

Equality and Diversity Policy



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Owner: Jayne Delves – Senior Vice Principal

Approved by: AIM Board - March 2023

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Ashlawn School

Definition

At Ashlawn School, we aim to provide excellence for, and from every student, so that there is equality of opportunity and aspiration for all of the young people with whom we work. Ashlawn School will be a diverse, tolerant, cooperative and cohesive academy. However, as a school we need to recognise the need for a policy which highlights, recognises and develops Ashlawn School's stance regarding Equal Opportunities, and responds to continuing societal and cultural issues regarding ability, race, gender, sexual orientation, appearance, age, religion, social background or beliefs;. This policy should be read in conjunction with the TLET Equality & Diversity policy.

Section One - The Promotion of Equal Opportunities

Aims

- To encourage all students to develop a positive self-image;
- To promote understanding of and respect for others whatever their ability, race, gender, sexual orientation, appearance, age, religion, social background or beliefs;
- To promote greater awareness of the effects of discrimination and the need to challenge it;
- To encourage students to create a society which respects individuals, groups and communities of ethnic diversity and to understand and support the right for all to live in an equal and just society; and
- To celebrate and affirm the multi-cultural and multi-racial nature of the whole school community at Ashlawn School.

The Curriculum

- To ensure equality of access to the curriculum and co-curricular activities for all students;
- To continue the development of a curriculum which positively reflects the diversity of our society;
- To ensure that resources and teaching methods are appropriate to the needs of all students, whatever their background or educational needs.

The Environment

- To provide a safe, welcoming environment where people have respect and responsibility for themselves and others which is free from negative stereotypes and bullying
- To present positive images through assemblies, displays, school publications and website, and resource materials.

Implementation, monitoring and review

- To ensure that there is a clearly laid out procedure which records and deals with all incidents of prejudice and discrimination; which supports the victims of such discrimination and educates/counsels the perpetrator (e.g. positive behaviours system, restorative approaches, parental contact);
- To monitor the above with regard to Equal Opportunities procedures;
- To ensure that the whole school community review their current practice on a regular basis;
- To ensure that the school in all its activities educates children for life in a multiracial society.

1a. Areas of the school to be covered by the Equal Opportunities Policy Curriculum

Content

- schemes of learning and assessment must be accessible to all students;
- resources must reflect the range of cultures and abilities;
- displays: there should be a range of positive images and a range of work should be displayed.

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1b. Learning and Teaching Styles

- Language: we should value dialects and accents, forms of speech and expression and encourage the use of students' own languages
- Students should be encouraged to draw on and to share their cultural diversity
- Curriculum support should be available for all those would benefit from specific access (e.g. EAL)
- Accessibility: work should be differentiated to reflect the range of abilities and should recognise abilities other than language skills
- Student groupings: where appropriate, abilities and sexes should be mixed – such as in Mentor groups
- Class setting: if students are placed in sets, race and gender balance should be sought

1c. Co-curricular Activities

There should be a range of co-curricular activities of interest to all students, as well as those offered as part of the year/college system. 'Club' membership should enable all interested students to contribute at some level. Student leadership should be sought and encouraged in all 'groups' of students.

In addition:

- Relevant days of religious importance to be included in the calendar, and respected by all
- Trips – cost, provision, educational aims etc should be thought about so that they are accessible to as wide a range of students as possible
- Staff should be aware of who minority ethnic and bilingual students are, for example, and be aware of their individual needs and provide appropriate support for them.

1d. Home/School Communications Parental Meetings / Evenings

- Staff should notify SLT/HoF/Inclusion if there may be any issues of language and communication.
- The school should be sensitive to parental requirements regarding times for appointments and any issues of physical access.
- Open Evenings - there should be a balance of students of all backgrounds and abilities participating
- There should be a selection of work on display
- All letters home should be accessible in terms of language. Care should be taken regarding terminology.
- Meetings with Parents - those arranging them should be aware of issues of, preparation for parents eg. access, signs, enlarging, etc if required.

Section Two - Discrimination

While Ashlawn School is a cohesive, supportive and tolerant workplace, in a workplace of this number it is necessary to outline various types of discrimination which can still occur. The section below provides information regarding those types of behaviours which can be viewed as discriminatory, by students, parents, visitors and both non-teaching and teaching staff at Ashlawn School.

2a. Discrimination on the Basis of Sexuality

This is any behaviour or language that devalues a person because of their sexual orientation.

Examples include:

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- Graffiti, or abuse by any means, including cyberbullying
- Name calling, homophobic jokes and offensive mimicry, e.g. derogatory use of the words 'gay' and 'lesbian' or other terms
- Refusal to work or associate with or employ or promote a person because of their sexuality

2b. Discrimination on the Basis of Sexual Harassment

This is unwelcome comments, looks, jokes, insinuations, suggestions, materials or physical contact. It is behaviour which is objectionable and threatening.

Examples include:

- Derogatory or unwelcome remarks, e.g. comments on appearance, physique, innuendo
- Sexual language or suggestion
- Offensive materials
- Leering or touching
- Actual sexual assault
- Abuse of power for sexual gain.

2c. Discrimination on the Basis of Ability

Active discrimination on the grounds of ability is the devaluing of people because of their capabilities. These capabilities are:

- learning
- mobility
- agility
- language
- behaviour
- physical aptitude
- social skills

Passive discrimination on the grounds of ability is providing insufficient opportunities to allow people to live their lives as they would choose, free from prejudice. Examples of discrimination on the grounds of ability are:

- Name calling, offensive mimicry, unwelcome jokes
- Physical intimidation or attack
- Being non-co-operative with people because of their ability
- Making assumptions about people because of their ability
- Having false or low expectations because of their ability
- Inclusion or exclusion from activities on these grounds
- Restricting curricular access on the grounds of ability.

2d. Discrimination on the Grounds of Religion

This may be defined as any word or action which devalues a person because of their religious beliefs and cultural practices. This can include being unaware and ill-informed or disrespectful of matters concerning a person's religion e.g. requirements of religious festivals and holy days, dietary laws and customs relating to clothing, jewellery and hair.

Other examples may include:

- Graffiti or damage to personal property
- Name calling or derogatory remarks

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- Jokes, offensive mimicry or stereotyping relating to a person's religion
- Violence
- Offensive material
- Adopting an insensitive or intolerant attitude towards staff or students on the grounds of their religion
- Refusal to associate or work with, employ or promote individuals on the grounds of their religion.

2e. Discrimination on the Grounds of Social Circumstances

This is stereotyping or devaluing people on the grounds of their social circumstances, accent, financial situation, family background, occupation or living conditions

Examples of such discrimination are:

- Name calling or teasing
- Derogatory remarks
- Graffiti or damage to personal property
- Failure to provide equal access to all curricular and co-curricular activities
- Failure to consider the financial difficulties encountered by some parents in paying for equipment and uniform
- Having false expectations (high or low) on the grounds of social circumstances

2f. Discrimination on the Grounds of Physical Appearance

This can be defined as any word or action which devalues a person because of their physical appearance. Discrimination of this kind can be calculated or spontaneous, even comments made in jest or with good intention can be insensitive and make an individual feel hurt and insecure.

Examples include:

- Nicknames
- Unwelcome Jokes
- Offensive mimicry
- Graffiti
- Physical abuse
- Mental abuse/teasing
- Being uncooperative with others because of their physical appearance
- Making general assumptions about somebody because of their appearance
- Inclusion or exclusion from activities
- Having false expectations (high or low).

2g. Discrimination on the Grounds of Age

Ageism is any behaviour which devalues or stereotypes people because of their age.

Examples of Ageism are:

- Derogatory remarks or name calling
- Ageist jokes or offensive mimicry
- Making general assumptions about individuals because of their age
- Inclusion in or exclusion from activities on the grounds of age
- Having false expectations (high or low) on the grounds of age
- Refusal to employ or promote a person because of their age.

2h. Discrimination on the Grounds of Political Opinions

This is the stereotyping of or discrimination against someone on the basis of their political opinions.

Examples include:

- Failure to allow individuals to express their opinions within or outside the classroom (unless in contravention of the Equal Opportunities Policy). Note however that the school considers it fully appropriate to raise and challenge political attitudes from parties such as the BNP.
- Failure to employ or promote someone on the grounds of their political opinions

2i. Discrimination on the Grounds of Sex

This is any behaviour which devalues or stereotypes people because of their gender.

Examples include:

- Graffiti or abuse
- Name calling or derogatory remarks
- Sexist jokes or offensive mimicry
- Refusal to associate or work with others or employ or promote a person because of their gender
- Stereotypical remarks, images, expectations, dress requirements, etc
- Inclusion in or exclusion from activities on grounds of gender.

Procedures for Dealing With Discriminatory Incidents

Expectations for all staff:

1. If you see or hear it, you must act and correct it, report it
2. Never ignore it in classrooms, on corridors, in the playground
3. Check in with the student concerned
4. Report it accurately and in a timely manner on CPOMS

In lessons:

- Incident report to be written (teachers to have incident report pads for students in lessons)
- Incident reports sent to admin services to be uploaded onto CPOMS
- Category of incident to be recorded accurately for monitoring
- Welfare lead to be notified and follow up incident with a full investigation
- Welfare lead to speak to the student receiving discriminatory behaviour
- Welfare lead to complete an intervention with the perpetrator or make an appropriate referral
- Welfare lead to report incident to HoY and contact is made home for victim and perpetrator clearly outlining actions
- Letter is sent home to parents asking for support with perpetrators behaviour

On corridors and during social time:

- Teacher completes electronic version of the incident report
- Electronic incident report shared with admin services to be uploaded onto CPOMS
- Category of incident to be recorded accurately for monitoring
- Welfare lead to be notified and follow up incident with a full investigation
- Welfare lead to speak to the student receiving discriminatory behaviour
- Welfare lead to complete an intervention with the perpetrator or make an appropriate referral
- Welfare lead to report incident to HoY and contact is made home for victim and perpetrator clearly outlining actions
- Letter is sent home to parents asking for support with perpetrators behaviour

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Vice Principal will:

- Monitor trends of discriminatory incidents
- Ensure all parents/guardians are fully aware of all prejudicial incidents

Monitoring and Evaluation

The policy and procedures will also be updated whenever necessary as a result of outcomes from consultations and/or in response to particular situations that have arisen.

The Legal Framework:

“It is intended that the curriculum should reflect the culturally diverse society to which students belong and or which they will become adult members.” DES guidance for schools: From Policy into Practice, 1989.

“The fact that a school offers a broad and balanced curriculum is not considered sufficient: it must be fully taken up by each individual student.” There must be “coverage across the curriculum of gender and multicultural issues.” DES Circular 16/89, July 1989

“A school is better equipped to offer each child suitable education if the basic facts about his or her cultural identity – including ethnic origin, linguistic background and religion – are known.” National Curriculum Council Curriculum Guidance on Education for Citizenship, 1990.

“A commitment to providing equal opportunities for all students...should permeate every aspect of the curriculum.” Coventry and Warwickshire Advisory Paper 11: Community Understanding, June 1991

“The Secretary of State considers that the aims of a programme of sex education should And also, Lawrence report, Race Relations Act 1974, Race Relations Act (Amended 2000), Every Child Matters – Children’s Act 2004

Section Three - Race Equality Policy Forward

The Stephen Lawrence Inquiry Report defines a racist incident as ‘any incident which is perceived to be racist by the victim or any other person’. Ashlawn School accepts this as a fully appropriate working definition.

3a. General Duties of Race Relations Amendment Act 2000

- To eliminate unlawful racial discrimination
- To promote equality of opportunity
- To promote good relations between people of different racial groups.

3b. School Duties at Ashlawn School

- To include a policy for promoting race equality and to act upon it within school documentation
- To monitor the impact of school policies on students staff and parents of different racial groups
- To monitor the operation of all the school’s policies, including, in particular their impact on the attainment levels of students from different racial groups (ie Breakthrough groups)
- To take reasonable steps to make available the results of the monitoring.

3c. Ashlawn School's Race Equality Policy Aims

- To encourage all students to develop a positive self-image.
- To promote greater awareness of the effects of racist discrimination and the need to challenge it
- To encourage students to create a society which respects individuals, groups, and communities of ethnic diversity and to understand their right to live in an equal and just society
- To celebrate and affirm the multi-cultural and multi-racial nature of the whole school community.

3d. The Curriculum aims

- To ensure equality of access to the curriculum and co-curricular activities for all students
- To continue the development of a curriculum which positively reflects the diversity of our society
- To ensure that resources and teaching methods are appropriate to the needs of all students.

3e. The Environment aims

- To provide a safe, welcoming environment where people have respect and responsibility for themselves and others, free from negative stereotypes and racist bullying
- To present positive images through the curriculum, assemblies, displays, school publications, website and resource materials.

Implementation, monitoring and review

- To ensure that there is a clearly laid out procedure which records and deals with all incidents of prejudice and discrimination, which supports the victims of such discrimination and deals with the perpetrator.
- Information needs to be passed onto the Local Authority using the appropriate forms.
- To ensure that the whole school community review their current practice on a regular basis
- To ensure that the school in all its activities educates children for life in a multiracial society
- Incidents will be recorded on Edulink, in line with the school behaviour policy
- Reports will be logged on CPOMS
- Review of reports and follow up weekly in safeguarding briefing
- Half termly review of incidents monitoring and analysis trends

Section Four - Discrimination On The Grounds Of Racism

Racism is a learned belief system or ideology, premised on the superiority of particular racial groups with power relationships and systems set up to favour these groups. Racism operates at individual and institutional levels, can be explicit and overt or the unwitting or unnoticed effects of policies and procedures that disadvantage certain groups. The Stephen Lawrence Inquiry Report defines a racist incident as 'any incident which is perceived to be racist by the victim or any other person'.

It is not providing sufficient and appropriate opportunities to allow people to learn, to work or to live their lives as they would choose, free from prejudice. Passive racism is also not challenging active racism. The impact of racism in society and on individuals and communities can not be overstated. We need as a school to eliminate racism because of the negative effects on all our children.

4a. Examples of how racism may manifest itself:

- Racially aggravated bullying

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- Name calling, racial jokes, offensive racial mimicry
- Racist graffiti, damage to property
- Physical intimidation or attack
- Incitement of others to behave in a racist manner
- Attempts to recruit for racist organisations and groups
- Verbal or written threats

Disrespect

- Disregard for proper pronunciation and use of names
- Devaluing an individual's language and culture, including discouraging and disallowing these practices, e.g. cultural requirements for dress.

Exclusion

- Being non co-operative with people because of their race
- Making general assumptions about an individual because of their race
- Having false or low expectation on grounds of race
- Inclusion in or exclusion from activities on racial grounds
- Refusing to employ or promote individuals because of their race
- Failing to ensure parental access to information
- Failure to ensure that the curriculum, teaching materials, displays etc., reflect a wide range of cultures.

Communication

- Racist terms in the course of discussion
- Abuse of personal property
- Bringing in racist materials such as leaflets, magazines and comics
- Racist text messages or emails
- Downloading and passing on racist material from websites or any other sources
- Badges or insignia

4b. Institutional Racism 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".

4c. Proportionality

Ashlawn School must have due regard for race equality and this is irrespective of the size of the ethnic minority in the school. This is a legal as well as a moral requirement. Race equality is important even if there are few ethnic minorities in the school, as anti-racist education has a vital role in influencing attitudes and values which will probably stay with students for life. Additionally, racist acts (e.g. handing out racist literature) can happen in a school without ethnic minorities. In dealing with racist incidents highest priority is given to those activities and policies that will have the greatest positive effect on removing racism in the school community, particularly things that could affect:

- attainment
- delivery of the curriculum
- school discipline
- guidance and support for students
- staff recruitment

4d. Procedure to Be Followed When Dealing With A Racist Incident

The Stephen Lawrence Inquiry Report recommends that all racist incidents should be reported, recorded and investigated. Ashlawn School recognises it has a responsibility to not only record and share information with the parents / appropriate staff of students involved, but also the Local Authority through the usual process.

4e. Identification

All staff need to be aware of what constitutes a racist incident. They need to know and adhere to reporting and recording procedures and understand the importance of doing so.

4f. The school:

- keeps records of any racist incidents and how they are dealt with
- analyses these to identify trends/issues to be tackled through the curriculum/assemblies and any other available mechanisms
- reports this data to the Local Authority as requested

The procedures used to deal with each incident will be a matter of collective institutional judgement as to how each incident is treated, but in the case of most serious incidents, each of the recommended measures will need to be followed.

4g. Procedures for Dealing With Racist Incidents

- All **serious** incidents (i.e. physical harm or where the perpetrator's comments/actions have shown clear intent to cause offence) should be followed up by Heads of Year and/or SLT/On Call staff.
- **Less serious** racist incidents which do not require immediate action, i.e. where the perpetrator has not acted with intent to cause offence, will be logged and reported by the member of staff concerned. Welfare Leads should be made aware of their actions.
- During this process of logging incidents, the perpetrator will be spoken to about racist issues. Any sanction should be a learning experience (restorative) as well as consequential.
- **PERSISTENT** in breach of the Equal Opportunities Policy will be dealt with in two ways:
- Dealing with the actual incident using the appropriate school sanctions system (possible suspension / police involvement)
- Preventing a recurrence using educational and counselling strategies in intervention sessions led by Welfare Leads after school.

Monitoring and Evaluation

The policy and procedures will also be updated whenever necessary as a result of outcomes from consultations and/or in response to particular situations that have arisen.

Section Five - Incidents contravening the Equal Opportunities Policy

5a. Definitions of incidents contravening the Equal Opportunities Policy

An act of discrimination based on a person's ability, race, gender, sexual orientation, appearance, age, religion, social background or beliefs.

A racist incident is defined as "any incident which is perceived to be racist by the victim or any other person." Racially aggravated bullying can take the form of:

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- Name calling, racial jokes, offensive racial mimicry
- Racist graffiti, damage to property
- Physical intimidation or attack
- Incitement of others to behave in a racist manner
- Attempts to recruit for racist organisations and groups
- Verbal or written threats, inc. cyberbullying

Disrespect can take the form of:

- Disregard for proper pronunciation and use of names
- References to the way an individual looks or dresses
- Derogatory language in relation to ableism
- Inappropriate references to paedophilia
- Language regarding sexuality
- Devaluing an individual's language and culture.

By way of communication:

- Racist terms in the course of discussion
- Abuse of personal property
- Bringing in racist materials such as leaflets, magazines and comics
- Racist text messages
- Downloading and passing on racist material from websites or any other sources
- Badges or insignia.

These are not exhaustive lists.

5b. Actions to be taken

All students perpetrating such incidents are expected to attend and engage in incident based themed intervention sessions after school with Welfare Leads.

Incident 1 - referred to Welfare Lead for follow up, form tutor informed

Incident 2 - referred to Head of Year for follow up, form tutor informed

Incident 3 - referred to Key Stage Leader for follow up, form tutor informed

Incident 4 - referred to Assistant Principal for follow up, form tutor informed

In all incidents, it must be remembered that:

- Form tutors are informed of incidents involving students in their form
- Statements or evidence must be kept
- As many students/witnesses as possible should be sought
- Incidents of physical aggression must be dealt with immediately
- Staff should not keep incidents to themselves, all incidents must be referred 'upwards'
- Records to be kept on CPOMS

A tariff for incidents is not appropriate as each will need to be considered within the context of the incident. At any stage, Key Stage Leaders may recommend a suspension as an appropriate course of action.

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Race Equality Scheme Statement of Principle

In the Ashlawn School community it is accepted that every person is equally important and that no one has the right to harass, insult, attack, or cause offence to any other person for any reason. All members of the school are individuals, but are also members of a community where it is possible to learn from each other and celebrate the culture and beliefs of each person.

Racism is not just about intentional attitudes or behaviour. A lack of intention does not stop the impact of racism being felt by individuals and communities. It is important to recognise that racist incidents are often complex and interrelated with other events and may involve group as well as individual behaviour. In any circumstances, racial harassment is unacceptable and must be dealt with effectively and with sensitivity. Ashlawn School recognises that there is a duty to promote a culture in which diversity is celebrated and in which racism is understood by all members of the community to be unacceptable.

Aims

- To establish what constitutes a racist incident, and to share this with all members of the school community
- To create a climate where people are able to speak openly about their experiences
- To agree procedures for dealing with racist incidents, and ensuring that all members of the school community are fully conversant with them
- To keep a formal record of all racist incidents and to report on the nature and frequency of any racist incidents monthly to the Local Authority.

Examples of obvious racism

- Racist comments, name-calling and jokes
- Imitating accents
- Racist graffiti or any other written insult
- Bringing into school racist materials such as badges and literature or any attempt to recruit people into racist organisations
- Threatened or actual physical assault against a person or group because of colour or ethnicity
- Isolating people because of colour or ethnicity.

Examples of less obvious racism

- Unacceptable stereotyped views and images
- A curriculum that doesn't acknowledge racism, thus perpetuating it
- A curriculum that doesn't allow students access to positive images and examples of people from a range of nationalities, cultures and ethnic backgrounds
- Teachers not following up racist incidents vigorously, thus condoning it
- Staff not being fully aware of how racism and stereotyping may affect the decisions they make.

Prevention

- Students are actively encouraged to report all incidents involving racism
- A clear and accurate form of recording and monitoring and reporting incidents is in place for students in and out of school.
- Online reporting form available on all Year Group Google Classrooms and on the school website.

Ashlawn School will actively work towards the prevention of racist incidents through:

- The utilisation of the Racial Equality Policy
- The delivery of assemblies

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- The inclusion of racist issues and concerns in the delivery of PSHE
- The delivery of a whole curriculum which recognises the diverse community of our school
- The inclusion of racist issues in the PDP programme

Success criteria

Success will be achieved when:

- All incidents of a racist nature are reported and investigated consistently and thoroughly
- Members of the school community have a shared perception of what is racism and the consequences of being involved in a racist incident
- Procedures for dealing with racist incidents are recognised as fair and appropriate by students and their parents/carers and other agencies
- The school is an inclusive environment for all
- The number of racist incidents declines over time

Active responses

- It is important that there is a response to each racist incident – this means recording information and being accountable for all actions
- As soon as possible both the alleged victim and alleged perpetrator need to be interviewed to establish the facts. It is likely that additional witness statements will be needed
- Reinforce expectations held in the school
- Emphasise that the school has procedures and that there will be appropriate follow up
- Staff must record all actions and ensure that notes are filed and logged
- Parent/carers will be informed of the incident and reminded of the procedures that follow
- After investigation, action will be taken in line with the Behaviour Policy, Racial Equality Policy and structure of school discipline. Information will be disseminated through the pastoral system to the necessary individuals.
- Allegations made against staff involving racism must immediately be passed onto the Principal for investigation.

Support processes

- Treat all claims seriously
- Make certain that the victim is fully informed of the procedure and the subsequent chain of events
- Explain the action that will be taken and state the School's position regarding racism and racist behaviour
- Talk through the incident. All involved must be interviewed
- Establish counselling and support as appropriate

Recording events

- Log incidents and all subsequent actions taken relating to the incident
- Incident logged on Edulink using the school behaviour system
- All incident reports scanned and uploaded to CPOMS, accurately categorised by type
- All actions, including interventions recorded on CPOMS
- Remember that records may be required by other professionals, e.g. social services, police
- Any example of racism perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the appropriate committee of the AIM Board
- Serious incidents should be reported to Governors by the Principal - e.g. physical violence, repeated harassment, and links with racist groups. The Principal will also inform the Local Authority as appropriate (refer to the Racial Equality Policy).

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Monitoring and Evaluation

The policy and procedures will also be updated whenever necessary as a result of outcomes from consultations and/or in response to particular situations that have arisen. The policy will be reviewed annually in line with the school improvement plan for behaviour, culture, attitudes and ethos.

Refer to whistle blowing policy