



Castle Hill School

EQUAL OPPORTUNITIES POLICY

Policy Created	2006
Last review	2017
Frequency	3 Years
Date to be reviewed	2020

General Policy Statement

At Castle Hill School we provide a safe, secure, caring environment where every one is valued and respected equally. We provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

Castle Hill School welcomes and embraces its duties under the new Equality Act (2010).

The Equality Act establishes 9 protected characteristics which apply to school. Only the first 7 characteristics apply to pupils:

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

Public Sector Equality Duty (2011)

This policy sets out how the school has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Specific Duties under the Public Sector Equality Duty

- to publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- to prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

This scheme sets out the steps the Governing Body will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

Definition of 'due regard' and how we aim to comply with the principles of the general duty.

1. While making a decision that might affect an equality group, the decision maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated.
2. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community.
3. The duty is continuing, so we will revisit it and bear it in mind constantly.

We will keep records to show that the equality duties have been considered on each occasion.

School Ethos, Vision and Values

At Castle Hill School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same. We promote a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Equality of Opportunity

General View

Equality of Opportunity is related to enabling a person to fulfil their potential and to make choices about various life opportunities. This will mean the necessity in some cases to eradicate barriers which inhibit the development of individual potential and choice.

Philosophy

We believe:

- that equality of opportunity is part of every child's and adult's entitlement with regard to their religion, gender, social class, race, mother tongue and any form of challenge related to their learning

- that all staff and pupils should contribute towards a happy and caring environment by showing respect for and appreciation of each other
- that all discriminatory practice should be identified and removed
- that equality of opportunity be part of a planned process of differentiation in the classroom to maximise potential based on individual needs
- that all children should have equal access to the whole curriculum
- that the support and development of cultural and personal identities is imperative
- that pupils should be prepared for full participation in society
- that the development of personal competencies should facilitate an independent lifestyle wherever possible
- that all children should take part in a variety of activities which are significant to them and their families - this will reflect and build upon the child's daily lifestyle and experience
- the school should not tolerate any form of harassment, racial, sexual, or in relation to disability

Practice

Wherever possible we must justify the ethnic and social background of the children and staff and delivery of activities should be adjusted accordingly. The children or staff should not be marginalised for their cultures and beliefs and we should be prepared to learn from other identities. Differentiation is a planned process of intervention by the teacher, taking into account the child's disabilities, learning difficulties, changing needs and opportunities.

The school works effectively with other agencies to promote the development of opportunities.

Performance

Equality of Opportunity will be achieved when:

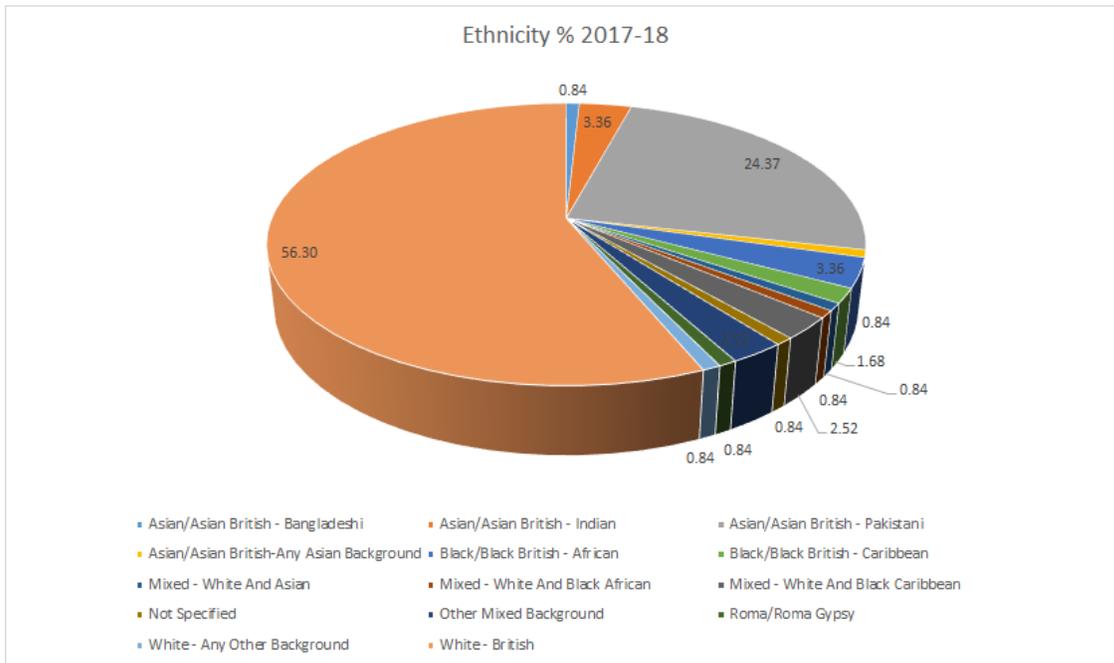
- the routine management of the classroom does not use gender as a convenient organisational tool
- the school's curriculum and organisation promotes opportunities for appropriate learning across the full range of disabilities and learning difficulties

- opportunities are provided for discussion without allowing particular individuals or groups to dominate
- staff should be given the opportunity to discuss their religious beliefs and to participate in religious activities and celebrations
- language at a basic level is taken into consideration with adequate support from bilingual staff to ensure clear delivery for minority pupils, and support from speech and language professions to facilitate communication for pupils with language disabilities
- collective assemblies give time to comparative religions and cultures, and a broad range of relevant major festivals are acknowledged within school
- the school curriculum, through different subject matter, encourages an understanding of a variety of cultural backgrounds
- school leavers have a variety of choices

Race Equality

At Castle Hill School we are proud of our unique atmosphere built on a belief in equality, teamwork and the worth of every individual within our community. All stakeholders; parents, families, pupils, governors, staff, volunteers and visitors, are regarded as having a valuable contribution to make and the celebration of achievement underpins activities throughout the organisation.

43.7% of the school population comes from minority communities. At the present time the majority of these pupils are from the Asian/Asian British Pakistani Community. We have one child from the Roma/Gypsy community.



The balance of boys to girls in school is approximately 2 to 1, a figure which is typical for similar schools. The socio-economic background of the pupils is mixed and represents a cross section of the community the school serves. Community relations in the local area are generally very good although some isolated incidents based on racial grounds do occur. There has been some history of tension between the local Pakistani and Afro-Caribbean Communities. These tensions do not exist at Castle Hill School and there is no history of racist incidents in the school.

Each ethnic grouping represented in school embraces a wide range of learning and related physical, sensory or medical difficulties. Within this range there is comparable range of attainment for individual pupils, a factor not based on racial grouping. Individual Achievements are recognised and celebrated throughout school.

The principle religions represented in the school are Christian, Muslim and Sikh. However, as part of the rich cultural diversity of our country all major festivals and events are recognised and celebrated.

Local demography shows a settled multi-cultural community with a range of private, housing association and local authority housing. There is also a strong student population.

Aims of this Policy

- to acknowledge the existence of racism and to work towards the elimination of unlawful discrimination

- to promote equality of opportunity
- to promote good relations in order to encourage inclusion in the wider educational community
- to ensure that students and staff from all racial groups are encouraged to achieve their full potential
- to prepare students for a life in a culturally diverse society
- to create a school in which every person, irrespective of their race, colour, ethnic national origin or citizenship feel valued and welcomed

In meeting these aims we will:

- ensure that all individuals are treated with equal worth, welcome and value regardless of race, colour, creed, gender, sexuality, ability or disability
- celebrate the rich diversity of individuals and local and national communities
- acknowledge the existence of discrimination in its many forms and be pro-active in challenging and eliminating any evidence within our community
- ensure that equality of access for all individuals is an essential aspect of curriculum planning
- include our pupils in all aspects of the life of our local community
- establish and maintain links with a wide range of other schools

Consultation

During the formulation of this policy and future reviews the following consultation processes and training are undertaken:

- staff training and awareness raising: EMA team consultancy
- draft policy drawn up by Governors Curriculum Committee Sub-Group
- translation of Draft Policy into Urdu
- distribution of draft policy to representative parent, governor and staff groups
- discussion / feedback sessions with above groups
- re-drafting of document
- repeat at end of first year with re-draft of policy to incorporate changes

Implementation Strategy/Roles and Responsibilities

Castle Hill School makes the following commitments:

- the Governing Body and Senior Leadership Team, on behalf of the entire school community, will be pro-active in promoting racial

equality, ensuring good race relations and dealing with any incidents of racial discrimination

- this Race Equality Policy will be reviewed in a regular and systematic manner and will be a regular item on the Governors' agenda
- the Governing Body, Management and Staff will encourage, support and enable all members of the school community to establish their full potential

Responsibilities:

The Governing Body

- the Governing Body will ensure that the school complies with Race Relations Legislation including specific duties arising from the Race Relations Amendment Act 2000
- the Governing Body will work with the Principal to ensure that the policy and related procedures and strategies are implemented

The Principal

- the Principal is responsible, with the Governing Body, for ensuring that the policy and related procedures and strategies are implemented
- the Principal is responsible for ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support to carry out their duties
- the Principal is responsible for carrying out disciplinary action against staff or pupils who racially discriminate

All Staff

- all staff will be informed as to how to deal with racist incidents and how to identify and challenge racial bias and stereotyping
- staff will not discriminate on racial grounds
- staff will keep up to date with Race Relations Legislation and will attend appropriate training or information events arranged by the LA or school.

Teaching Staff

- are responsible for ensuring that pupils from all racial groups are included in all activities and have full access to the curriculum
- are responsible for promoting race equality and diversity through teaching activities and relations with pupils, other staff, families and the wider community

Students and Volunteers

- all students and volunteers will comply with this Race Equality Policy

Visitors & Contractors

- all visitors and contractors will comply with this Race Equality Policy

Policy, Planning & Review

Policy Planning

- all future policy planning or review will include direct consideration of Race Equality issues
- policy evaluations and audit tools will be used to identify specific targets for action in this area
- race Equality targets will be included in the School Improvement Plan

Ethnic Monitoring and Achievement

- school will use all available data to monitor the achievement and progress of pupils and will set appropriate targets.
- ethnic monitoring data on admissions or exclusions will be used to inform planning and decision making.
- Termly assessment reports monitor outcomes and graduated responses are applied where required.

Reviewing & Evaluating Policies

- all school policies and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in:
 - eliminating racial discrimination
 - promoting racial equality
 - promoting good race relations
- the implications of Race Equality will be included in reviews of school policies and guidelines
- race Equality questions will be built into school self review and evaluation frameworks
- race Equality information derived from evaluation will be used to inform planning and decision making

Admissions & Attendance

- admission to Castle Hill School will not be dependent on racial points in any way whatsoever

- information about ethnicity, first language and religion will be included on admissions forms and systems
- staff in school and parents or carers will be aware of their responsibilities and duties in relation to pupil attendance and absence
- staff managing issue of absence will be aware of and sensitive to relevant community, religious and cultural issues
- provision will be made for pupils and staff for leave of absence for religious observance
- pupil attendance will be monitored by ethnicity and action taken to reduce any differences between pupil groups
- provision will be made to support pupils on extended leave to maintain skill and ability levels

Attainment, Achievement & Progress

Castle Hill School has high expectations for all pupils. All pupils are treated as individuals with planning focused on meeting their special educational, social, physical, spiritual, cultural and moral needs

- planning is based upon clearly defined individual needs and actively includes parents and carers in the process
- pupil achievement is assessed, recorded and celebrated. Monitoring of achievement by ethnicity will be undertaken and evaluated to identify trends and inform planning and action
- Castle Hill School values all forms of achievement and believes that all children can achieve
- assessment methods will be monitored to ensure they are, as far as possible, free from cultural or linguistic bias

Racism, Racial Harassment & School Ethos

Castle Hill School is committed to being a community free from racism, racial prejudice, racial harassment and racial discrimination. Within our community we:

- value and support diversity in all forms
- cater for the dietary and dress requirements of cultural groups
- observe and celebrate festivals relevant to different faiths and encourage all pupils to understand and respect such events
- actively promote good personal, school and community relations
- foster a positive attitude of mutual respect and trust amongst members of all racial groups
- follow agreed procedures for dealing with any racial harassment or bullying in a prompt, firm and consistent manner
- agree that such procedures will be consistent with LA policies and guidance
- will record, investigate and report all incidents of racism or racial harassment

- work with the governors, families, staff, the LA and other partners to tackle racism and racial harassment in the school and the local community
- will provide appropriate training and support for staff to deal with racist incidents
- will ensure that all members of the school community will be aware of these procedures and that all racism is unacceptable

Behaviour, Discipline & Exclusions

At Castle Hill School we set a high standard of behaviour for all members of our community. Standards are supported by a clearly promoted Positive Behaviour Plan which underpins all the work of the school. In addition, individual pupils who require extra support have their own Personal Behaviour Management Plans.

Within these expectations we:

- treat all pupils fairly and without discrimination
- take proactive steps to maintain good standards of behaviour throughout school
- adopt strategies to prevent the exclusion of pupils and work with families, carers and other agencies to support a consistent approach for individuals
- ensure that expectations, strategies and procedures are fair, relevant and consistent for all pupils
- recognise and take into account that cultural background may influence or effect behaviour
- will be consistent with rewards and discipline

Personal Development & Pastoral Care

Personal development and the pastoral care of all members of the school community is central to the core values at Highfields. Within this core value we agree to:

- take account of religious and ethnic differences and the experiences of any member of our community
- provide appropriate support for pupils who have English as an additional language and to encourage their use of mother tongue where possible
- provide appropriate quality career and post school information, links and placements for all
- that all out of school placement providers will provide evidence of their commitment to racial equality and challenging racism
- provide appropriate support to any victims of racism or racial harassment using outside agencies where necessary

Teaching & Learning

All pupils, with positive regard to race, creed, gender or ability have the right to appropriate teaching styles and learning experiences. At Castle Hill School we provide:

- an environment where all pupils can contribute to the full level of their abilities and be valued as individuals
- a place where teaching takes account of cultural backgrounds, communication needs and learning abilities
- time for pupils to work and share together
- challenge to racial stereotyping, bias or discrimination

Curriculum

At Castle Hill School we provide a broad and balanced curriculum relevant to the needs of each individual. We agree to:

- ensure that each area of the curriculum is planned to incorporate principles of racial equality and to promote positive attitudes to cultural diversity
- that access to the curriculum will take account of cultural background, communication needs and learning styles
- monitor the whole curriculum in its effectiveness in providing appropriate experiences for all pupils
- provide positive displays and images of different people, faiths and cultures
- invite role models from different faiths and cultures to take part in the life of the school community
- provide extra curricular activities, events and visits which will cater for the interests of all members of the school community and will take account of parental concerns relating to faith and culture

Staff Recruitment & Professional Development

The staff at Castle Hill School work in teams in order to meet the complex needs of the pupils and students. All staff are valued and respected for the part they play in meeting those needs and have the opportunity to play a full part in school planning and development. The school community therefore agrees that:

- all staff will be encouraged to develop and achieve their full potential

- that policies and procedures will be used to ensure that applicants for posts, promotion or professional development will not be discriminated against on racial grounds
- staff involved in recruitment and selection will be trained and aware of good practice in their role
- under-represented groups will be encouraged to apply for positions within the school
- applicants for posts will be monitored by ethnicity and the information supplied to the LA
- staff will have the opportunity for on-going training to address issues of racial equality and cultural diversity
- professional development opportunities will be monitored by ethnicity
- any breaches of this policy will be dealt with within the school disciplinary and grievance procedures

Partnerships with Parents, Carers and Community

Partnerships with parents, carers, other schools and community organisations form a vital part of the working of the school. To maintain these partnerships effectively school agrees to:

- ensure that all parents and carers are encouraged to participate at all levels of school life
- work creatively with all groups to present positive attitudes to diversity and difference
- provide advice and information in user friendly languages as appropriate
- provide a welcoming atmosphere and open access to school for parents and carers
- ensure that access to school, staff and facilities are equal for all members of the school community

The Race Relations Act(RRA)

What does the Act say?

Under the Race Relations Act of 1976 it is unlawful to discriminate against anyone on grounds of race, colour, nationality (including citizenship) or ethnic or national origins. It applies to jobs, training, housing, education and the provision of goods, facilities and services

What does the RRA cover

Under the RRA there are two kinds of racial discrimination:

- direct discrimination occurs when someone is treated less favourably on racial grounds than other people. When

someone is segregated from other on racial grounds this is also direct discrimination. Racial abuse and harassment is also unlawful discrimination if it occurs in circumstances covered by the Act

- indirect discrimination occurs when a condition or requirement is applied equally to people of all racial groups, but fewer people in a particular group are unable to comply with it. Such indirect discrimination is unlawful when it cannot be justified other than on racial grounds.