

EQUAL OPPORTUNITIES POLICY

The Chiltern School

PHILOSOPHY

This school believes in equal opportunities for all members of the community and will promote this philosophy through our policies and practices. We will celebrate diversity and promote inclusion within our community.

AIMS

- We will promote equality.
- Everyone will be given the opportunity to develop personally and professionally.
- We will eliminate all forms of discrimination within the school.
- We will ensure that lessons, play and leisure opportunities promote equal opportunities.

THE GOVERNING BODY WILL ENSURE THAT:

- All racist incidents are recorded and investigated and appropriate action taken.
- The staff induction includes school policies and practice that relates to diversity and inclusion.
- Good practice in promoting and celebrating diversity and inclusiveness will be shared.

PRACTICE

Complaints against the Head teacher:

This is an equal opportunities school. We will strive to provide equal opportunities for all, including all in employment at Chiltern School and all who enter the School, irrespective of race, ethnic origin, culture, nationality, national origin, gender, sexuality, disability, age, religion, belief, marital status, non-profitable disease and social class. We oppose all forms of unlawful and unfair discrimination.

Ensure dietary needs are met.

Take care to use the correct forms of address and to spell pupils and parents names correctly.

All employees whether part-time, full-time or temporary will be treated fairly and equally. Selection for employment, promotion, training or any other benefit will be on this basis of aptitude and ability. All employees will be helped and encouraged to develop their full potential. The talents and resources of the work force will be fully utilised to maximum efficiency of the school.

Pupils in the school shall not be bullied or discriminated against on the grounds of race, religion, nationality, ethnicity gender or transgender. These rights are preserved in anti-discriminatory, hate crimes and equal opportunities legislation.

Furthermore, the school and its governors have a duty of care to all pupils, which includes protecting them from homophobic bullying and abuse. This is enshrined in human rights legislation and dealt with in DfEE guidelines. The use of heterosexist terminology in the school is also discriminatory and is to be avoided, together with any other language that may be deemed exclusive.

Harassment

Sexual, racial or disability harassment is unlawful discrimination and improper and inappropriate behaviour. It is the policy of this school to provide an environment free from sexual, racial or disability harassment and intimidation.

Harassment means unwanted conduct of a sexual or racial nature or conduct based on sex, race or disability which is offensive to the recipient. It refers to behaviour that is unsolicited, that is personally offensive, and that fails to respect the rights of others.

AIMS

- We will actively promote equality for all.
- We will actively promote racial equality.
- We will actively promote good race relations.
- Everyone will be given the opportunity to develop, both professionally and intellectually.
- Everyone will respect the roles taken on by every employee.
- Every employee is entitled to a working environment that promotes dignity and respect to all.
- No form of intimidation, bullying or harassment will be tolerated.
- We will strive to eliminate unlawful racial, sexual and disability discrimination.

Staff related issues

School staff, including, where appropriate, contract and supply staff, are expected to:

- Take responsibility for implementing the schools racial harassment policies.
- Foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.
- Ensure that play and leisure areas provide a positive environment for pupils from all ethnic groups.
- Deal with incidents whenever they occur.
- All members of staff and applicants are asked to complete an equal opportunities monitoring form, which will be used to monitor the effectiveness of the School's Equal Opportunities Policy.
- The composition of the workforce, and the mix of job applicants, will be monitored on a regular basis. Should inequalities become apparent, positive action will be taken to redress the balance.
- Where a disabled person applies for a post or a member of staff becomes disabled, the School will make reasonable adjustments to remove the disadvantages faced by the disabled person.
- Any member of staff who harasses any other member of staff on the grounds of race, sex or disability will be subject to the School's Disciplinary Procedure.

- Any employee or job applicant who believes he or she has received less favorable treatment on the grounds of sex, race or disability is asked to report the matter to the Head teacher or the Chair of Governors.

The governing body will ensure that:

- All racist incidents and complaints of racial discrimination and racial harassment against staff are recorded and investigated within
- Active steps are taken to protect staff from racist bullying or harassment by pupils, parents/carers, visitors and other staff.
- Where appropriate, racist incidents are dealt with through the school's disciplinary procedures.
- All staff have access to the school's Grievance Procedures in the event of being subject to racist incidents, including racial discrimination and racial harassment.
- Staff induction covers the school's policy and procedures for dealing with racist incidents.
- All staff are trained on how to implement the school's racial harassment policy and procedures.
- Good practice and effective strategies for dealing with racist incidents are shared between staff.
- Staff effectiveness in dealing with racist incidents is monitored and evaluated.

Contract and supply staff should be informed of the school's racial equality and racial harassment policies and, where appropriate, receive training on the school's procedures for dealing with racist incidents.

Harassment Aims

Whenever possible, a member of staff who believes that he or she has been harassed should in the first instance raise the matter directly with the person responsible and ask that person to stop the harassing behaviour.

If such a course is not reasonably practicable or fails to cure the problem, the member of staff should raise the matter with the Headteacher. All complaints will be dealt with promptly.

If the Headteacher is unable to resolve the complaint informally, or decides that the matter is sufficiently serious to warrant formal investigation, both the complainant and the accused will be entitled to be accompanied to any hearings by a colleague or representative of their trade union or professional association. Complaints will be dealt with as expeditiously as possible. Strict confidentiality will be maintained throughout any necessary investigations and hearings. Hearings will usually be conducted by the Headteacher although they may nominate someone to take their place, if the circumstances render this more appropriate

If a complainant is not happy with the outcome of an investigation by the headteacher he or she may appeal to an appeal body comprising at least three members of the governing body. The appeal body's decision will be final.

If the investigation reveals that the complaint is valid, disciplinary action against the accused will then be considered under the terms of the school's disciplinary procedures, on the basis that harassment is regarded as gross misconduct.

Intimidation, victimisation and discrimination on the basis that an individual has brought an harassment claim are also regarded as gross misconduct.

PRACTICE

Complaints against the headteacher

Where the headteacher is responsible for a racist incident, this will be investigated by, with appropriate personnel advice. The headteacher will be subject to the same rights and expectations as other members of staff at the school.

Parents/Carers

Parents/Carers of pupils who are the subject of racist incidents will be informed of those incidents and of the action taken to deal with them. Parents/Carers of pupils who are responsible for racist incidents will be invited to play an active role in dealing with the situation.

Governors

Where a Governor is responsible for a racist incident, the Governing Body will decide what action should be taken. Where a Governor is subject to a racist incident, the Governing Body will provide appropriate support and will decide on the nature of the investigation and the action to be taken following the investigation.

Action by Governing Body should be consistent with the values, principles, policies and practice set out in this policy.

Visitors (including parents/carers)

Where a visitor (who might also be a parent/carers of a child at the school) is responsible for a racist incident, this will be reported to the headteacher who will take some or all of the following actions:

- Inform the visitor that the school does not tolerate racist behaviour
- Invite the visitor to leave the premises
- If the visitor is employed by an organisation, inform the visitor that the organisation will be informed of the racist incident
- Inform the organisation accordingly
- Inform the Tell Us campaign (see below)
- Contact the police

It may be appropriate to refer the incident to the 'Tell Us' campaign. 'Tell Us' proformas are available from the Bedford Race Equality Council (Tel: 01234 350459). The use of the 'Tell Us' proforma is that the agency which monitors the data, i.e. the Bedford Race Equality Council, will be able to identify patterns of racist behaviour, for example among the staff of organisations which are used by schools and other clients. Firm action can then be taken in relation to the organisation.

MONITORING AND REPORTING

Careful record-keeping of racist incidents will enable the school to identify patterns of behaviour whereby individuals or groups can be shown to be regular victims or perpetrators of racist incidents.

SCHOOL RECORDS

All incidents perceived to be racially motivated by any party should be recorded using the Racist Incident Record sheets (appendices 3 and 4). These will be kept.

The examination of these records on a regular basis will provide the school with a picture of the frequency and nature of racist incidents and give some indication as to how effectively the school is combating such behaviour.

REPORTING RACIST INCIDENTS

The school will provide annually, aggregated data to the Governing Body derived from the racist incident forms. This data should be disaggregated in line with the categories provided on the Racist Incident Forms. The Governing Body will use this, and other supporting information, to review the school's policy and practice on dealing with racist incidents.

Parents/Carers will be informed of the school's policy and practice on dealing with racist incidents. The Governing Body will include aggregated data on racist incidents in its annual report to parents/carers. If no racist incidents are recorded for the year, this outcome will still be included in the annual report to parents/carers.

LEA MONITORING

The school will provide aggregated information to the LEA using the standard form issued annually.

CONTEXT

The policy will be prepared to implement within the framework of the relevant legislation, which includes:

The Race Relations Act 2000 places positive legal duty on schools to promote equality. This means that policies and practices which are not in themselves racist, but which have a discriminatory effect on particular ethnic groups, are open to challenge in the courts.

Equal Pay Act 1970 (Equal Value Amendment 1984).

Rehabilitation of Offenders Act 1974.

Sex Discrimination Act 1975 (Gender Reassignment Regulations 1999).

Race Relations Act 1976.

Disability Discrimination Act 1995.

The Protection from Harassment Act 1997.

Human Rights Act 1998.

Appendix A

Racist incidents can cover a range of occurrences, from violence with a racist motivation to use of language which causes offence but arises from ignorance or thoughtlessness rather than any racist motivation. However, a pupil's life chances can be undermined by behaviour which is racist in nature, even if there is no racist intent. Consequently all racist incidents should be logged. The incidence of racist incidents will be monitored.

With some racist incidents, it may be necessary to proceed to investigation. Nevertheless, the nature of, and the resolution to, the racist incident should be recorded.

Other racist incidents will require investigation and, where necessary, further action in accordance with the school's Behaviour Policy.

The person responsible for the incident should be provided with the opportunity to learn from it. In some instances, for example where racist behaviour arises out of ignorance, then counseling from a member of staff might be appropriate (eg a teacher taking a pupil aside to discuss what has happened and the harm that might have resulted).

It may also be appropriate to involve the parents/carers, both of the person responsible for the incident and of the person subject to the incident. The person who has been the subject of a racist incident needs to be appropriately supported.

In some circumstances it may be necessary to refer a racist incident to the Police. This will normally only be necessary where there is violence leading to physical harm/and or intimidation. The advice of the Police School Liaison Officer may be sought.

Appendix B

The following could constitute behaviour with a racist motive:

- Physical assault
- Racist graffiti
- Derogatory name calling
- Racist insults
- Racist jokes
- Comments which are offensive on grounds of colour, race, ethnic and national origin, nationality and citizenship
- Drawings which are offensive on grounds of colour, race, ethnic and national origin, nationality and citizenship
- Bringing to school, material which is racist, including leaflets, comics or magazines
- Wearing racist tattoos, badges or insignia
- Extortion
- Intimidation
- Using threatening words
- Using taunts
- Using ridicule
- Theft
- Damage to personal property
- Incitement of others to behave in a racist manner
- Verbal abuse

The flow chart attached to this document (appendix 1) sets out a sequence for responding to racist incidents

Appendix C

Recording Racist Incidents

All racist incidents, as determined by the definition agreed above, will be recorded using one or other of the two forms attached to this document. Appendix 3 contains a form to cover incidents for which a child/young person is responsible. Appendix 4

contains a form to cover incidents for which an adult is responsible. Both forms display the logo associated with the 'Tell Us' Campaign against racism.

The record of each individual racist incident should include:

- Date
- Name(s) of pupil(s)/person(s) involved
- A classification of the incident, with further description of what happened where appropriate
- Ethnicity, religion, nationality of persons involved (see Appendix 2 for the ethnic origin codes)
- Action taken to support the person(s) who has/have been the subject of the incident
- Action taken in relation to the person(s) responsible for the incident
- The nature of the contact with the parent/carer

Whilst all incidents will be recorded, not all will require investigation.

The headteacher will exercise professional judgment on the threshold below which it may not be appropriate to report a particular racist incident to a parent/carer. This might be the case, for example, where an incident is trivial and where those involved accept it as such. The reason for not informing a parent/carer will be logged. However, should an individual pupil initiate a number of racist incidents it may be appropriate to notify parents/carers, even if the last incident in the series in itself seems trivial.

The headteacher will also exercise professional judgment on the circumstances in which it will be appropriate to give the child/young person the opportunity to complete the form. This is in order to avoid situations arising where a pupil might feel her/his response is being interpreted on her/his behalf.

FURTHER POLICY FOR MANAGING RACIST INCIDENTS FOR SECONDARY STUDENTS

All staff and pupils will be guided towards the development of a positive self-image and valued for the unique contribution that they make to the School.

THE CURRICULUM

Through the curriculum we will recognise similarities but celebrate differences as a positive contribution to be respected and understood.

The richness of the cultures which pupils and staff bring to the School will be celebrated and used to help pupils develop a positive and confident sense of who they are.

Pupils will be encouraged to treat each other with fairness and human equality showing care and concern for their peers and adults.

Displays of pupils work around the School will reflect and celebrate the multicultural nature of the School community.

RESOURCES

The School will continue to build a resource bank which reflects the cultural diversity in the School e.g. the R.E. resources contain artefacts from each of the World's main religions.

The Library will include a collection of books which provide positive gender and ethnic images and a positive picture of people with disabilities.

All resources used to deliver curricular modules and units will include, where appropriate, artefacts that enable pupils to learn about the customs and beliefs of other members of this community.

CONCLUSION

The implementation of this Policy is aimed at ensuring that all members of the School community and those who come into contact with us are treated with care, courtesy and respect. We aim to always encourage positive attitudes towards gender, race, religion and disability and to play our part in promoting a more equal society.

Date established by governing body: September 2014

Date for full implementation: October 2014
Date Reviewed by Governors: February 2016

Date for review: February 2019