

Eltham Hill School



Eltham Hill
SCHOOL

**EQUAL OPPORTUNITIES POLICY
(INCLUDING RACIAL EQUALITY & CULTURAL DIVERSITY)**

Governors Committee: Teaching & Innovation
Date Adopted/Reviewed: September 2015
Date of next review: September 2017

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Eltham Hill School

All members of the school community have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes and prevent discrimination. This policy underpins the ethos of the school and all other policies.

Equality, Diversity and Human Rights Policy Eltham Hill School

Eltham Hill School is committed to creating a culture where the whole community is valued, involved, supported and feels safe from discrimination. Eltham Hill School recognises the real benefits of having a diverse community and works tirelessly to maintain an environment which values diversity and promotes equal rights. Our ethos is built around the premise that everyone within our community is treated with dignity and respect and we acknowledge that discrimination affects people in complex ways. We are committed to challenging all forms of inequality. To this end, Eltham Hill School will aim to ensure that:

1. Individuals are treated fairly, regardless of their race; SEND; gender; gender identity; religion/belief; age; sexual orientation; economic status; social class; ability or disability.
2. All individuals have the opportunity to fulfil their potential and according to their needs
3. We promote an inclusive and supportive environment
4. We recognise and celebrate the varied contributions to the achievement of Eltham Hill School made by individuals/students from diverse backgrounds and with a wide range of experiences

Key Principles

The key principles that underpin this policy are:

1. Everyone is entitled to a working/school environment which promotes dignity and respect for all.
2. No form of intimidation, bullying or harassment will be tolerated, and any such case will be fully investigated. Breaches of Eltham Hill's Equality, Diversity and Human Rights Policy will be regarded as misconduct and could lead to disciplinary hearings.
3. All individuals working for Eltham Hill School are required to assist the school in meeting its commitment to provide equal opportunities for all students and staff/stakeholders.
4. Eltham Hill School will provide training and induction in equality, diversity and human rights for all employees.
5. Eltham Hill School will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline, performance management and selection for redundancy.
6. Candidates for employment or promotion will be assessed objectively against the requirements for the job, taking account of any reasonable adjustments that may be

required for disabled candidates. Employment and recruitment at Eltham Hill School are consistent with the race relations Code of Practice in Employment and founded on fair and non – discriminatory procedures..

7. Eltham Hill will monitor the race; disability; gender; gender identity; religion/belief; sexual orientation and age composition of the existing workforce and of applicants for jobs where this information is given and will consider what action is appropriate to address any issues which are identified as a result Eltham Hill School will continuously review its employment and working practices and procedures to ensure fairness and equality.

Actions to Support our Principles Eltham Hill will:

- Provide equality and excellence for all in order to promote the highest possible standards of achievement
- Work to produce an atmosphere of respect for, and courtesy towards, all family and cultural backgrounds of members of the School community.
- Ensure that every member of the School community feels safe, secure and valued
- Consistently challenge discriminatory or oppressive behaviour
- Encourage independence, self – respect, self-confidence and positive self-identity for everyone in our school in order to participate in today's diverse society.
- Ensure that all staff and students understand the meaning of prejudice, how discrimination occurs and how to take a stand against it.

Equal Opportunities

All students and adults within the School have a right to be treated with dignity and respect. This includes a right to:

- Study, learn and work
- Physical, emotional and verbal respect, free from violence, bullying and abusive language.
- Respect for their identity and culture
- Freedom from discriminatory or sexual comments, harassment or inappropriate use of humour
- The safety of their property
- Equal opportunities in relation to course access, recruitment, access to extracurricular opportunities, work experience

What is discrimination?

Discrimination can be direct, indirect, intentional or unintentional. Each student or adult is the best judge of their own experience of discrimination and must be taken seriously. Actions that are clearly unacceptable and / or hurtful include:

- Derogatory and discriminatory name – calling , insults, comments and jokes
- Discriminatory graffiti or any other written insult
- Bringing materials such as leaflets, comics or magazines into school which are judged to be discriminatory
- Making threats against a person or a group
- Offensive or hurtful actions against a person or a group
- Invasion of personal space
- Physical assault against a person or a group
- Inappropriate comments or physical contact

For all of the Protected Characteristics below, we monitor and record all incidents. The Vice Principals have overall responsibility for the monitoring and reporting of this. Students and adults within School are encouraged to challenge any inappropriate behaviour or comments. In the case of comments/incidents witnessed by others, silence and non-intervention will be viewed as agreement. Where appropriate, students and staff will have access to organisations (local and national), newsletters and information regarding equality. All racist incidents will be reported to Royal Borough of Greenwich (Appendix D)

Race

Eltham Hill School recognises and welcomes the legal duties contained in the Race Relations (Amendment) Act 2000. In particular, we:

- Celebrate the diverse nature of our community
- Are committed to ensuring race equality in all areas of our work
- Are determined to tackle racism in all its forms
- Ensure that refugees/asylum seekers joining the school community are given support to settle in to the school

Gender

At Eltham Hill, we challenge gender stereotypes and ensure all students reach their full potential. As an all girls' school (Key Stage 3 and 4), we recognise, and endeavour to counteract, the pressures that exist which channel girls into "gender biased" subject choices. We will ensure that:

- All students are offered the opportunity to reach their full potential
- PHSE and the year 9 Options choices will inform, lead to empowered decision making and encourage progression into further and higher education.
- Appropriate work placements will seek to avoid gender stereotyped experiences.

SEN and Disability

We recognise the many effects of discrimination against disabled students and those with a special educational need and are committed to ensuring that all students have the right of access to a full curriculum and will seek to provide this through mainstream provision and, when appropriate, to offer specialist provision to support the students' learning.

Our inclusive school challenges students' perceptions and attitudes in a positive manner. See SEN policy and Disability Equality Policy (Appendix C)

Sexuality

We recognise the effect of homophobia on the school community and are aware that negative attitudes and prejudices lead to harassment and discrimination. Our Schools curriculum will strive to include challenges to the stereotypical conventions of relationship status and family circumstances. We actively work to challenge homophobia in all its forms and ensure our school community respects everyone's identity and staff and students' sexuality. We celebrate the diverse nature of our community.

Religion and Faith

We respect the religious beliefs and practices of all staff, students and their parents, whilst promoting tolerance and mutual understanding. We will ensure the curriculum is delivered with sensitivity in regard to students' faiths and enable individuals to practice their faith in safety without fear of harassment or discrimination. This may include providing facilities for reflection, recognising religious festivals that might require students to be absent from school and allowing cultural/religious headaddresses that complies with the school uniform colours.

Language

Prejudice can be formed and reinforced by language used by students and adults. Therefore, it is vital that we work together to encourage a use of language which is acceptable to all, avoiding patronising, stereotyping, excluding or making fun of individuals and groups. It is also important not to discriminate because of an accent or dialect. Written and spoken language must be accessible to all in the school. Language should be clear and presented in a way that supports our Dyslexia Friendly Status. Spoken language must be accessible to individuals who are hearing impaired and those who have visual impairments will need additional resources which use large print or tapes. (See Appendix B)

Teaching and Learning

The curriculum can provide a powerful framework to develop pupils' awareness of equality as well as a sense of their own rights and responsibilities. Individual

teachers must ensure the classroom is an inclusive environment in which all students are valued and feel that their contributions are valued, teaching is responsive to different learning styles and student grouping is planned and varied. Resources and displays should reflect the experience and background of students, promoting diversity and challenge stereotypes in curriculum areas (Appendix A).

Staff Development

The school is committed to ensuring that all new staff and governors are made aware of the Equal Opportunities Policy, as well as the requirements of the Race Relations Amendment Act and the Campaign for Racial Equality's "Guide for schools". To this end, such information will:

- Be made available at the beginning of the academic year to new staff and governors, or at such time as they commence employment
- Form part of the ITT and NQT Induction.
- Be available to all staff in the Staff Handbook in the shared area on the school intranet

All staff have access to high quality CPD and are able to identify their own developmental needs through the Performance Management structure.

Monitoring and Evaluation

The following data is collected and analysed in the following categories - ethnicity, Looked after Children, SEN, G & T, and against national figures for girls where appropriate:

- Examination results
- Attendance
- Bullying
- Exclusions – both internal and external

Responsibilities

The governing body maintains an overview of the implementation of the policy and has race equality as a regular item at governors meetings to ensure the policy is followed/reviewed on a regular basis. All school policies reflect a commitment to equal opportunities, including race equality. The Principal is responsible for implementing this policy; for ensuring that all staff are aware of their responsibilities and that relevant training and support is provided through the staff development programme. To this end, she is supported by the Vice Principals and other members of the Leadership Group. The Principal is responsible for taking appropriate action in the case of unlawful discrimination.

All staff are expected to read, understand and implement this policy.

Review

This policy will be kept under review in terms of changes to legislation and information arising from equalities monitoring. We will also undertake a formal review of this policy and its associated procedures and guidance documents on a rolling one year basis.

Appendix A

Equal Opportunities in the Classroom

The Equal Opportunities policy is based on a recognition of the particular needs and potential of students from all ethnic minorities within a whole curriculum approach which will widen the horizons of all students and help them to understand the multi-racial world in which we live and the interdependence of individuals, groups and nations.

The curriculum should reflect:

- The nature of a pluralist society
- The need to teach through world examples
- The benefits of cultural diversity
- The full recognition of the contributions made by females and males to advancing frontiers of knowledge
- The full recognition of linguistic diversity and positive support for bilingualism
- The full recognition and celebration of cultural and religious differences
- The elimination of any form of disadvantage resulting from cultural, religious or gender differences
- The value of reason to resolve differences, rather than physical attack
- The elimination of all forms of prejudice and discrimination

Assemblies

- Can be used to raise awareness of our many religions and cultural backgrounds and to celebrate a variety of religious and cultural events
- Should celebrate achievements of women to provide role models to our students

Classroom strategies

All staff should be aware of the role they play in creating an atmosphere (physical and verbal) and grouping students to encourage those from different cultural backgrounds to work together.

Appendix B

Resources

Resources should be carefully monitored to reflect and represent the full range of cultures within a society and the contributions made by females and males to its development. Racist and sexist should not be used – except as examples of racism and sexism.

Language

Staff are expected to acquaint themselves with the linguistic repertoires of students and recognise the validity of dialect in an appropriate context.

While bilingual students have the right to explore meaning and express themselves in their heritage language, their entitlement to additional support in English Language and English as a tool for learning must be met

Staff should be aware that language expresses power and powerlessness and be sensitive to the fact that the words we use may unconsciously reinforce the prejudices we should seek to challenge.

Display

Display, publications and exhibitions should actively promote the positive value of our diverse society.

Glossary: ITT – Initial Teacher Training

APPENDIX C

DISABILITY POLICY

Introduction:

The policy is drawn up in accordance with the planning duty in the Disability Discrimination

Act 1995, as amended by the SEN & Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled students' issued by the DfES (DCSF) in July 2002

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if she has a physical or mental impairment that has substantial and long term adverse effect on her ability to carry out normal day to day activities'

Key Objective

To reduce and eliminate barriers for students, and prospective students with a disability, in accessing the curriculum and in participating fully in the life of the School and to make 'reasonable adjustments' in accordance with advice

Principles

- Full compliance with the DDA is consistent with the School's aims for inclusion and the operation of the SEN policy
- The School recognises its duty under DDA and is committed to:
- Not discriminate against disabled students in their admissions or exclusions, their educational provision or their access to additional services

- Not to treat a disabled student less favourably
- To take reasonable steps to avoid putting a disabled student at a disadvantage
- To publish an Accessibility Plan and ensure all staff are familiar with it
- To ensure the governors and staff have regard to the Equality and Human Rights Commission Code of Practice when performing their duties
- To value the parent/carer's knowledge of their daughter's disability and how it affects day to day activities
- To provide all students with a broad and balanced curriculum that is suitably differentiated and adjusted to meet the needs of all students in their preferred learning style and to endorse all the key principles of the National Curriculum which underpin the development of a more inclusive curriculum
- To respond positively to student's diverse learning needs and personalise their curriculum offer
- To overcome potential barriers to learning

Activities

This section outlines the main activities that the School will undertake in order to achieve the key objective:

1. The School will ensure that all staff are trained appropriately to enable all students with a disability to be included successfully
2. The School will continue to seek and follow relevant advice of external services and professionals from local NHS Trusts
3. The School will take account of the needs of students and visitors with physical or sensory impairments when planning and undertaking future improvements (through BSF) such as improved access, improved lighting, acoustic treatment, colour schemes and accessible facilities and fittings
4. The School will ensure all services are available for providing information in alternative formats when required or requested
This policy will be reviewed alongside the SEN Policy, the Inclusion Policy and the Accessibility Plan and it will be published on the website asking for feedback on its success. This policy will be kept under review in terms of changes to legislation and information arising from equalities monitoring. We will also undertake a formal review of this policy and its associated procedures and guidance documents on a rolling one year basis.

APPENDIX D

Racist Incident Form -On completing this form, please refer to the following points:

1. Try and keep the description of what happened brief and to the point.
2. When describing where it happened, give the exact location if possible.
3. Ask whether the complainant had any previous contact or knowledge of the suspect.
4. If another agency has been told of the incident, include when and to whom (if known) the report was made.

5. Agree the next steps, with the complainant and any continued contact how outcome will be agreed/communicated, whether the incident requires referral to another agency, e.g. formal police referral.

When did it happen?

Date: _____ **Time:** _____ **am/pm**

Where did it happen? (Place in school/other)

What happened? (Brief details)

Names of Witnesses:

(Witnesses should write, sign and date a statement)

Agreed action to be taken as a result of complaint:

Legally, all racist incidents have to be reported to the Borough.

Complainant Details

Name: _____ **Tutor Group/Directorate** _____

Role: _____

Contact Names:

Telephone No.

Age: _____ **Gender:** _____

2001 Census Categories

Victim Perpetrator

White British Pakistani White British Pakistani
White Irish Bangladeshi White Irish Bangladeshi
Other White Other Asian Other White Other Asian
Background Background Background Background
White & Black Caribbean White & Black Caribbean
Caribbean Caribbean
White & Black African White & Black African
African African
White & Asian Other Black White & Asian Other Black
Background Background
Any other mixed Chinese Any other mixed Chinese
Background Background
Indian Any other ethnic Indian Any other ethnic Background/ Religion:

Has the incident been reported to the police? YES/NO (delete as applicable)
Details of perpetrator (if known)

Person reporting (if different to complainant)

Name: _____

Tutor Group/Faculty/Dept. _____

Contact Names:

Telephone no.

When reported Date: _____

Time: _____ am/pm

Name and post held of person completing form:
