



Equal Opportunities Policy

Aims and objectives

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, sexual orientation, nationality, ethnic or national origins. This is in line with The Equality Act 2010 which prohibits discrimination in employment or in the provision of training and education on the grounds of any of the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Staff and students are protected in all aspects of the employment, education and/or training relationship, which includes: recruitment and selection, employment terms and conditions, promotion, transfers, access to benefits, appraisal/annual review, assessment of performance, dismissal and post-termination (such as providing references).

We promote the principles of fairness and justice for all through the education that we provide in our school.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

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.

Anti-racism

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

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We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum, most notably TRP (Theology, Philosophy, Religion), History and PSHEE reflects the attitudes, values and respect that we have for minority ethnic groups

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

The role of the Headmaster

It is the Headmaster's role to implement the school's equal opportunities and anti-racist policy and he is supported by the governing body in so doing.

It is the Headmaster'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 Headmaster ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The Headmaster promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

The Headmaster treats all incidents of unfair treatment and any racist incidents with due seriousness.

The role of the teacher

The teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do 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. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. Any serious incidents are drawn to the attention of the Headmaster. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Use is made of Assemblies, PSHE, TPR, Drama, English and other lessons to:

- Promote tolerance of each other and respect for each other's position within the Chafyn Grove School community.

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- Promote positive images and role models to avoid prejudice and raise awareness of related issues.
- Foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures. Bias should be recognised.
- Understand why and how we will deal with offensive language and behaviour.
- Understand why we will deal with any incidents promptly and in a sensitive manner.

Harassment in all its forms unlawful and unacceptable; our Behaviour and Anti-Bullying Policies contain clear procedures for dealing with unlawful discrimination.

A successful equal opportunities policy requires strong and positive support from parent and guardians, and full acceptance of the school's ethos of tolerance and respect.

SEND

Children subject to SEN support, or who have a disability are not discriminated against. The school works hard make reasonable adjustments, so that children who need extra support are successful and reach their potential.

English as an additional language

In order to cope with the academic and social demands of Chafyn Grove School, we normally expect pupils to be fluent English speakers but we do, in some circumstances, make provision for those who have English as an Additional Language. Most pupils, who are not fluent English speakers, will have at least one lesson per week with an English as an Additional Language (EAL) teacher. If more than two LS lessons a week are needed, tuition in English as an Additional Language (EAL) can be arranged at the parent's expense.

Monitoring and review

It is the responsibility of the SMT to monitor the effectiveness of this Equal Opportunities policy. The SMT does this by:

- monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.
- Chafyn Grove School monitors its equal opportunities policy regularly

As part of that process, we invite all parents who accept places at the school for their child to complete an anonymous ethnic monitoring form. The form uses the same ethnic

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categories as the Government uses in the national census. When the completed forms arrive at the school, they are separated from any other material that might identify the individual child. The data is logged onto a computer spreadsheet by year of both entrance examination and entry. The individual forms are then shredded. Under no circumstances would we link our ethnic monitoring data with our pupil records. We hope that all parents will feel able to participate in the ethnic monitoring scheme.