



Cranborne Middle School

Policy for Equal Opportunities **(Including Racial Equality and Cultural Diversity)**

Dated: November 2010

At Cranborne Middle School, we wish to create and maintain a trusting, secure and happy environment where everyone can work as equals. All members of the school community have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes. Our school community consists of a diverse range of people – employees, visitors, pupils and parents. We need to celebrate our differences, by understanding them and enjoying the diversity this brings.

Aims

We want to foster not merely a mutual tolerance but a celebration of the uniqueness of each person as an individual and our aim is for everyone to feel valued within the school.

By actively promoting equal opportunities and not discriminating either directly or indirectly against anyone on the grounds of colour, race, nationality, beliefs, disability, sexuality or gender the school can ensure that:

- All pupils have opportunities to achieve their potential
- Expectations of all pupils are high
- All pupils have access to and can make full use of, the school's facilities and resources
- It reflects the community it serves and responds to its needs
- All pupils are prepared for life in a diverse and multi-ethnic society
- All pupils understand the meaning of prejudice, how discrimination occurs and how to take a stand against these
- It has a positive ethos and environment
- Racist and discriminatory incidents are dealt with effectively (see Discipline policy, Anti-bullying policy and Confidentiality policy)
- Inclusion issues are taken seriously and are considered in all aspects of school life

Equal Opportunities

All pupils and adults within the school have a right to be treated with respect. This includes a right to:

- Study, learn and work
- Physical, emotional and verbal respect, free from violence, bullying and abusive language.
- Respect for any disability, their gender, race and age
- Freedom from sexual comments or harassment and inappropriate use of humour
- The safety of their property
- Equal opportunities in relation to curriculum access, recruitment and access to extra-curricular activities.

Pupils and adults within school are encouraged to challenge any inappropriate behaviour or comments.

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Support

Support is available for pupils from their tutor, Head of Year, or any trusted adult.

Some pupils, such as those with SEN and an emotional or behavioural issue, may access support from the SEN Department in a variety of ways or be referred to our Pastoral Care Worker in school for 1:1 or group sessions. The School Nurse and other outside agencies may support students as appropriate.

POLICY FOR RACIAL EQUALITY AND CULTURAL DIVERSITY

We are aware that we have a very small number of pupils from an ethnic minority or multi-cultural background and this is not representative of the sort of communities in which they might decide to live in their adult lives.

The curriculum of Cranborne Middle School will incorporate multi-faith teaching in subjects such as RE, Humanities, PSHCE and assembly and tutor times as appropriate. Pupils will also enrich their learning with cross curricular opportunities to learn about other cultures. This approach may include visits to places of worship, sites of specific religious/cultural interest, and the use of speakers from different faiths and cultures.

Racist language and behaviour will not be tolerated. All incidents will be recorded (see attached form) and parents notified. Persistent racism will result in further sanctions being imposed.

Cranborne Middle School welcomes its duties under the Race Relations (amendment) Act 2000. We are committed to:

- Promoting equality of opportunity
- Promoting good relations between members of different racial, cultural and religious groups and communities
- Eliminating unlawful discrimination

In order to achieve these criteria we are guided by the following principles:

- Every pupil should have the opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education
- Every student should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities
- Every student should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi ethnic society, and in the wider context of an interdependent world
- Every student should have the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being in accordance with the Every Child Matters agenda

These principles apply to the full range of our policies and practices, including those which are concerned with:

- Pupils' progress, attainment and assessment
- Behaviour, discipline and exclusions
- Students' personal development and pastoral care
- Admissions and attendance
- The curriculum content
- Staff recruitment and professional development
- Partnership with parents and communities

The school is opposed to all forms of prejudice including racism, sexism and xenophobia. This includes prejudice which is directed towards religious groups and particular communities, for example, Islamophobia, travellers, refugees and asylum-seekers. The school hopes through education and knowledge to teach respect,

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tolerance and understanding towards different beliefs, cultures and lifestyles. Racist/sexist jokes will be regarded as any other form of bullying and dealt with as such.

Breaches of policy

Breaches of policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and the governing body. If a racist incident takes place, not only will the normal incident form (please see Discipline policy) be filled in, but the Racist Incident form as well. Although a copy of the form may be filed in the appropriate person's file, one will be held centrally by SLT so that all incidents can be clearly and simply monitored.

Monitoring and Evaluation

Lists of all pupils of ethnic minorities and Looked After Children should be held centrally and the following data should be collected and evaluated by both gender and ethnicity:

Standardised test results

Attendance

Bullying incidents

Exclusions – both internal and external

Responsibilities

The governors' responsibility is to ensure that the school complies with the legislation and that this policy and its related procedures and strategies are implemented. In order to do this the policy should be regularly reviewed at Curriculum Committee meetings.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities by presenting all staff with the updated policy. He is responsible for ensuring that appropriate training and support is given through the normal staff development programme and that this issue is highlighted in the school improvement plan. He is responsible for taking appropriate action in any case of unlawful discrimination.

All staff are expected to deal with racist incidents that may occur; to know how to challenge racial and cultural bias and stereotyping, and to incorporate principles of equality and diversity into all aspects of their work. In the case of support staff the appropriate action will be to report to their line manager and to fill in the appropriate form.

Availability of this Policy

This policy will be available to parents on request. It will be available to staff in their subject areas, and copies will be kept in the main office and the staffroom.

This policy will be reviewed on a three yearly basis.

Policy Links

Confidentiality

Discipline

Anti-bullying

PHSCE

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RACIST INCIDENT - INITIAL REPORT

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) _____

Have you reported to the police? YES/NO

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: _____

Complainant Details

Name: _____ **Tutor Group/Faculty/Dept:** _____

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

White & Black Caribbean / White & Black Caribbean

Caribbean / Caribbean

White & Black African / White & Black African

African / African

White & Asian Other Black / White & Asian Other Black

Any other mixed Chinese / Any other mixed Chinese

Indian Any other ethnic / Indian Any other ethnic

Religion: _____ 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: _____

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