

THE SIR BERNARD LOVELL SCHOOL

EQUALITY, DIVERSITY AND COHESION POLICY

RATIONALE

We have an Equality, Diversity and Cohesion policy in order that all students and staff can participate and share in the life of the school and community, value themselves and others and recognise the strengths and richness of diversity.

The policy promotes a practice which strives for equality in school and which shapes attitudes and ideas; if the policy is successful, students will carry these values into the wider world for the rest of their lives. The policy promotes and affirms the entitlement of all members of the school community to equality of access and treatment in all areas of the school. Equally, it recognises and celebrates the cohesive nature of the communities we serve and recognises the need to ensure social inclusion and community cohesion. It covers matters of race, nationality, ethnicity, religion or belief, disability, gender, age, sexual orientation and social class. It should be read in conjunction with the school's Equality, Diversity and Cohesion Implementation Plan and it links with all other school policies. This plan details how we intend to implement our duties under the Race Relations (Amendment) Act 2000, the Special Educational Needs and Disability Act 2001, the Equality 2006 and the Employment Equality (Religion or Belief) Regulations 2003.

The Governors and Headteacher are responsible for ensuring the Equality, Diversity and Cohesion Policy is implemented and promoted.

The Sir Bernard Lovell School is committed to:

- promoting equality, for example by assessing the impact of our policies on different groups;
- challenging and eradicating discrimination, for example, by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist or sexist bullying;
- promoting community cohesion;
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community;
- developing, implementing, monitoring and reporting equality work throughout the school community as part of our ongoing self evaluation processes and school improvement;
- working in partnership with, and consulting, students, parents, staff, stakeholders and the wider community to develop good practice and lead the equality agenda within our community;

DEFINITION OF TERMS

Racism

This results from prejudiced attitudes based upon notions of racial superiority and inferiority. It may lead to behaviour which is threatening, abusive or insulting to individuals/groups because of their colour, race, nationality, religion or ethnic origin.

Sexism

The belief that one sex is inherently superior to the other. Such belief can lead to behaviour which restricts one sex from opportunities, activities or privileges being offered/granted to the other.

Disability

The disadvantages or restrictions of activity caused by a social organisation which takes little or no account of people who have impairment and so exclude them from taking part in the main stream of social activity.

Harassment

Any form of behaviour which has the effect of intimidating, humiliating, ridiculing and/or undermining the confidence of a person/group of people due to their race, nationality, ethnicity, religion or belief, disability, gender, age, sexual orientation or social class. Such behaviour may include physical or verbal abuse, including graffiti or the display of offensive material and differential treatment.

GUIDELINES

1. Ethos and values

- 1.1 We accept the findings of the Stephen Lawrence Inquiry Report, with particular respect to the Macpherson definition of 'institutional racism', which is:
'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people'.
- 1.2 We will encourage all parents and the wider community to feel welcome and to participate in the life of the school.
- 1.3 The ethos of the school will encourage all students and staff to feel valued and will promote positive relationships which foster mutual respect.
- 1.4 Our work as a Language College will further develop students' international awareness and understanding and there will be an emphasis across the whole curriculum on preparing students to live in a culturally diverse society.
- 1.5 All students and staff will be made aware of the serious nature of prejudice, discrimination and harassment through year team activities and the wider curriculum. Staff will explain the procedures that will be followed in the event of a breach of the school policy.
- 1.6 Our staff will follow school procedures in consistently challenging harassment, name calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion and feelings of powerlessness and worthlessness because of: ethnicity, faith, disability or impairment, sexual orientation, gender, marital status, age, responsibility for dependants and trade union membership.
- 1.7 We are striving to be a 'listening school'. We listen to all our school community members including students, parents, staff, visitors, wider community members, stakeholders and partners.
- 1.8 We will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the

Personal Development Curriculum and in particular focusing on the 'Every Child Matters' agenda.

- 1.9 We will also promote positive attitudes on issues of equality and diversity in our links with the community, and our use of outside organisations.
- 1.10 We will promote an environment where standards of conduct are of the highest level and to ensure that no one is harassed, bullied or victimised.

2. The curriculum

- 2.1 Values, attitudes and beliefs are implicit in what is taught in school, and we will make our commitment to equality and diversity explicit through all aspects of our curriculum.
- 2.2 Each curriculum area will address equality and diversity in relation to its schemes of work, teaching and learning styles, resources and access to facilities and resources.
- 2.3 All staff will promote high expectations, so students have the opportunity to make significant progress and take pride in their individual achievements.
- 2.4 Our SEN policy demonstrates our commitment to student participation, parent partnership, resource allocation and curriculum access.
- 2.5 There will be a strong emphasis upon promoting global awareness across the curriculum, in line with the plan for continuous improvement.
- 2.6 The broader curriculum, including citizenship education, personal, social and health education and assemblies will raise awareness of and celebrate cultural diversity and will challenge prejudiced attitudes.
- 2.7 Our commitment to promoting a personal development curriculum with a strong emphasis upon 'emotional literacy' reflects the desire to encourage positive attitudes as described in this policy.
- 2.8 Staff will avoid prejudice and stereotyping when giving academic or careers guidance.

3. Staffing

- 3.1 We will encourage diversity and eliminate unfair treatment and discrimination through the Personnel, Pay and Professional Learning policies and procedures in particular in the areas of recruitment, training and development and promotion.
- 3.2 We will monitor staff in post, all applicants, short listed candidates and candidates appointed to ensure there is equality of access.
- 3.3 We recognise that members of staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions.
- 3.4 All staff will be offered training and support in equality and diversity issues so that they understand how to implement their legal duties.

4. Language

- 4.1 There are many forms of communication and language as outlined within the school's language policy. Language in school should affirm the value of the self and others and respect diversity. Multi-lingualism amongst students and staff will be celebrated, and the needs of students with English as an additional language will be met through extra support. Community languages will also be recognised and celebrated appropriately across the

curriculum. All documentation, both administrative and educational, will be free from sexist, racist and other forms of stereotyping.

- 4.2 All teaching and support staff will challenge all forms of prejudice and harassment.

5. Access

- 5.1 The school is committed to providing better physical access and facilities for all. Our Equality, Diversity and Cohesion Plan for disability rights details the stages by which we will improve access and facilities to meet the needs of students, staff, parents and members of the community with disabilities.

6. Monitoring and review

- 6.1 We will review this policy bi-annually, and will monitor its implementation with reference to admissions, achievement, attendance, and the employment of staff in the first instance. We will expand the range of our monitoring in line with our action plans on issues of equality, diversity and cohesion.
- 6.2 The views of students, staff and parents will be sought in relation to equality and diversity issues and the review of this policy and its implementation. In addition to the normal channels (such as the School Council), specific groups representing students, parents and staff from minority ethnic backgrounds will meet at least once a year.

APPENDIX
HARASSMENT PROCEDURE (STUDENTS)

The school must make clear to students the principles it stands for and what kind of public behaviour and speech (contradicting those principles) it will not tolerate.

To achieve this:-

Where harassment occurs, the following procedure should be followed. It is important that time is spent explaining to students the “why” as well as the “what” of their fault.

1. Any incident or harassment, in or out of the classroom, should be speedily dealt with by use of the current referral system. The incident should be recorded in detail and notified to senior staff with the same urgency as other serious offences (like fighting or stealing).
2. The first stage in dealing with harassment cases will normally involve a discussion with the perpetrator/s and a firm warning. If a warning has already been issued, a period of exclusion from school is a likely sanction.
3. If the incident is of a racial nature it will be recorded in the Racial Abuse Register (kept in the Head’s office), available for inspection by staff, governors, and local authority officers, as appropriate. Reference will be made to any incident in the Head’s termly report to Governors and the Director for Children and Young People. The incident must also be registered on the school’s behaviour log.
4. As with other serious offences, middle and senior managers will liaise with the Head, who, in consultation with them, will decide whether to add his interview and serious reprimand to other punishment. Cases involving an exclusion from school will automatically go through the Head. A full apology will normally accompany any sanctions.
5. The future behaviour of the students responsible will be monitored for an appropriate period of time.
6. In most cases a letter should be sent to the parents of all students concerned (abuser and abused), explaining what has happened, the action taken and the reasons for the school’s policy on harassment.

HARASSMENT PROCEDURE (STAFF)

Any member of staff found to be harassing a student or another member of staff will be dealt with under the Staff Disciplinary Procedure or South Gloucestershire local authority’s Bullying and Harassment Procedure.

Adopted:..... Date:
Head

Adopted: Date:
Chair of Governors

Reviewed:..... Date:
Head

Reviewed:..... Date:
Chair of Governors

This policy will be reviewed biannually.