

EQUAL OPPORTUNITIES POLICY

Moon Hall School, Reigate

Governor responsibility	Full Board of Governors
Governor Lead	Chair of Governors
Status & review cycle	Statutory Annual
Policy details (date & version)	April 2018 (version ii)
Next review date	March 2019

This policy has due regard to the Special Educational Needs Code of Practice 2001 (DfE) It is listed on the website and is available as a hard copy from the School office.

Introduction

The ethos Moon Hall School, Reigate emphasises the value placed on the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy helps to ensure that this School promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people. Children will be provided with the opportunity to experience, understand and celebrate diversity.

This policy reflects the general and specific duties on Schools as detailed in:

- Race Relations (Amendment) Act 2000;
- Equality Act 2010.
- The Children's Act (2004)

This policy applies to the whole School and must be read in conjunction with other related School policies: Special Educational Needs, Accessibility, Anti Bullying, Staff code of Conduct

We have due regard to the need to:

- Include the protected characteristics of the Equality Act 2010
- eliminate discrimination on the grounds of race, religion, discrimination, sex or age;
- promote equality of opportunity;
- promote good relations between people of different racial and religious groups

The specific duties require us to:

- prepare a written policy on racial and religious equality;
- assess the impact of our policies, including this policy, on children, staff and parents or carers of different racial and religious groups including, in particular, the impact on attainment levels of these children;
- monitor the operation of our policies through the impact they have on such children, staff and parents or carers, with particular reference to their impact on the attainment levels of such children.

Aims and objectives:

In our School we aim to eliminate all forms of discrimination (whether racial, religious, sexual, or arising from any other perceived difference) and promote equality of opportunity and good race relations across all aspects of School life for our staff and pupils

We do this by:

- creating an ethos in which children and staff feel valued and secure;
- building self-esteem and confidence in our children, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of children and their learning;
- removing or minimizing barriers to learning, so that all children can achieve;
- ensuring that our teaching takes into account the learning needs of all children through our schemes of work and lesson planning;
- actively tackling racial and religious discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;
- regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures;
- making clear to our children what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making children and staff confident to challenge racist and aggressive behaviour.

Principles:**These three principles underpin all our procedures and practice:**

- every child should have the opportunity to achieve the highest possible standards;
- every child should develop a sense of personal and cultural identity, with a confidence and openness to change that allow them to be receptive and respectful with regard to other people's identities;
- every child should develop the knowledge, understanding and skills needed in order to participate in British society and in our increasingly interdependent world with its many diverse cultures.

Responsibilities:

In our School, we all take responsibility for promoting race equality, but the following have specific responsibilities:

The Governors will seek to ensure that the School complies with race relations legislation, and that this policy and its procedures are implemented.

The Headmistress, too, along with the Governors, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities they receive

appropriate training and support in putting the policy into practice, and that disciplinary action is taken against staff or children who discriminate racially.

All staff will deal with racist incidents in accordance with School procedures, and will know how to challenge racial bias and stereotyping. They will not discriminate on racial grounds.

Teaching staff will offer full curriculum access to children from all racial groups, and will promote diversity and racial equality.

Visitors and contractors will comply with the School's race equality policy.

Teaching and learning style

We aim to provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all children and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs, without stereotyping;
- promote attitudes and values that will challenge racist behaviour, and teach children how to recognise bias;
- provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures;
- employ a range of styles, including collaborative learning, so that children can learn to value working together;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all groupings among our children;
- take account of the performance of all children when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of children.

Attainment, progress and assessment:

Moon Hall School, Reigate has high expectations of all children and is dedicated to helping all children to reach the highest possible standards of achievement.

We make regular assessments of children's learning, and use this information to track their progress, as they move through the School.

Multi-cultural awareness:

The staff of Moon Hall School, Reigate are extremely anxious to ensure that no single child is ever in the position of being made to feel "different" for whatever reason. At the same time, we endeavour to ensure that all our children are aware of the beliefs and customs of others and learn to value and respect them. We do this through our curriculum provision including PSHE scheme of work

Tackling racial and religious harassment:

The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin'. It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance or thoughtless and racist stereotyping, all of which disadvantage minority groups.

In our School we will not tolerate:

- racist comments in the course of discussion;
- attempts to recruit others to racist organisations and groups; and
- refusal to cooperate with other people because of their colour, religion, ethnic origin or nationality.

A racist incident is one which is reasonably perceived to be racist by the victim or any other person. Any incident of racial or religious harassment is unacceptable in our School. Incidents could take the form of physical assault, verbal abuse, and damage to a child's property or lack of cooperation in a lesson, due to the ethnicity or religion of a child. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the child who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other children, tell them why it is wrong;
- report the incident to the Headmistress (if not available) Deputy Head and inform them of the action taken;
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book (kept in the main office);
- inform both sets of parents, if appropriate.

All racist incidents are investigated by the Headmistress. Incidents of racism are recorded in the incident book, and the Headmistress reports to the Governors on the number of incidents, any prevailing trends, and how the issues have been dealt with. All children, parents or carers and staff are aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with racist incidents.

Victims of racism and racial harassment will be supported by the School and, where appropriate, we will seek the support of external agencies.

Managing Child behaviour:

The School makes sure that procedures for disciplining children and for managing behaviour are fair and just to children from all racial groups.

All staff operate the School's pupil behaviour policy of rewards and sanctions consistently.

Staff are aware that cultural background can affect behaviour, and take this into account when dealing with unacceptable behaviour. Exclusions and the use of rewards and sanctions are monitored by ethnicity, to identify any patterns.

Policy impact:

As well as monitoring child performance information, we also regularly monitor a range of other information. This relates to:

- exclusions;
- incidents of racism, racial and religious harassment and bullying;
- parental involvement;
- community involvement.

We consult with staff, parents and children about their opinions on the impact of our policies.

Monitoring and review:

We have a rolling programme of policy review, and this policy will be reviewed every year, or earlier if necessary. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded into both policy and practice. The Governors will ensure that due regard is given to the promotion of racial equality within each policy.