

EQUAL OPPORTUNITY INCLUDING RACIAL EQUALITY POLICY



Context

This policy is based on the school's core values: respect, integrity, responsibility, participation, excellence and enjoyment.

The context of the school is that most students and staff are white European, which reflects the ethnic composition of the local area. There are significant numbers of students who represent a rich variety of cultural backgrounds. A small number of students have English as a second language but only occasionally are they at an early stage of acquiring English. We are committed to the principle of equal opportunity for all students and all staff (respect). We aim to promote equal opportunity and to challenge stereotypes, combat prejudice and actively discourage any discrimination against individuals or groups on the basis of social class, race, ethnic group, nationality, religion, language, gender, marital status, family or home circumstances, sexual orientation, disability, political beliefs, trade union membership or non-membership, or age (responsibility).

Status	Statutory
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Purpose

We seek to emphasise and realise our aims through the statements and policy guidelines that follow.

1. Discrimination on the basis of social class, race, ethnic group, nationality, religion, language, gender, marital status, sexual orientation, disability, political beliefs or trade union membership or non-membership is unacceptable at Ratton School.
2. Discrimination on the basis of age is unacceptable. For students and teachers, decisions about their role and position in the school will be based on ability, potential, experience and national legislation relating to educational provision, employment, pensions and health and safety.
3. Every student and teacher will endeavour to further our aims by personally:
 - a. contributing towards a happy and caring environment in which opportunities are linked only to people's ability, potential and experience;
 - b. showing respect for, and appreciation of, others;
 - c. promoting the benefits of our multi-cultural society;
 - d. opposing prejudice and discrimination should it occur and reporting incidents to the appropriate authority.

4. Governors and staff are committed to promoting community cohesion by emphasising the common elements and values of our British culture while recognising the value of cultures and traditions followed by individuals and groups within our society.

Consultation	<ul style="list-style-type: none"> • Governors • Staff • Parents/guardians • Students
Relationship to other policies	<ul style="list-style-type: none"> • All policies need to abide by the principles of this policy
Relationship to standard operating procedures	<ul style="list-style-type: none"> • All SOPs need to abide by the principles of this policy

Role	Responsibility
Governors	<ul style="list-style-type: none"> • Regularly monitor and review the effectiveness of this policy • Uphold the principles of this policy • Employing staff
Headteacher	<ul style="list-style-type: none"> • Ensure structures are in place to support the effective implementation of this policy • Ensure that all students and staff are encouraged and able to achieve their potential irrespective of social class, race, ethnic group, nationality, religion, language, gender, marital status, sexual orientation, disability, political beliefs, trade union membership or non-membership, or age. • Respect and value differences between people while, at the same time, celebrating the history, traditions and culture of Britain through our assembly programme and curriculum. • Ensure that staff are trained to deal effectively with prejudice, unreasonable discrimination, racism and harassment. • Employing staff
School staff	<ul style="list-style-type: none"> • Monitor progress, attendance and exclusions by ethnicity, gender and special educational needs. • Prevent, tackle and eliminate prejudice, unlawful and / or unreasonable discrimination, racism and harassment.
All	<ul style="list-style-type: none"> • Make the school a place where everyone feels welcomed and valued. • Promote community cohesion by promoting good relations between different groups, within the school and within the wider community. • Prepare students for life in a diverse, multi-cultural world. • Deal with all incidents that are in breach of this policy promptly and effectively.

SENCO	<ul style="list-style-type: none"> • Strive to enable access to all our facilities by all staff, visitors and students.
AHTs/Deputy Headteacher/Headteacher	<ul style="list-style-type: none"> • Take positive steps to celebrate diversity and oppose prejudice, discrimination, racism and harassment through: our links with schools; our assembly programme and our curriculum.
Care and Guidance Leaders/DCPO	<ul style="list-style-type: none"> • Record all racist incidents as required by law and bullying incidents and report them to the appropriate Governors' committee.

Arrangements for Monitoring and Evaluation

This policy will be reviewed on a bi-annual basis initially by The AHT: Inclusion, Induction and Intervention, followed by school staff, and then the Resources Committee. There will be an annual report to governors as to the effectiveness of this policy.

Date established by Governing body:	October 2011
Date for full implementation:	October 2011
Date of review:	October 2013

Relationship to other policies

- Anti-bullying Policy
- Assemblies and Worship Policy
- Behaviour Management Policy
- Child Protection Policy
- Learning and Teaching Policy
- SEN Policy
- Violence at work policy
- Gifted & Talented
- All policies should have reference to equal opportunities

ANNEXES

- Equal Opportunities in Schools and Community Colleges: A Framework for Development
- Race Relations Act 1976
- Race Relations Amendment Act 2000
- The Disability Discrimination Act 2005
- Equality Act 2006
- Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality Age Regulations 2006
- Equal Pay Act (EPA) 1970
- Equality Act (Sexual Orientation) Regulations 2007
- Equality Act 2010