SINGLE EQUALITIES POLICY

Policy No: 8.5

This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from school.

Document Details

Information Sharing Category	Public Domain
Version	V1
Date Published	05/10/2022 - reviewed 10/26
Authorised by (if required)	The Head Teacher
Review / Update Date	10/2026
Responsible Area	Proprietor and Senior leadership team

Amendments:

Date	Amendment

Availability: This policy applies to all activities undertaken by the school, inclusive of those outside of the normal school hours and away from the school site and is inclusive of all staff (teaching, support and agency staff), pupils on placement, contractors, the Proprietors, the Advisory Board and volunteers working in the school. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy being required to state that they have read, understood and will abide by this policy and its procedural documents.

Monitoring and review:

- This document will be subject to continuous monitoring, refinement and audit by the Head Teacher.
- This policy was last reviewed agreed by the Advisory Board in July 2022 and will next be reviewed no later than October 2023 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.





Signed:

Jonny Gilbert
Head Teacher

James Roche
Proprietor

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Aims: The policy exists in order to ensure that all the provisions of relevant equality laws, and the recommendations of associated codes of practice, are fully observed throughout all areas of The Roche School. The Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986 and Special Educational Needs and Disability Act 2001 have all been replaced by the Equality Act 2010. Therefore this Policy subsumes the policies in the following areas: Disability; Race Equality; Community Cohesion; Equal Opportunities; and Equality and Diversity. Our duties under the Equality Act 2010 include dealing with issues related to pupils with special educational needs/disabilities and making reasonable adjustments for these pupils. This has implications for the School's Admission Policy. We aim to create and protect a learning environment free from any forms of discrimination, victimisation or harassment. The Roche School celebrates every individual, supporting them to meet their full potential, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation.

Schedule 10 of the Equality Act 2010: requires the Proprietors of The Roche School to have an Accessibility Plan, in writing, (which is kept over a prescribed period) that covers:

- increasing the extent to which disabled pupils can participate in the school's curriculum,
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. The delivery must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

The Accessibility Plan must be implemented by the Head Teacher, who must have regard to the need to allocate adequate resources for implementing the plan. The plan must be kept under review during the period, and, if necessary, revised.

Protected Characteristics: It is unlawful for a school to discriminate against an individual by treating them less favourably because of their:

- Sex
- Disability
- Sexual orientation
- Gender reassignment
- Religion or belief
- Race (including colour, nationality and ethnic or national origins)
- Pregnancy and maternity
- Age
- Marriage and civil partnership

Everyone has at least some characteristics included in this list. The School aims to foster a sense of community in which all pupils are valued and can thrive regardless of any of these characteristics and will seek to counter and discriminatory practices. In teaching about sexual orientation and marriage and civil partnership, teachers have regard to statutory guidance on Relationships and Sex Education. For further information, please see the School's RSE Policy.

The school will deliver Relationships Education in accordance with the current Department for Education statutory guidance on Relationships Education, Relationships and Sex Education and Health Education. Content will be age-appropriate and will reflect the Equality Act 2010 and the school's published Relationships Education/RSE policy.

Definition of Disability: "A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities."

Special Educational Needs and Disability (SEND) Policy: The Roche School SEND Policy includes:

- an explanation of how the individual needs of all children will be met (including how children who are disabled or have special educational needs (SEN) will be included, valued and supported, and how reasonable adjustments will be made for them);
- arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference;
- how inappropriate attitudes and practices are challenged; and
- how the provision encourages children to value and respect others.

Guiding Principles: The Roche School is committed to a policy of equality of opportunity in respect of all its members. To this end, we take steps to ensure that pupils appreciate racial and cultural diversity, and avoid and resist racism. Fundamental to its life as a school community is the belief that all individuals, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation are of equal value. In order to ensure that our school community is one in which these values flourish, The Roche School is guided by the following principles in relation to Equality. Personal, Social, Health, Economic Education (PSHEE), including Social, Moral, Spiritual, Cultural (SMSC) Education, instructs all aspects of school life.

Principle 1

All learners are valued, and their contributions recognised: Learners are supported and encouraged to maximise their potential and to contribute fully to all areas of school life. Contributions are regularly recognised: on a small scale, through regular verbal and written feedback by teaching staff; on a larger scale, through end-of-term prizes which include academic, theatrical, dramatic, and sporting achievement, as well as dedication to the school Mission statement. We aim to give every pupil a sense of achievement and fulfilment regardless of disability, ethnicity, culture, national origin, national status, sex, gender, religious or non-religious affiliation, sexual orientation or gender identity. We are fully committed to the fundamental ethical principles of:

- Consideration for others
- Awareness of the importance and celebration of each and every individual within the School community
- The need to respond generously to the needs of those less economically fortunate than ourselves.

School will cover themes of shared concern and are not biased in respect of any religion, denomination or gender. Just as cultural and religious diversity within the School community is to be valued, so it is important that the life and direction of individual religious groups should be supported within the context of The Roche School.

Teaching, learning and curriculum: The Roche School has a high standard of teaching and curriculum provision that supports high standards of attainment, promotes common values and builds pupils' understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths, ethnicities and socio-economic backgrounds. Opportunities for discussing issues of identity and diversity are integrated across the curriculum. We ensure:

- Lessons across the curriculum that promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in PSHE classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'.
- A programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.
- Support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English.
- An effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.
- An audit of the Whole School Curriculum Overview, in terms of anti-discrimination and opportunities arising within it to promote Equality, Diversity and Inclusion.

Principle 2

Diversity is recognised and respected: Treating people with respect and consideration, in accordance with Principle 1, does not necessarily mean that everyone should be treated identically. We aim to treat members of our school community with the utmost consideration and respect, and in doing so will approach their life situations, experiences and problems with a personalised and differentiated response in accordance with their particular needs. We will also recognise and respond to problems that people may face and will recognise and work to eliminate discrimination, in relation to**:**

- Disability,
- Ethnicity,
- Sex, Sexual Orientation, Gender and Gender identity;
- Religion, belief or faith background

And as relevant:

- Pregnancy/maternity

And in relation to employment:

- Age, Marriage/civil partnership

Eliminating discrimination, promoting equality and celebrating diversity: We aim to provide all our pupils 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 pupils and prepare them for life in a diverse society;
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;
- Develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to identify shared interests among members of different social groups and categories;
- Use a range of sensitive teaching strategies when teaching about different cultural traditions;
- Develop pupils' awareness so that they can detect bias and challenge discrimination;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion;
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that reflect all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Increase achievement of all pupils in English, Maths, Science and Computing across all stages;
- Eliminate and monitor direct, indirect and institutional discrimination;
- Eliminate and monitor group segregation, disproportion and under/over representation;
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families;
- Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels;
- Facilitate balance between leadership and teamwork among pupils, staff, teachers and the Proprietors with the Advisory Board;
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups;
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

The Head Teacher will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Person and job specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or

promotion will be assessed objectively against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments will not form the basis of employment decisions except where necessary.

The Roche School fully acknowledges its moral duty (as related to the United Kingdom's Race Relations Act, 1976, Section 1) to promote equality of opportunity and good relations between members of different racial groups and it positively welcomes any communal or educational opportunities afforded by the school's cultural and religious diversity. All members of the School (whether of the pupil body, teaching or support staff) deserve to be treated with dignity and respect and with a sensitive understanding of their religious, cultural and racial differences and of the consequences thereof. Racially abusive language by pupils or staff will not be tolerated. If racial, religious or cultural elements are discovered to be present in incidents of bullying, these must be acknowledged and challenged. Racially abusive language by staff or pupils will be a matter for disciplinary action. Special leave for religious reasons will not be unreasonably refused by the School. Applications for such leave should be made in writing to the Head Teacher, giving at least a month's notice. Any special leave granted will be treated as unpaid leave; part-time employees may be given the option of making up lost time if this would benefit the School. School lists are organised chronologically or alphabetically, rather than by gender (unless this is required by an outside agency for a particular purpose).Equal opportunities will be considered when grouping children for activities. This may involve specific grouping to ensure that every child participates fully (e.g. by attainment). Each child will be given opportunities to exercise responsibility within the classroom or the school, with care taken regarding stereotyping of roles. We see boys and girls as both carers and leaders.

Principle 3

Everyone is welcomed and made to feel comfortable within our school community: Our policies and practices should work to ensure that relations between different individuals and identity groups within school are positive, cordial and tolerant. This includes the promotion of:

- Positive attitudes, knowledge and understanding towards disability.
- Positive attitudes, knowledge and understanding of different ethnicities, cultures, religions, races and nationalities.
- Positive attitudes and mutual respect between boys and girls; women and men; and an intolerance of any sexual, homophobic or gender-based prejudice.

We welcome all applicants to join the school, whatever the background or physical disability of a child. We also seek to ensure that people with disabilities are not discriminated against when applying for jobs at our school. We take all reasonable steps to ensure that the school environment gives access to people with disabilities. So, for example, all children have access to the full range of the curriculum. We celebrate the cultural diversity of our community and show respect for all minority groups. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Inclusion (Please see our Special Educational Needs and Disabilities Policy for more details): Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. It is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusion is about the quality of their experience; how they are helped to learn, achieve and participate fully in the life of the school. The inclusion focus at The Roche School is concerned particularly on those groups of learners who may have been marginalised historically or who have underachieved or who are currently underachieving when compared to their peers.

Working together to promote Inclusion: The Roche School is committed to joint working arrangements with education, health and care bodies and professionals to secure effective outcomes for all learners in our schools. We engage our pupils with SEN and disabilities and their parents in decision making, so that useful insights can be gained into how to improve services and outcomes. The school also works in partnership with the relevant Local Authority in developing and reviewing its local offer to pupils. These services could include speech and language therapy, physiotherapy, occupational therapy, education psychology, mental health services, other health and social care professionals.

Learners with English as an Additional Language (EAL) and Learners from Minority Ethnic Groups (MEG): Pupils with EAL and those from a Gypsy, Roma and Traveller community are considered a minority ethnic group. To ensure equity of learning for our EAL and MEG learners, we ensure recognition and respect is given to the value and significance of the first language and the associated cultural expectations and norms. We assess learners with EAL to identify their proficiency levels of speaking English and will work with pupil to ensure they are appropriately supported in developing confidence and independence, providing a contextualised curriculum which is rooted in prior knowledge of the learning. We recognise that EAL learners, their families / carers and communities are not homogenous groups; it is important to know and understand who they are, in order to effectively support their needs. We encourage activities and events to help pupils and their families feel that they belong – to the school itself, the neighbourhood and locality, and to Britain more generally.

Principle 4

The Roche School follows best practice in staff recruitment, retention, Continuing Professional Development (CPD), and cessation of employment: All policies and practices adopted by The Roche School should be of benefit to employees and potential employees, in all areas of recruitment, promotion, retention, CPD, discipline, dismissal and redundancy. Employees and potential employees should receive equal opportunities in these areas, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation. As relevant, employees and potential employees should be given equal opportunities regardless of pregnancy, maternity, marriage/civil partnerships. Being a committed equal opportunities employer, The Roche School will take every possible step to ensure that employees are treated equally and fairly in respect of these matters, be they staff or pupil, and The Roche School challenges stereotyping and prejudice whenever it occurs. All pupils have equal access to the full range of educational opportunities provided by the school, and we are always striving to remove all forms of indirect discrimination that may form barriers to learning. All policies and practices will conform to the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline and dismissal, and redundancy.

Principle 5

We will recognise and address inequalities and barriers that already exist, including combatting Racism: The Roche School aims to foster an environment in which inequalities in any form are not manifest in our community. We will, however, commit to recognising any forms of inequality that do arise, and will work to combat these in the most effective manner possible.

Pupil achievements and progress: Pupils' attainment and progress in individual subjects is monitored. The school will develop strategies for tackling differences in the attainment and progress of particular ethnic groups. Targets will be set for individual pupils, so teachers will be aware of the ethnic background of each child. The school values the achievements and progress of pupils from all ethnic groups. Every pupil is offered the support and guidance they need. Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice and steps will be taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

Anti-Racism:

Definition of Racism

The school has adopted the definition of racism as defined in the Macpherson Report:
'Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as its more overt form'.
A racist incident refers to any incident which is perceived to be racist by the victim or any other person.

Unacceptable racist acts

- Direct physical assault or threat of it
- Inciting racism in others
- Behaving in a racist way and treating others less favourably on the basis of race
- Racist name-calling or racist joke-making
- Expressing prejudices or deliberate mis-information on racial or ethnic distinctions

- Distributing discriminatory literature
- Writing or expressing provocative slogans or catch phrases
- Refusal to cooperate with other people because of their ethnic origin

Principles

The school is an anti–racist establishment and is committed to addressing racism in any form and will not tolerate it.
We actively challenge discriminatory language, behaviour, stereotyping and prejudice
- Instigating action to support victims of racism.
- Recording and reporting racist incidents in school to endeavour to eradicate such behaviour.
-Responding with sanctions for persistent racist behaviour and education for all racist behaviour including low level isolated incidents.
- Ensuring existing school policies address inappropriate behaviour around racism and other discriminatory practices.
The school recognises that effective anti-racism requires both an appropriate response to individual incidents and sustained attention to the culture, curriculum and practices of the whole school.

Purposes for pupils

- Pupils will be encouraged to enjoy the multi culturally diverse nature of our society and have opportunities to celebrate the world as it is and as we would like it to be. On such foundations pupils will develop positive attitudes to the pluralistic society.
-Through a well-balanced, objective and sensitive curriculum pupils will avoid omissions and misrepresentations of historical, cultural and racial differences and experiences. The curriculum has been audited by the Director of Studies with this in mind.
- Our pupils will know and understand, from an early age, what constitutes a racist remark or action and why it is offensive (See Unacceptable racist acts); to use the correct name to describe their language and be confident to speak, hear or read in their home language in school; to learn not to use their own language to deliberately exclude other pupils. To accept and to respect names from other cultures.

Guidelines for staff

- Pupils' names will be accurately recorded and correctly pronounced.
- All staff in our school take all forms of racism seriously and intervene to prevent incidents from taking place. We attempt to support all children in the school and through our actions, establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of racism.
- We recognise that the behaviour of all staff in the school will be seen by children as model behaviour, therefore it is imperative that all staff behaviour demonstrates respect, understanding and care towards all children and high quality professional relationships with all adults.
- We show equal regard for all, and our interactions are free from intimidation or contempt.
- Staff should be aware of the language or dialect spoken by pupils and their families.
- All people must feel that their language or dialect is valued.
- All staff must be aware of the use of racist connotations in the language they themselves use.
- All staff should be aware of possible cultural assumptions and bias within their own attitudes.
- The help of parents in school will be welcome irrespective of their racial or cultural backgrounds.
- Parents, staff and pupils will be made aware of the school's commitment to mutual respect through newsletters, assemblies and displays.
- The variety of cultural groups will be evident in the morals, stories and information offered to children and will be obvious in displays around the school.
- Racist symbols, badges or insignia on clothing or bags are forbidden in school.
- Racist graffiti should be immediately reported so that it can be removed.
- Staff and pupils will have access to accurate information about the similarities and differences of cultural groups.
- In all staff appointments the best candidate will be appointed based upon strict professional criteria.

The role of Playground supervisors & Lunchtime supervision staff:

- The Playground/lunch time supervision staff have a special responsibility to be alert to signs of racism during the longer lunchtime playtime.

- All incidents involving intimidation, violence and social exclusion that are reported by a child to Playground/lunchtime supervision staff must be referred on to the Behaviour Lead, Diversity Lead, Class Teacher and Head Teacher or in their absence the Deputy Head Teacher or most senior member of staff.
- Lunchtime and Playground supervision staff should adopt an active role whilst supervising and endeavour to observe all children and be a presence in all of the areas where children are playing.
- If the Playground/lunchtime supervision staff have evidence that racism is going on, then acceptable intervention will be taken to immediately stop such an event; and the member of staff responsible must be informed and he/she must complete a record in My Concerns.

Actions

- All forms of racial abuse by any person within the school are treated seriously.
- We will record, investigate and act upon such incidents and all parents will be contacted.
- All incidents of racism should be reported to the class teacher, Diversity Lead and Head Teacher or in her absence another senior member of staff.
- All racist incidents will be investigated by the Diversity Lead and Head Teacher or other senior staff member.
- Completed reports and investigations are recorded on MyConcern.
- It will always be made clear to offending pupils that such behaviour is unacceptable and will not be tolerated at The Roche School. By encouraging pupils to work collaboratively within an integrated group we will discourage such abuse.
- Racist behaviour will be dealt with in a relational and restorative approach and through further education of individuals.
- Advisory Board Members (particularly the Advisor with responsibility for Equality, Diversity and Inclusion) will be regularly informed about the occurrences of racial incidents. Such incidents are also reported in the termly report to Advisory Board Members.
- Should any member of staff be aware of a racist incident out of school, perhaps involving pupils, parents or carers this should also be referred to the Head Teacher and Diversity Lead and report any such incident to an appropriate agency.
- The above steps will be followed in the event of any discriminatory behaviour in line with the 9 protected characteristics.

Procedure when a Racist or Discriminatory Incident Occurs

- The incident is addressed instantly with everyone present. Further discussions with the children involved will take place separately also, with direct investigation into how the comment was received and how it was intended.
- Parents or the pupils involved are informed.
- Disciplinary and/or restorative action is taken based on the nature of the incident adhering to the school's Behaviour Policy.
- An apology is required by anyone instigating a racist remark or incident and education provided where appropriate.
- There will be continued monitoring of the children overseen by the Diversity Lead.

The role of the Proprietors and Advisory Board Members

-The Advisory Board supports the Proprietors and Head Teacher.
-This policy statement makes it very clear that the Proprietors do not tolerate racism in our school, and that any incidents of racism that do occur are taken very seriously and dealt with appropriately.
- The Advisory Board monitors the incidents of racism that occur and reviews the effectiveness of the school policy on an annual basis. The Advisor with responsibilities for Equality, Inclusion and Diversity monitors the work of the Diversity Lead.
-The Proprietors require the Head Teacher to keep accurate records of all incidents of racism and to report to the Advisory Board Members and Proprietors on request about the effectiveness of school anti-racist strategies.
- The Proprietors respond immediately to any request from a parent to investigate incidents of racism. In all cases, the Proprietors notify the Head Teacher and ask him/her to conduct an investigation into the case and to report back to a representative of the Advisory Board.

Role of Head Teacher-

It is the responsibility of the Head Teacher to implement the school anti-racism strategy and to ensure that all staff (both teaching and non-teaching staff) are aware of the school's policy and know how to deal with incidents of racism.
- The Head Teacher reports to the Proprietors about the effectiveness of the anti-racism procedures on request.
- The Head Teacher and teachers will ensure that all children know that racism is wrong, and that it is unacceptable behaviour in this school. The Head Teacher and teachers draw the attention of children to this fact at suitable moments

through assemblies, the PSHE curriculum and when setting class rules at the start of the year. For example, if an incident occurs, they may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong. Children may also discuss racism at School Council meetings and in class Circle Time meetings.
- The Head Teacher ensures that all staff receive yearly training to be equipped to deal with all incidents of racism.
- The Head Teacher sets the school climate of mutual support, respect and praise for success, so making any form of negative comment less likely. This positive climate is reinforced through the school's values, The Roche Approach. When children feel they are important and belong to a friendly and welcoming school, any form of bullying or racist behaviour is far less likely to be part of their behaviour.
- The school benefits from a Pastoral Leader, who is available across the school day. Part of her role is to support the school's anti-racism policy. Any 'friendship' issues/disputes or reports of bullying can be dealt with by the Pastoral Leader as well as the class teacher, the Diversity Lead and Behaviour Lead. This ensures all facts are gathered as quickly as possible, to ensure accuracy, and enables any acts of racism to be dealt with quickly.

The role of parents
- If a parent is concerned that their child is being targeted, then they should talk to their child, listen, reassure, stay calm and if unsure seek advice on what to do. The parent should talk to the child's teacher (first) before contacting the Head Teacher and Diversity Lead.
- Parents have a responsibility to support the school's anti-racism culture and to actively encourage their child to be a positive member of the school

Strategies Employed to Raise awareness and so reduce risk of Racism.
- Participation in multicultural weeks/language weeks.
- Developing topics and using stories and materials which raise issues of racial similarities and differences (opportunities especially in RE and PSHE but not restricted to these subjects)
- Providing positive, diverse images and role models in resources and displays - use of videos etc. for example, the use of Mary Seacole as a case study in Year 1.
- Provide opportunities for pupils to learn about cultural diversity e.g.units of work for history, geography, R.E. art and music.
- Where possible involving people from diverse and varied backgrounds in school.
- Using PSHE, circle time and assemblies to discuss and develop strategies for dealing with conflict, for encouraging co-operation and collaborative learning and for listening to each other's point of view and opinion.
- Use of language that portrays negative images should be avoided, e.g. terms such as 'third world' or 'natives'. Screen resource materials so that an accurate picture is given in pictures, posters, books, TV programs and worksheets to reinforce respect and value one another's differences.
- Valuing each pupil's cultural and linguistic background and having high expectations of all children.
- Appointment of Pastoral Leader to support vulnerable children, and to intervene if acts of racism are reported / witnessed.
- Staff vigilance and regular training.
- Focus for Assemblies – raise awareness through stories and positive examples.

Sex:
- No pupil should be excluded from receiving the curriculum on the basis of their sex.
- No privileges must be reserved for pupils on the basis of their sex.

Gender Reassignment and Gender Questioning

The school teaches pupils about equality, respect and the importance of treating all people with dignity, including those who have a protected characteristic under the Equality Act 2010. At primary level, the school does not provide specific teaching about gender identity, social transition or gender reassignment as part of its Relationships Education curriculum. Any individual pupil who raises questions or concerns about their sex or gender will be responded to sensitively and in an age-appropriate manner, with the child's wellbeing and safeguarding as the primary considerations. Where appropriate, the school will work with parents/carers and relevant professionals in accordance with current statutory guidance and the school's safeguarding procedures.

Class:

- Assumptions should not be made about pupils' home circumstances or potential based on social class.

Curriculum, teaching and learning (including language and cultural needs): The Roche School promotes an inclusive curriculum that reflects the multi-cultural nature of our society. We promote racial equality and ethnic diversity and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils. Assessment outcomes are used to: identify the specific needs of all pupils, inform policies, planning and the allocation of resources. Teaching methods and styles take account of the needs of all pupils and encourage positive attitudes to ethnic difference, cultural diversity and racial equality whilst taking active steps to ensure that resources in all areas of the curriculum are inclusive. We promote a greater understanding of cultural diversity and racial equality and acknowledge the importance of challenging racism and racial discrimination in all areas of school life. When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the School Behaviour record and draw them to the attention of the Head Teacher.

Guidelines on working with pupils who have English as an Additional Language (EAL): The Roche School recognises, encourages and values Bilingualism. The language and learning needs of bilingual pupils are clearly identified and appropriate support is identified and used. The school will explore a broad range of other media e.g. Computer software, the internet, films, songs, games etc, to support cultural heritage.

Principle 6

The wider community and society should benefit from our policies and practices.

We intend that our policies and practices contribute to the creation and maintenance of a diverse, tolerant and socially cohesive community. We view The Roche School as playing a part in the creation of such communities at a school, local, regional and national level. We aim to encourage the active participation of all individuals and groups in society and in public life, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation. We intend to promote a society in which discrimination, victimisation and harassment on the basis of any perceived 'difference' is not tolerated.

How do we promote community cohesion? The Roche School supports pupils from different ethnic or socioeconomic backgrounds to learn with, from and about each other, and provide opportunities for interaction between pupils from different backgrounds in wider settings. We group our work under the three following headings:

- **Teaching, learning and curriculum** – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- **Engagement and ethos** – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

School to parents and the community: Our partnership activities with the local and wider community include:

- Working together with community representatives, for example bringing community representatives into school to work with the pupils, ensuring that the pupil voice is heard and able to effect change.
- Maintaining strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals.
- Home/school diaries
- Engagement with parents through parents' evenings.

Principle 7

On-going review and appraisal: The Roche School is committed to regular review of its equalities policy, which will be evaluated and edited in the light of public research; individual comments and/or complaints; quantitative and qualitative information gathered by the school. The Roche School is open to feedback and response on all matters related to its equalities policy from all stakeholders, including pupils, staff, parents, Advisory Board and Proprietors.

Procedures for addressing discriminatory behaviour

Definitions

Discrimination: treating one person less favourably than another on the grounds of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability, marital status or sexual orientation.

Harassment: any unwanted conduct which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It can be persistent or isolated and includes behaviour which induces anger, stress, anxiety, fear or sickness on the part of the person being harassed. It can be physical, verbal, direct or indirect and can include gestures, intimidation, unwelcome remarks, suggestions, propositions, malicious gossip, jokes and 'banter'. In addition, non-verbal harassment can include offensive literature, pictures, graffiti, isolation, non-co-operation or unwelcome physical conduct. The school will not tolerate any form of harassment or bullying: such behaviour is totally unacceptable and the school looks to support any employee who is suffering from harassment. The school strives to provide a neutral working environment in which no-one feels threatened or intimidated.

Victimisation: treating one person less favourably than another on the grounds that that they have brought discrimination proceedings, given evidence or information regarding discrimination proceedings or alleged discrimination or because they intend to do any of these acts.

Unwanted Behaviour: If you feel that you have been discriminated against, harassed or victimised in breach of the principle of equal opportunities set out above, you are entitled to complain using the procedures set out below.

Informal Resolution

Stage 1: You should speak or write to the individual concerned informing them that their behaviour is unwelcome.
Stage 2: If the unwanted behaviour continues, you should ask the Head Teacher to speak to the person concerned.
Stage 3: If the unwanted behaviour continues, you should keep a record of any relevant incidents and consider taking formal action as set out below.

Formal notification: If you feel that the informal procedure has not stopped the unwanted behaviour or that the behaviour is too serious to be resolved by using that procedure, you should follow the formal parts of the School's Grievance Procedure. You will be entitled to an appeal against any decision in accordance with the Grievance Procedure. Under the Grievance Procedure, any grievance will be investigated thoroughly by an impartial member of management. Where possible, the member of staff complaining of harassment or discrimination will be kept anonymous. Any mischievous, vexatious or malicious claims of harassment of any nature will be regarded as gross misconduct.

Roles and Responsibilities

All staff and stakeholders should recognise that they have a specific role and responsibility in their day-to-day work to:

- promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- respond appropriately to incidents of discrimination and harassment and report these;
- highlight to the Head Teacher any staff training or development that they require to carry out the above role and responsibilities;
- promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;

- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.

Your Responsibilities

- Every employee is required to assist the Head Teacher and the whole school to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination.
- Employees should be aware that they can be held personally liable as well as, or instead of, the Head Teacher for any act of unlawful discrimination. Employees who commit serious acts of harassment may also be guilty of a criminal offence.
- Acts of discrimination, harassment, bullying or victimisation against employees or parents and their families are disciplinary offences and will be dealt with under the school's disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

The Role of the Head Teacher

- It is the Head Teacher's role to implement the school's single equalities policy.
- It is the Head Teacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- The Head Teacher ensures that all recruitment and selection processes give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life. The Head Teacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

The Role of Teachers: Teachers ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child. When selecting classroom material, class teachers should pay due regard to the sensitivities of all members of the class and not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups. When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school Behaviour Book and draw them to the attention of the Head Teacher.

Equality of Opportunity: Employment Code of Practice: The Roche School is an equal opportunities employer and aims to implement best practice in this area.

Recruitment: Our aim in doing this is to encourage suitable applicants from a broad range of backgrounds. In observing equal opportunities practice, The Roche School will also make clear in employment advertisements and application packs our exemption under the Rehabilitation of Offenders Act as part of our Child Protection commitments.

Selection of Candidates: We will clearly define requirements for selection in the job descriptions sent to candidates as part of the employment application process. Selection criteria for employment will be objective, job-specific and carefully assessed as necessary to the fulfilment of the position. Interviewing and short-listing will be carried out in a consistent and fair manner across all positions and departments within the school, in order to ensure an equitable and non-discriminatory practice. Selection methods for interviewing and short-listing will be objective and directly relevant to the nature of the vacant position. Interviewing must only be carried out by suitably qualified and prepared panels of staff.

Existing Workforce: The school will monitor the ethnic, gender and age composition of the existing workforce and of applicants for jobs (including promotion), and the number of people with disabilities within these groups, and will consider and take any appropriate action to address any problems that may be identified as a result of the monitoring process.

Job Applicants Equality Profile: The School will regularly monitor the ethnic/gender/age/disability profile of job applicants applying to the school throughout the main stages of recruitment (application, short-listing, and interview) using the information voluntarily provided by applicants in the personal information section of the job application form.

Employee Training and Development

The Roche School is committed to equality of opportunity in terms of access to CPD and training to increase employees' knowledge, skills and professional awareness in order that they are more readily able to fulfil their full professional potential.

Grievances Following Termination of Your Employment:

Procedure: If you wish to raise a grievance in writing following the termination of your employment, you should follow the relevant provisions of the School's Grievance Procedure.

Related Documents:

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour and Discipline Policy
- Curriculum Policy and Special Educational Needs
- Online Safety
- First Aid and medication
- Health, Safety and Welfare Policy and Procedures
- Inclusion Policy
- Personal, Social, Health, Economic Education (PSHEE)
- Staff Code of Conduct
- Risk Assessment
- Safeguarding Policy
- Safer Recruitment
- Staff Handbook and Procedures Manual