



**Single Equality Scheme**

**Public Sector Equality Duty**

**2016-2020**

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## 1. Introduction

This Equality Scheme for The Elmgreen School brings together schemes and action plans for tackling discrimination on the grounds of race, gender, disability, sexuality, religion and faith, age and every aspect which has the potential to discriminate against or to devalue any individuals within our community such as those with special educational needs. It also shows how The Elmgreen School will meet the Public Sector Equality Duty.

The equalities policies of the school cover all members of the school community and apply equally to staff, students, families and the wider community within which the school is situated.

### 1.1. Legislative Framework

#### 1.2 The Equalities Act 2010

This policy is prepared to meet the Requirements of The Equality Act 2010. This legislation replaces all previous discrimination law. The Act defines the characteristics which are protected are for which it is unlawful for a school to discriminate. The Schools Provisions apply to current students, prospective student or former students with whom the school has a continuing relationship. The protected characteristics are:

- Gender
- Race
- Disability
- Religion or belief
- Sexual Orientation
- Gender reassignment
- Pregnancy or maternity

Marriage, Civil Partnership and Age are protected characteristics but do not apply in relation to the schools provisions. They still apply in matters of employment.

Unlawful behaviour is defined in the following way:

Direct Discrimination	Treating someone less favourably than others because of a protected characteristic
Indirect Discrimination	When a provision, criterion or practice is applied generally, but has the effect of disadvantaging people with a particular protected characteristic
Discrimination arising from a disability	
Harassment	Unwanted conduct related to a relevant protected characteristic which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

## Victimisation

When a person is treated less favourably than they might otherwise have been because of something they have done in connection with the Act e.g. making an allegation of discrimination, or supporting another person's complaint by giving evidence

### 1.3 The Public Sector Equality Duty

The Public Sector Equality Duty (PESD) replaced earlier separate race, gender and disability duties. The PESD covers all 9 of the protected characteristics.

**General Duty** requires public bodies in exercise of their functions to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups and,
- Foster good relations between different groups

**Specific Duty** Public bodies are required to be transparent about how they are responding to the duty. It requires public bodies to:

- Publish one or more equality objectives the public body thinks that it should achieve and this must be done every 4 years
- Publish information demonstrating compliance with general duty at least annually
- If there are more 150 employees, publish information regarding employees who share a protected characteristic.

## 2. How The Elmgreen School Meets the General Equality Duty

<p><b>Eliminate conduct that is prohibited by the Act</b></p>	<p>The whole school profile is reported every year to the Governors as part of the Head teachers report. We have clear policies and expectations on behaviour and bullying. Class teachers feel equipped to deal with phobic issues and will challenge unwanted or prejudiced behaviour. Addressing diversity is dealt with throughout the curriculum and through specialist interventions involving particular years or groups of students. The school's emphasis on restorative justice is aimed to help students understand the implications of their actions on others and understand why discriminatory behaviour is unacceptable.</p>
<p><b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b></p>	<p>Students with particular needs make good progress. We track very carefully the levels of achievement for minority students to ensure they are making the best progress they can. Diversity is recognised and celebrated. Students feel safe and valued in school and know that they can talk to teachers about any issues that concern them. We regularly review and update our Anti Bullying and Behaviour Policy. The vertical tutoring system and the class groupings provide student with the opportunity to work with different groups of students. As a result, the school is a harmonious environment where students from a wide range of religious, ethnic and cultural backgrounds work together and respect each other.</p>
<p><b>Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.</b></p>	<p>Our ethos as a Humanities Specialist School that grew out of active citizenship means that our children develop an understanding of how all people deserve the right to be valued and respected. They have weekly opportunities in assembly and PLS explore differences between peoples, countries, families and communities. Students contribute to different charities each year and as school community we share links with other schools to promote difference and diversity. We aim to ensure communication between all stakeholders is good and that we adapt our communications in different ways to allow information to be accessed</p>

### **3. Race**

The School's Race Equality Policy forms part of the Single Equalities Policy

The Elmgreen School has inclusion at its heart. We believe that our curriculum and school environment should reflect the needs of its intake and that all students should be equally accepted and educated irrespective of their racial background.

As a multi-ethnic school we value very highly the full range of individuals who are part of the community of The Elmgreen School and through this policy we clarify our commitment to maintaining and improving relationships across the school and with the local community.

The school recognises values and celebrates cultural diversity.

The purpose of our Race Equality Policy is to help us to:

- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups
- Ensure that all students and staff are able to achieve and make progress regardless of race
- Expand access across all communities and in all areas of school activity
- Eliminate unlawful racial harassment
- Ensure the policy is also part of planning arrangements that the school already makes, and our actions and objectives are met.

### **4. Disability**

The schools' existing policy along with the Access Policy will be incorporated into this Single Equality Policy.

At The Elmgreen School we are committed to ensuring equality of education and opportunity for disabled students, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people

- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995)
- Eliminate disability related harassment
- Promote positive attitudes towards disabled people
- Encourage participation of disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment
- Make reasonable adjustments to allow staff and students to access the building, curriculum and the full life of the school
- Ensure that all students and staff are able to achieve and make progress regardless of disability
- Monitor staff and students by disability.

## **5. Gender**

The School's existing policy will be incorporated into this single Equality Policy.

At The Elmgreen School, we are committed to ensuring equality of education and opportunity for staff, students and all those receiving services from the school, irrespective of gender. The achievement of all students and staff will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our students with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against students and staff by adhering to our duties as an employer under the legislation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We will actively seek to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women
- Ensure that all students and staff are able to achieve and make progress regardless of gender.

## **6. Religion and Belief**

Our school recognises the need to consider the actions outlined by the Equality Act 2009 (Religion & Belief) which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

## **7. Sexual Orientation**

Our school recognises the need to protect students from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

## **8. Age**

The School is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and

older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

## **9. Roles and responsibilities**

### **9.1. Commitment**

The Elmgreen School is committed to tackling discrimination and promoting equality and good relations across its community. In practice this will be pursued by:

- Ensuring equality of opportunity and recording incidents
- Respecting and valuing all members of the school community equally
- Developing a sophisticated understanding of concepts such as subconscious and institutional racism and encouraging an ethos of openness and debate in these areas as they affect practice
- Encouraging and supporting all students and staff to develop their potential, regardless of race
- Working with parents/carers, governors and the wider community to tackle discrimination and to follow and promote good practice
- Promoting an understanding of discrimination, what it is and how it occurs
- Enabling students to take responsibility for their behaviour and relationships with others; and
- To take a positive stance in combating incidents of discrimination.

### **9.2. Roles and responsibilities**

#### **a. Governing Body**

The governors of The Elmgreen School are responsible for:

- Ensuring that the school complies with Equalities Legislation
- Ensuring that the Single Equalities Policy and its procedures are followed
- Ensuring that the Public Sector Equality Duty is met.

#### **b. Headteacher**

The Headteacher of The Elmgreen School is responsible for:-

- Implementing the policy and its related procedures and strategies
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- Taking appropriate action in any cases of discrimination
- Reporting annually to the Governing Body or Communications Committee of the Governing Body
- Monitoring staff appointments.

#### **c. People with specific responsibilities**

All incidents of discrimination within the school should be reported to the Deputy Headteacher

#### **d. All Staff**

All staff of The Elmgreen School are expected to:

- Deal with incidents should they occur and know how to identify and challenge racial bias and stereotyping
- Promote equality and not discriminate on against any student or staff member who has a protected characteristic
- Keep up to date with legislation by attending training and information opportunities organised by the school, Local Authority or other agencies.

#### **e. Teaching Staff**

All teaching staff are expected to:

- Ensure that students from all groups have full access to the curriculum
- Promote equality and diversity through teaching and through relations with students, staff, parents and the wider community.

#### **f. Student Voice**

- Student representatives will issue feedback and inform planning pertaining to equality at The Elmgreen School.

#### **g. Parents**

- All parents/carers should be aware of and support the school's equality policy upholding its values where appropriate in home interactions
- At parents evenings, family meetings, addition liaison time and interpreters provided to support families.

#### **h. Visitors and Contractors**

- All visitors and contractors working for the school should be aware of, and comply with the school's Equality Policy.

### **10. Consultation and Involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, students and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, family conference and parents' council-meetings
- Input from staff surveys or through staff meetings / INSET
- Feedback from the school council, annual student survey and PSHE lessons
- Issues raised in annual reviews or reviews of progress on Individual Education Plans, mentoring and support
- Feedback at governing body meetings
- Report from School Improvement Partner.

### **11. Review and Monitoring**

The Plan has been agreed by the Governing Body who have a rolling programme for reviewing school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

## **12. Publication**

The Schools Equality Scheme is published on the school website in the Policy Section. Hard copies will be available on request.

Policy created: July 2012

Review period: 4 years

Agreed by governing body: Sept 2016

Next review: July 2020

## Appendices

- Equal Opportunities Policy
- Accessibility Policy
- Race Equality Policy
- Equality Objectives 2016-2020



## Equal Opportunities Policy

### Aims

This school recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective equal opportunities policy that:

- is supported by and embedded in the ethos of the school: 'The Elmgreen Way'
- promotes the concept of equality of opportunity throughout the organisation, both for those adults within the community of the school and for all students;
- seeks to develop an understanding of, and promotion of, human equality and equal opportunities;
- promotes good relations between members of different racial, cultural and religious groups and communities; and
- enables students to take responsibility for their behaviour and relationships with others.

This policy is a general statement of the commitment to equal opportunities. (For specific detail see The Single Equality Scheme, Accessibility Plan and Race Equality Policy. All school policies will reflect the aims of this policy and any guidance provided by the Local Authority.

### The legal background

The main statutory provision covering discrimination is The Equality Act 2010 and associated regulations.

Also relevant are:

- Employment Rights Act 1996;
- Human Rights Act 1998;
- Employment Relations Act 1999;
- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000;
- Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002; and
- The Statutory Code of Practice on the Duty to Promote Race Equality.

The school's values, aims and objectives all accord with the equal treatment of people promoted by these laws and regulations, and the rights enshrined in the Human Rights Act 1998.

## **Responsibilities**

The governing body will monitor and review the working of the policy and procedures by allocation of duties to committees of the governing body.

The headteacher has responsibility for the equal opportunities policy and for delegating responsibilities and tasks to other staff, and for ensuring that the policy is known and understood by staff, students and parents.

The headteacher must also present general reports, statistics and incident reports to the governing body and its committees as agreed.

Members of the Senior Team with oversight of Key Stages 3, 4 and 5 are responsible for ensuring equal opportunities in the curriculum.

All staff are responsible for following the policy and reporting incidents of unequal treatment to the appropriate senior member of staff.

## **Employment of staff**

### Appointments

- Advertisements and job specifications will all carry a statement that this school is an Equal Opportunities employer, and welcomes applications from all posts from appropriately qualified persons regardless of gender, race, sexual orientation, religion or belief, disability or age
- The job description will contain a requirement to support equal opportunities and applicants will be expected to address this in their supporting statement
- people with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment
- candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment
- the school will make and keep information about the sex, ethnic background, disability and age of candidates for appointments, and actual appointments; and
- inform the governing body's Personnel Committee on a termly basis, or whenever the governors request the figures.

### Staff development

- All employees have equal chances of training, career development and promotion
- all recruits to the organisation will be offered induction training which will include a reference to the organisation's equal opportunities policy
- staff development opportunities will be monitored and figures presented to the governors annually. All staff, and in particular those concerned with selection and promotion, are given equality awareness training
- people becoming disabled while in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.

## **Students**

- Students have equal access to the national curriculum programmes of study (unless disapplied) throughout each key stage, and non-compulsory courses, according to aptitude and ability
- the school is committed to full educational inclusion (see SEND policy)
- the appropriate Senior team lead will make and record figures on take-up of courses, which will be presented to the headteacher annually, or more often if requested. The headteacher will keep the governors informed
- annual analysis of attainment, behaviour and other student data will be undertaken by gender, ethnic background and ability
- all subjects will have equality of opportunity at their core and make explicit references within schemes of work
- school and departmental development plans will act to improve the learning of students according to this analysis
- school rules and the code of conduct for students clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/disability
- positive attitudes and awareness development for equality of opportunity is specifically taught through the PHSE and the PL programme
- all subjects will have equality of opportunity at their core and make explicit references within schemes of work.

## **Racist or homophobic bullying**

- All staff have a legal duty not to bully or otherwise harass other staff
- where staff come across incidents involving racist or homophobic bullying they must report these to the appropriate senior member of staff
- the Resources Committee of the governing body monitors at least once per term any incidents and actions taken, of racist or homophobic bullying; and
- all incidents of racist or homophobic bullying amongst students will be taken seriously, and must be dealt with appropriately and reported to the appropriate senior member of staff.

## **Administration**

- Venues for meetings will take account of the needs of all participants
- venues for teaching and learning will take into account the particular needs of the learners and teacher/teaching assistant.

## **Documents**

- Language used in documents will reflect and promote equal opportunities and font style and size will take account of the full range of readers; and
- Access to documentation will include alternative formats such as, large print and languages other than English, if spoken or read at home.

### **Reports to the police**

- Incidents that involve racist elements which need to be reported to the police will be reported via the schools allocated police officer.

### **Monitoring and review**

This policy will be reviewed every 4 years

Next review: July 2020



## **Accessibility Policy**

### **Legislation**

The Equality Act 2010 (which superseded the Disability Discrimination Act 1995, extended to education by the Special Education Needs and Disability Act 2001 makes unlawful less favourable treatment of persons with the characteristic of disability in employment or access to services by:

- direct discrimination
- operating a provision criterion or practice that has that effect either on a person's disability or something arising from it
- failure to make reasonable adjustments.

The duty imposed by the Act applies to students and staff. It is an anticipatory duty meaning that a school must be ready to receive disabled students or staff.

### **Reasonable adjustment**

Schools are required to make 'reasonable adjustments'. Under the Equality Act 2010, ancillary aids and services are extended as a disability duty for schools.

### **Definition of Disability**

A person 'a disability of they have a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

- 'physical impairment' includes sensory impairments (visual and hearing impairment)
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness
- 'substantial' means 'more than minor or trivial'
- 'long term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term as defined above.

The definition also covers those with:

- severe disfigurements
- impairments controlled or corrected by the use of medication
- prostheses
- an aid or otherwise;
- progressive symptomatic conditions
- a history of impairment; and
- children under the age of 6 with impairments which, in an older person, would result in that person being covered
- persons with HIV, cancer and multiple sclerosis are also covered at the point of diagnosis.

But **excluded** are those with:

- an addiction to or dependency on:  
nicotine  
tobacco or  
other non-prescribed drugs or substances
- seasonal allergic rhinitis (hay fever); and
- certain mental illnesses with anti-social consequences.

## **Aim**

The Elmgreen School is committed to the creation of access to the curriculum and to encourage full participation in the school community for students and prospective students with a disability.

## **Principles**

1. Compliance with Equalities legislation is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy.
2. The school recognises its duty to:
  1. not to discriminate against disabled students in their admissions, exclusions, provision of education and associated services
  2. not to treat disabled student less favourably for a reason related to their disability
  3. to make reasonable adjustments to avoid putting disabled students at a substantial disadvantage
  4. to publish an Accessibility Plan that will allow full access to education for disabled students.
3. The school recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities and respects the parents' and the child's right to confidentiality.

4. The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students This is done by:

- a. setting suitable learning challenges
- b. responding to students' diverse learning needs
- c. overcoming potential barriers to learning and assessment for individuals and groups of students.

**This section outlines the main activities which the school undertakes and is planning to undertake.**

### **Education and related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers, SEN inspectors, advisers, and appropriate health professionals from the local NHS Trusts.

### **Physical environment**

The school has taken into account the needs of students and visitors with physical difficulties and sensory impairments in planning the current school building and in any future improvements and refurbishments of the site and premises.

### **Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Reviewed Date: July 2016

Review period: 3 years

Next Review: July 2019

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery.	Classrooms are organised for disabled students.	Guidance from specialists (Hearing Impaired Service, Autism Outreach) taken in arranging classrooms for maximum benefit to disabled students.	Monitoring indicates Disability/SEN taken into account in organising the environment for learning.	Disabled students able to access learning environment more effectively.
Curriculum delivery/ Delivery of materials in other formats.	Student Progress Plans used to inform targets monitored and set by classroom staff and understanding of additional time requirements in practical work understood and planned for.	<p>SEN information available to all staff and further training on implementation and differentiation of curriculum required.</p> <p>Use of Teaching Assistants incorporated into lesson planning</p> <p>Use of LA or other providers for additional resources e.g Speech and Language Therapy, CAMHS, Counselling, Occupational Therapy.</p>	<p>Monitoring indicates differentiation in place targeted at disabled/SEN/other nominated students.</p> <p>Data shows progress made by disabled/SEN students against National Curriculum and intervention targets</p> <p>Data analysed each term Annual review process</p>	<p>Disabled students able to access curriculum more effectively.</p> <p>Results at GCSE show that progress is as good as or better than students without this characteristic.</p> <p>Access to post 16 provision</p>
School design for disabled students.	<p>All areas accessible to disabled students.</p> <p>School is able to provide a suitable learning environment for students in the hearing support unit</p>	<p>Ensure facilities incorporated into design for disabled access are maintained.</p> <p>Consider impact on disabled users, of any changes to building</p>	<p>New building opened in 2009. Informed by building bulletin 91.</p> <p>Lifts maintained to ensure 100% availability.</p>	<p>Barrier free access to whole building and site.</p> <p>Soundfield system installed throughout the school to ensure full participation of hearing impaired students</p>



## **Race Equality Policy**

### **Legislation**

The Equality Act 2010 consolidates the UK's existing equality legislation including race and it replaces the Race Relations Act 1976. In the Act there are 'protected characteristics' which are distinguishing qualities of individuals and 'prohibited conduct' which are the types of behaviour outlawed by the Act. Race is one of the 'protected characteristics' and 'prohibited conduct' includes direct and indirect discrimination, victimisation and harassment.

Unlawful race discrimination occurs when the protected characteristic of race and prohibited conduct are connected.

### **Aims of the policy**

The school aims to create and maintain an environment that will:

- Promote equality of opportunity
- Promote good race relations between people of different racial groups
- Eliminate unlawful racial discrimination.

The Elmgreen School has inclusion at its heart. We believe that our curriculum and school environment should reflect the needs of its intake and that all students should be equally accepted and educated irrespective of their racial background.

As a multi-ethnic school we value very highly the full range of individuals who are part of the community of The Elmgreen School and through this policy we clarify our commitment to maintaining and improving relationships across the school and with the local community.

The school recognises values and celebrates cultural diversity.

### **The specific duties are to:**

This policy should not be seen in isolation, but should be read alongside The Single Equalities Scheme, Equal Opportunities policy, Anti Bullying policy, Teaching and Learning Policy, Behaviour and Performance Management Policy.

The commitment to racial equality must be evident in all areas of school life. However, that commitment is specifically made by the governing body in relation to:

- staff recruitment and professional development
- staff opportunities and treatment at work; and
- resources and services for the community.

### **Commitment to staff equal opportunities**

The governing body will ensure that the requirement to promote racial equality is clearly reflected in the school's policies and procedures for the management of staff and in the equal opportunity policies that affect the staff relationship with students and others.

Racial aspects will be considered when managing staff issues, and particularly when:

- recruiting staff
- allocating teaching and learning responsibilities
- re-evaluating staff structures
- managing flexible working
- managing parental and carers' leave
- managing pregnancy and return from maternity leave
- sexual and sexist harassment
- applying grievance, capability and disciplinary procedures
- managing Equal Pay
- managing work-based training opportunities.

Bullying and harassment of staff will be monitored and the information used to determine future policies.

### **Commitment to student equal opportunities**

The school is guided by three essential principles:

- every student should have 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; and
- every student should develop the knowledge, understanding and skills that they need in order to participate in our multi-ethnic society, and in the wider context of an inter-dependent world.

These principles will underpin the school's curriculum, and all subject areas must have regard to them when constructing programmes of study.

## **The Curriculum**

- Through the core curriculum, The Elmgreen School seeks to recognise the multi-ethnic nature of Britain and the world. The rich diversity of traditions and cultures is one to celebrate. This is recognised in many curriculum areas, particularly in Religion Ethics and Values, where there is focus on living in a multi-ethnic society and the need to combat racist attitudes and discrimination.
- It is an aim of the policy that curriculum resources reflect positive images of all minority groups whatever their race, colour or creed and actively discourages and challenges the use of racial and personal abuse, graffiti and racial attacks.
- In all teaching and learning activities a full range of styles is employed to ensure no student is excluded from learning.
- Uniform requirements are reviewed to ensure there are no cultural or religious discrimination.

## **Roles and responsibilities**

### **Governing Body**

The governors of The Elmgreen School are responsible for:

- Developing a policy statement
- Ensuring that all aspects of practice are in place
- Assessing the impact of this policy and all other policies on students, staff, parents/carers from different racial groups
- Monitoring the impact of the aspects of practice specified in this policy on students, staff and parents/carers, in particular the impact on the attainment of different racial groups.
- Ensuring that the school complies with Race Relations Legislation
- Ensuring that the Race Equality Policy and its procedures are followed.

### **Headteacher**

The Headteacher of The Elmgreen School is responsible for:

- Implementing the policy and its related procedures and strategies
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- Taking appropriate action in any cases of racial discrimination
- Reporting annually to the Governing Body or Communications Committee of the Governing Body
- Monitoring staff appointments.

## **People with specific responsibilities**

All incidents of racism or racial harassment within the school should be reported to the Deputy Headteacher.

### **All Staff**

All staff of The Elmgreen School are expected to:

- Deal with racist incidents should they occur and know how to identify and challenge racial bias and stereotyping
- Promote racial equality and good race relations and not discriminate on racial grounds
- Keep up to date with race relations legislation by attending training and information opportunities organised by the school, Local Authority or other agencies.

### **Teaching Staff**

All teaching staff are expected to:

- Ensure that students from all racial groups have full access to the curriculum
- Promote racial equality and diversity through teaching and through relations with students, staff, parents and the wider community.

### **Support staff**

All support staff are expected to:

- Familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

### **Students**

All students are expected to:

- Share in the development of the policy
- Be aware of how it applies to them.
- Learn to treat each other with respect
- Be prepared to report incidents of a racial nature to a member of staff, or other adult as appropriate.

### **Parents**

- All parents/carers should be aware of and support the school's race equality policy upholding its values where appropriate in home interactions.
- At parents evenings, family meetings, addition liaison time and interpreters provided to support families.
- Information sent home in heritage language as required.

### **Visitors and Contractors**

- All visitors and contractors working for the school should be aware of, and comply with the school's Race Equality Policy.

## **Breaches of the School's Policy**

The Elmgreen School considers breaches of its policy on racial equality to be extremely serious. Any reports will be thoroughly investigated internally, and appropriate action taken according to the particular circumstances of the incident. Where students are involved in such an incident, their age and the nature of the breach will be taken into account. Support will be called upon from the Local Authority, the police or other agencies as necessary.

Reports of any incidents will be recorded, and kept on file. Returns of such incidents are made to the Local Authority annually.

Ethnic monitoring: Ethnic data will be available to staff through the student tracking procedures.

Ethnic data will be used in the monitoring of the following:

- attainment
- progress
- exclusions

This will apply to individuals, teaching groups, cohorts and the whole school.

## **Monitoring, evaluation and review**

The headteacher will report to the governing body on the working of the policy termly.

The governing body will review the working of the policy annually and will review the policy itself at least every two years and assess its implementation and effectiveness.

The policy will be promoted and implemented throughout the school and its community.

The governing body will review the policy itself every three years.

The policy will be placed on the school website and brought to the attention of parents/carers through School Newsletter.

Review date: July 2016

Review period: 4 years

Next review: July 2020