primary_best_practice_guide_2018_-_final.pdf

27. Whole-school issues

- 27.1. Racism and homophobia have an impact on the whole school and wider community. Visual evidences will be dealt with immediately (graffiti removed, racist literature / badges / insignia confiscated etc).
- 27.2. There is regular and ongoing training and discussion of the issues and a sharing of the school's response amongst all staff, students and the local community. This common approach will include communication with parents and community members and liaison with outside agencies.