

Equality Policy

This policy has been written for...	All students, teaching staff, boarding staff, parents and visitors irrespective of race, gender, disability, faith or religion or socioeconomic background. We will foster a strong 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. All staff should have a working knowledge of this policy. Whilst students will not be familiar with the details of this written policy they will be made aware of its contents.
Copies of this policy may be obtained from...	<ul style="list-style-type: none"> • The School web site - http://www.westheathschool.com • It is available as a hard copy on request from the school office • Hard copies for reference are filed in the staff room
This policy links with the following policies	<p>Anti-bullying Policy Staff Recruitment, Selection, Retention & Disclosure Policy West Heath Code of Conduct Staff Training and Development Spiritual, Moral, Social and Cultural Development Policy Sex and Relationships Policy</p>
Participants and consultees in the formulation of this policy were...	The Principal, Deputy Principal - Residential staff, Student Services Committee and the Trustees of the School. A working group comprising students, parents and staff met on 4 occasions to guide this policy.
Edition, Review frequency and dates	<p>The school is also bound by the Specific Duties to publish information (updating it annually) of its equality objectives for students, demonstrating compliance of the Act. This is edition 8, released November 2016.</p> <p>This policy will be reviewed Annually and it is due for review in November 2017</p>
Relevant statutory guidance, circulars, legislation & other sources of information are...	<p>This Equality Policy will enable the school to address the responsibilities placed upon us by the Equality Act 2010. The Act harmonises and replaces previous legislation (such as the Race Relations Act 1996 and Disability Discrimination Act 1995).</p> <p>The Equality Act 2010 introduced a Public Sector Equality Duty (PSED) on the school which extends to all protected characteristics – race, disability, sex, age (not applicable to students), religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.</p>
The Lead Member of staff is	Assistant Vice Principal, Staff and Student Wellbeing
Definitions and key terms used in this policy...	We define racism as conduct or words whether direct or indirect which advantage or disadvantage people because of their colour, culture or ethnic origin. Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

	A racist incident is defined by Sir William Macpherson in the Stephen Lawrence Inquiry Report (1999) as ‘any incident which is perceived to be racist by the victim or any other person.’
The Rationale and Purpose of this policy	This policy is intended to reflect the commitment and one of the visions of our school which is respect of ourselves and those around us, showing unconditional positive regard to opposing views and beliefs of others. This clearly outlines our opposition to all forms of racism. Racial abuse is regarded as a type of verbal bullying and is dealt with as such. (See Anti-bullying policy)
Appendices	This policy has no appendices.
Introduction	
An inclusive community	Our school is opposed to any form of racism or racist behaviour. It is our belief that our community should be all inclusive and value equally people from all cultures. We believe poor race relations are characterised by racial disadvantage, discrimination and high levels of racial prejudice and tension.
Statutory responsibility	We have a statutory responsibility role to challenging racism and promoting social justice and equality. We have a duty to <ul style="list-style-type: none"> • Eliminate unlawful racist discrimination, and • Promote equality of opportunity and good relations between persons of different racial groups in our school
Racial discrimination is unlawful	This Equality Policy will enable the school to address the responsibilities placed upon us by the Equality Act 2010. The Act harmonises and replaces previous legislation (such as the Race Relations Act 1996 and Disability Discrimination Act 1995). The Equality Act 2010 introduced a Public Sector Equality Duty (PSED) on the school which extends to all protected characteristics – race, disability, sex, age (not applicable to students), religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.
The Aims and Objectives of this policy	We recognise that in order to tackle racism we must ensure that:- <ul style="list-style-type: none"> • We take every opportunity to positively appreciate and celebrate cultural diversity. • All school policies will have an explicit aim of promoting race equality and will be reviewed in terms of their effectiveness in achieving this aim. • We actively promote positive action to raise the profile of multi-cultural diversity and the benefits of harmony throughout our formal and informal curriculum e.g. Humanities, Assemblies, recruitment of staff, promotion of staff, school menus reflecting different cultures and specialist meals for students and staff etc. • We promote and secure an environment and culture which accords respect for individuals, and in which young people of different ethnic and cultural backgrounds are able to develop their potential to the full, and • Every student has the right to the best possible education fulfilled whilst they are with us and that unacceptable racist practices or behaviour will be addressed immediately.
Celebration of diversity	
All policies	
Positive action	
Promotion of the full potential of all	
Racist practice and behaviour addressed immediately	
Procedures & Practices	
1. Response to an allegation of racial discrimination	The following procedure will be followed if a student is believed to be behaving in a racially discriminatory way:- <ul style="list-style-type: none"> • An appropriate member of staff will intervene and take immediate action, for

Student perpetrator required to be helped to better understand

example separating the victim from the perpetrator. In all cases the victim will be supported.

- The student perpetrating the act of racism will be required to learn about the culture / ethnic origin of the person they have abused so that they might better understand the nature of the issues they have caused.
- The student will meet with the victim of the abuse to properly understand the impact of what they have done, apologise and offer a reassurance that it won't happen again.
- All staff have a responsibility to ensure that any racist behaviour will be challenged immediately and openly. The perpetrator will be told that their behaviour is unacceptable and that it will not be tolerated
- The incident will be recorded on a Racial Incident form. Principal or a Vice Principal who will decide whether or not further action needs to be taken. This might include informing the parents or carers of the relevant students and any other appropriate sanction in accordance with our behaviour management policy.
- The matter may be dealt with via a fixed term exclusion if the perpetrator is unwilling to accept responsibility and make reparation.

Meet with victim

Immediate challenge

Incident recorded

Parent / carer informed

Sanction

All members of staff are required to abide by our quality of opportunity policy. Substantiated racial discrimination by any member of staff towards a student or other member of staff may be considered as gross misconduct and the perpetrator may be subject to disciplinary action. In the event of such an allegation being made against a member of staff, the Principal or her nominee will investigate the allegation in accordance with our disciplinary procedures.

Staff discrimination considered misconduct

All staff will:

ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Policy. We strive to provide material that gives positive images based on sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, and challenge stereotypical images. We challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Principal or SLT, support and encourage each other to intervene in a positive way against any discriminatory incidents.

Racially motivated conduct by members of the public needs an immediate response. The following procedure will be enacted in cases of racially discriminatory conduct by a member of the public:-

Procedure for racial discrimination by a member of the public

- The incident will be reported to the Principal as soon as possible;
- The police will be informed if the incident is of a magnitude that warrants such action (e.g. damage or threat of damage to person or property.)

School Community and environment types of discriminatory incidents

Types of discriminatory incidents that can occur include:

physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
use of derogatory names, insults or jokes
racist, sexist, homophobic or discriminatory graffiti
provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
bringing discriminatory material into school
verbal abuse or threats
incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
discriminatory comments in the course of discussion
attempts to recruit others to discriminatory organisations and groups
ridicule of an individual for difference e.g. food, music, religion, dress
refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

Procedures & Practices 2 An Educative Approach

The Curriculum

West Heath School provides a broad and balanced curriculum for all students. The school accepts and uses the three principles in the statutory inclusion statement for the National curriculum

- Setting suitable learning challenges for all students
- Responding to students diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students

The school recognises that Citizenship presents opportunities for encouraging respect for diversity.

All teachers are responsible for ensuring that their schemes of work raise awareness of multi cultural issues and challenge stereotypical views of different racial groups and nomadic communities.

Teaching and Learning

West Heath School aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Ensure equality of access for all students and prepare them for life in a diverse society
- Use contextual data to improve the ways in which we provide support to individuals and groups of students
- Monitor achievement data by ethnicity, gender, disability and SEN implement robust intervention strategies to close any gaps
- Take account of the achievement of all students when planning for future learning and setting challenging targets
- Use materials that reflect the diversity of the school population and local community in terms of race, gender and disability, without stereotyping
- Promote attitudes and values that will challenge discriminatory behaviour related to the protected characteristics (sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity)
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve all parents in supporting their child's education
- Encourage discussion of equality issues to promote positive and continued impact on social stereotypes, expectations and the improvement on learning
- Promote teaching strategies appropriate for the whole school, which are inclusive and reflective of our students

Procedures & Practices 3 Ethnic Monitoring

West Heath School will ensure that ethnic monitoring of the student population, workforce and Trustee body is undertaken positively to ensure equality of opportunity and high achievement for all groups.

The Principal will ensure that all staff involved in recruitment, staff development and admissions receive appropriate training and understand the process and rationale of collecting data on Ethnicity.

Procedures & Practices 4 Policy Monitoring	<p>Monitoring and review of all policies will inform the development of equality:</p> <ul style="list-style-type: none"> • Student Admissions • Attainment in all curriculum areas • Attendance • Racist incidents • • Staff development and training • Staff grievances • Staff retention and attendance • Student Exclusions • Student Awards / Rewards • Student Sanctions • Attendance at parent consultations / Annual Reviews • Board of Trustees membership and retention
Persons with particular responsibilities	<p>Monitoring - Assistant Vice Principal, Staff and Student Wellbeing</p>
Other Participants & Stakeholders	<p>All staff, Trustees, students and visitors to the school</p>
Monitoring & Evaluation	<p>This policy will be monitored by the Student Services Committee. Evaluation will be ongoing with SLT and the policy group that devised the policy.</p>
Student & Staff Development	<p>In order to meet the statutory requirements, we will:</p> <ul style="list-style-type: none"> • Policy will form part of new students and staff induction • Team Teach • Publish our policy on the school's intranet and website • Raise awareness of the plan through the school newsletter, assemblies, staff meetings, • INSET training and other communications • Ensure that hard copies are available