

DRUMBEAT SCHOOL AND ASD SERVICE



Drumbeat

School & ASD Service

Equal Opportunities Policy Including Race Equality

(July 2012 – Reviewed MAY 2019)

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – EXECUTIVE HEADTEACHER

SIGNED BY CHAIR OF GOVERNORS

Katy Dwyer

DATE 12.12.19

SIGNED BY EXECUTIVE HEADTEACHER

June New

DATE 10/12/19.

Equal Opportunities

Intention

The purpose of this policy is to express clearly our philosophy underpinning equality of opportunity in the education of each of our pupils throughout their Drumbeat school career. The policy details principles immediate to putting our equal opportunity beliefs into practice. It specifies procedures pertinent to maintenance of this policy in practice.

Drumbeat is committed to ensuring equality of opportunity in line with the Equality Act 2010. We to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our students, our workforce and the community in which we work.

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. Examples of permitted discrimination are:

1. A school may arrange pupils in classes based on age.
2. A school may take positive action to deal with particular disadvantages affecting pupils of one racial group if this is a proportionate means of dealing with the issue.

The Protected Characteristics that apply to schools are:

- Age (in relation to staff only);
- Disability;
- Gender re-assignment;
- Marriage and civil partnership (in relation to staff only);
- Pregnancy and Maternity;
- Race;
- Religion Faith or Belief;
- Sex; and
- Sexual orientation.

As a Governing Body and employer we will also not accept any of the following:

- Direct or Indirect Discrimination;
- Harassment; and
- Victimisation.

We will comply with the Public Sector Equality Duty giving due regard to that duty when making decisions, taking actions and developing policies. In line

with its specific duties under the Equality Act 2010, we will publish our equality objectives and will publish information about how it is complying with the Public Sector Equality Duty. Published Information will be updated annually and objectives will be updated every four years. This information is available on our website.

Drumbeat's Equal Opportunities and Race Equality Co-ordinator is Sean Richings, School Business Director.

What is equality of opportunity?

Equality of opportunity at Drumbeat is the process of educating *each* of our pupils without prejudice. We value our pupils for their *individuality* and develop a sense of belonging to our school community that promotes self-esteem and a positive group identity. Equality of opportunity builds on the school's core values and ethos, expressed in our school's 'Vision and Values'. We respect where pupils come from, what they achieve and what they bring to the learning situation.

A main purpose in educating our pupils is the development of as many skills as possible to enable them to live in the world. To do this, pupils' school experiences at Drumbeat reflect their home and community life, as education begins with the familiar. Pupil self-confidence, esteem and positive ethnic identity are developed through reflection of individual cultural backgrounds in the educational experiences we provide.

Fundamental to our practice is facilitating *each* pupil's full access to the curriculum offered, by giving pupils the time and other resources they need to access and participate appropriately, at their level of ability, in all aspects of the curriculum.

A key skill at Drumbeat is the development of communication. We communicate with and teach communication to our pupils using the communication mode and communication resources that best meet each pupil's individual needs and at a level appropriate to each pupil's ability. We give our pupils the time they need to initiate/ respond using their preferred mode of communication. Some of our pupils are familiar with/ understand/ communicate using more than one language. We address the specific learning needs of our multilingual pupils in all subject areas.

Our pupils use a range of mobility modes. In all curriculum areas, we facilitate equal access to pupils using different modes of mobility, whilst at the same time meeting individual specific mobility needs as an integral part of all activities.

Our pupils have different learning styles; we enable equality of access to all areas of the curriculum for *each* pupil by providing learning environments, including clearly defined learning environments (Communication Support

Bases for pupils with autistic spectrum disorders) that meet the specific needs of individual pupils/ groups of pupils.

We are a mixed ability school for children and young people with ASD committed to fulfilment of the individual potential of each of our pupils. Our curriculum provides a range of learning experiences differentiated to meet the individual abilities of our pupils, offered in similar/ mixed ability groupings and one to one learning situations as appropriate. School and class displays are used as an opportunity to show that the work of *all* pupils is valued. Mainstream links may form part of the curriculum for pupils as part of the process of fulfilling their individual potential, as appropriate.

We interact with respect towards *each* of our pupils in all activities over the course of the school day. Pupils are always treated with dignity and respect while being supported in their personal care routines.

Pupils of both sexes are given equal access to and equal encouragement to use all play activities and resources and to participate in all 'day to day routines', experiences and practices, particularly in the early year's curriculum.

Working in partnership with all parent(s)/ carer(s) is fundamental to our practice. We therefore communicate with parent(s)/ carer(s) in their home language as appropriate, using LEA interpreter and translation services. We work together with all parent(s)/ carer(s) sharing information, for example, about cultures, home languages, play activities and pupils' specific needs.

We value, respect and celebrate the differences in identity, racial origin, religion, culture, language, ability, mobility and social practice in our multiracial organisation so that each pupil is valued as an *individual* without racial, gender or disability stereotyping. We are committed to treating our pupils as individuals with equal concern (Children Act 1989).

The school is committed to Article 2 of the United Nations Convention on the Rights of the Child, 1989. The article states that every child has the right to live free from discrimination. We recognise the impact of discrimination and its effect on our pupils and their families. We actively promote a learning environment free from discrimination throughout each pupil's school career, identifying and removing practices and procedures that discriminate.

The school welcomes its distinctive position in having pupils from different races and with different disabilities, and actively promotes a positive attitude towards 'difference' through a well-planned and properly resourced curriculum, embracing our responsibility in actively promoting equality of opportunity. Educational outings, visits to local community and use of community resources are an integral part of our curriculum. Parent(s)/carer(s) and members of the local community are involved in curricular activities as appropriate relating to the topics being taught where appropriate, children from mainstream schools join classes at Drumbeat.

The school appreciates the importance of what is learned and what can be unlearned during the school career of each pupil and recognises and fully supports the wider aim of education, through a culturally diverse curriculum and the development of appropriate social behaviour, to lay the foundations of a more just and equitable multi ethnic society.

Aims

In providing equality of opportunity, our practice:

- values each pupil for their individuality
- promotes a sense of belonging, in each pupil and their family, to our community, thereby promoting a positive group identity
- begins with what is familiar to our pupils
- in curriculum planning and implementation, reflects the cultural backgrounds and social practices of our pupils promoting a positive ethnic identity in each of our pupils
- facilitates full access to the curriculum for *each* of our pupils
- provides time and other resources needed for each pupil to access all aspects of the curriculum
- enables *each* pupil to make progress and attain according to and fulfilling their individual potential
- facilitates pupils using different communication modes by teaching communication to and communicating with each of our pupils in a communication mode and at a level appropriate to their individual needs
- facilitates pupils using different modes of mobility to access the curriculum equally, while having their specific mobility needs met
- provides the optimum learning environment to meet the specific needs of individual pupils
- respects pupil dignity at all times
- eliminates gender stereotyping in all activities, 'day to day routines' and practices
- works in partnership with all parent(s)/ carer(s)
- communicates with parent(s)/ carer(s) in their home language where appropriate
- values, respects, celebrates and actively promotes a positive attitude towards 'difference' ensuring no pupil/ pupil group is marginalized
- actively promotes a learning environment free from discrimination
- identifies and removes practices and procedures that discriminate

Roles and Responsibilities

At Drumbeat equality of opportunity is central to every area of curriculum content. Therefore every staff member is responsible for facilitating and promoting equality of opportunity in our practice with *each* of our pupils throughout the school day.

Subject/ curriculum area co-ordinators are responsible, when preparing policy documents and planning schemes of work and preparing documentation that puts our equal opportunity policy into practice within their subject/ curriculum area. Co-ordinators are responsible for the purchase of subject/ curriculum area resources that facilitate provision of equal opportunity for *each* pupil in achieving their full potential.

Teachers are responsible, when planning curriculum overviews, lesson plans and individual education plans, for planning to facilitate equality of opportunity for *each* pupil in their pupil group, so that provision is carefully planned and organised to enable each pupil full access to and participation in the range of activities offered. Teachers are responsible for purchasing and using class resources that reflect and value all races, religions, cultures, genders and abilities of the pupils in their class. Teachers are responsible for liaison with members of the multidisciplinary team as appropriate, regarding facilitation of equal opportunity for pupils who are supported by members of the multidisciplinary team.

When teaching the curriculum to our pupils, each teacher and team is responsible for equality of opportunity happening in practice for each of our pupils throughout the school day.

The Integration Co-ordinator is responsible, in liaison with teachers and parents, for providing suitable mainstream links for pupils for whom this is considered appropriate.

The school is working through a cycle of having standard documents translated into the home languages of pupils where appropriate; this is the responsibility of the EAL co-ordinator.

The governing body and school is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Any behaviour, comments or attitudes that undermine or threaten an individual's self esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

All members of the school community are responsible for promoting the school's equal opportunities policy and are obliged to respect and act in accordance with the policy.

Aims and objectives The governing body and school, through its adopted Equal Opportunities Policy, aims to:

- carry out its legal duty in complying with the relevant legislation (including The Sex Discrimination Act, Race Relations Act, Disability Discrimination Act and Employment Equality Regulations);
- reinforce the school's position as a provider of high quality education and as a good employer providing development opportunities;
- ensure that equality remains high on the school's strategic agenda;
- establish good people management practice and to set out a proactive agenda in which discrimination is recognised as an organisational issue which needs an organisational response;
- achieve a staffing composition that reflects the composition of the wider community; □ ensure all staff work together with a shared sense of purpose to meet the needs of every pupil; □ ensure that pupils and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;
- ensure that complaints or evidence of failure to comply with the school's equal opportunities policy will be dealt with promptly and fully investigated according to the relevant procedure (e.g. complaints relating to staff may be investigated either under the disciplinary, grievance or anti-harassment procedure as appropriate). All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable.

Policy and planning

Equal opportunities implications, including race equality, will be considered and recorded whenever school policies are developed or reviewed. All policies will be regularly reviewed to provide a comprehensive and consistent process of monitoring and evaluation.

Employment matters

Appointments: in all staff appointments the best candidate will be appointed based on strict professional criteria.

Family-friendly policies: the governing body/school is a family-friendly employer and will do its best to respond to the changing needs of all staff by publicising existing schemes designed to support employees in combining work and other responsibilities (parental leave arrangements, job share opportunities, flexitime where appropriate, carers' leave provision).

HIV/AIDS: the governing body/school recognises that people with HIV/AIDS suffer not only from the purely medical effects of the infection but may also experience prejudice and misunderstanding leading to unfair discrimination and victimisation. The governors/school therefore will ensure that people with HIV/AIDS do not experience unfair treatment in relation to employment, as pupils or as other members of the school community. The school and governing body will follow the detailed guidelines regarding staff recruitment and pupil admissions set out in Appendix B.

Transsexual employees and gender reassignment: The Sex Discrimination Act now expressly covers discrimination on grounds of gender reassignment

Training and development

The success of the Equal Opportunities Policy is closely linked to the provision of relevant training. Governors will be encouraged to take up all relevant opportunities provided by the Local Authority's Governors Training Programme.

The school will endeavour to:

- enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status;
- provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs;
- promote greater awareness of equal opportunities and the contribution which staff, governors, parents/guardians and pupils can make;
- equip employees with the skills to provide personal and organisational solutions, discriminatory practices and behaviour and to promote anti-discriminatory behaviour generally.

Professional development involves a continuous process of learning involving self-development, encouragement and motivation. The school places great importance on the relationship between team leaders and their teams and will ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of the school's performance management system.

Part Three: Monitoring, review and evaluation

1. Governors have a duty to ensure that policies are regularly monitored and reviewed. Monitoring is an essential aspect of this policy, as it should provide important information by which the school can measure its performance against its aims and objectives. Statistical information can also enable the governors and head teacher to detect where potential or

actual imbalances exist and to take steps to correct them.

2. Monitoring with respect to employment will be undertaken in the following areas on at least an annual basis by sex, race, disability, grade and subject area:

- composition of the school staff;
- recruitment trends;
- take up of training opportunities;
- promotion patterns;
- use of complaints procedure;
- use of grievance, disciplinary, harassment etc;
- use of sanctions;
- take-up of family-friendly policies, e.g. flexible working arrangements.

3. Exit interviews can also provide further helpful information and feedback.

4. Governors will ensure that the Equal Opportunities Policy is reviewed on an annual basis.

Monitoring

The impact and effectiveness of the policy will be evaluated over a three year period and the policy will be updated accordingly, keeping abreast of wider educational initiatives and developments.

Race Equality

Intention

This policy forms part of the school's Equal Opportunities Policy. The school values the cultural diversity of both pupils and staff and that of the local community in our inner city location. Therefore the purpose of this policy is to make explicit the school's philosophy regarding racial equality and cultural diversity in the education of our pupils. The policy incorporates the school's legal duties with respect to race equality.

Aims

Legal Duties

The school welcomes and embraces its duty to **promote** racial equality under the Race Relations (Amendments) Act 2000 in line with and building on the school's core values and ethos. The school is committed to the **promotion** of race equality specifically:

- **Promoting equality of opportunity** as detailed in the school's Equal Opportunities Policy
- **Promoting good relations** between members of different racial, cultural and religious groups and communities stemming from the school's Equal Opportunities Policy in practice
- **Eliminating** unlawful racial discrimination including identifying and removing practices and procedures that discriminate

Religious Observance

The school respects the religious beliefs and practice of all pupils and parents, and complies with all reasonable requests relating to religious observance and practice.

Guiding Principles

In fulfilling the school's legal duties listed above, we are guided by the following principles. These principles reinforce the core values of the school's Equal Opportunities Policy.

- The school is committed to ensuring and enabling every pupil to progress towards and attain the highest possible achievements and the best possible preparation for the next stages of their life and education.
- The school curriculum ensures that every pupil is helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- The school curriculum ensures every pupil to develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world, through looking at each other as equals.
- The school is committed to working in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination.
- The basis upon which the school works to put principle into practice is detailed in the main body of the equal opportunities policy.

The full range of school policies in action

Our duty to race equality as indicated above applies across all areas of school activity including:

- Pupil progress, attainment and assessment
- Behaviour, discipline and exclusions
- Pupil personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- The content of the curriculum
- Partnership with parents and communities
- Staff recruitment and professional development as outlined in staff development policy

Addressing Racism

The school is opposed to all forms of racism, including those forms that are directed towards religious groups and communities. The school will take action in accordance with agreed procedures to eliminate all forms of unlawful discrimination.

Roles and Responsibilities

The school governors and all staff are committed to:

- **Being proactive** in promoting racial equality, cultural diversity and good race relations in all aspects of their work, and tackling racial discrimination in line with agreed procedures
- **Encouraging, supporting and enabling** all pupils to reach their potential
- **Working in partnership** with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination.
- Ensuring that the policy is **followed**. Specifically:

The Governing Body is responsible for:

- Ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Executive Headteacher is responsible for:

- Implementing the policy and its related procedures and strategies
- Ensuring that all staff are aware of their responsibilities and are given the appropriate training and support
- Taking appropriate action in any cases of unlawful racial discrimination and dealing with reported incidents of racism and racial harassment
- Ensuring visitors and contractors are aware of and comply with the school's race equality policy.

The Equal Opportunities Co-ordinator is responsible for:

- Co-ordinating race equality work

Staff are responsible for:

- Logging racist incidents in the Racist Incidents Book located in the school office
- Reporting racist incidents to their line manager

Breaches of Policy

Breaches of this policy will be dealt using agreed procedures determined by the Executive Headteacher and Governing Body.

Information and Resources

All staff, governors and parents are provided with a copy of the policy. Pupils are made aware of the contents of the policy during PSHE/RE lessons using communication mode appropriate to their level of understanding.

All staff and governors have access to a selection of resources that discuss and explain concepts of race equality and cultural diversity in appropriate detail. These resources are kept in the Library.

Monitoring and Evaluation

Plans for implementation and monitoring of this policy are detailed in the **School Development Plan**. The effectiveness and impact of the policy will be evaluated annually and adjustments made as appropriate. The impact of this policy on pupils from different racial groups will be monitored e.g. in relation to pupil progress and attainment, exclusions, sanctions and rewards. Quantitative and qualitative data will be collected. This will inform planning, decision-making and target setting as appropriate.

Appendix A: Discrimination, victimisation and harassment

Discrimination on grounds of race, sex, disability, religion or belief, or sexual orientation is illegal. However, for the school community, discrimination is also unacceptable on any of the other grounds referred to in this policy statement. Failure to comply with the policy will be fully and promptly investigated using the appropriate procedures.

There are four ways in which discrimination may occur:

1. **Direct discrimination:** This means treating someone less favourably than others would be treated in the same or similar circumstances on the grounds of race, sex etc.
2. **Indirect discrimination:** This means applying a requirement or condition which cannot be justified to all groups but which has a disproportionately adverse effect on one group because the proportion of that group which can comply is smaller than the proportion of the group(s) which can comply with it.
3. **Victimisation:** This occurs when a person is treated less favourably than other persons would be treated because that person has done a 'protected act' under the Equal Pay Act, Sex Discrimination Act, Race Relations Act or Employment Equality Regulations, for example, by bringing forward proceedings or giving evidence or information.
4. **Harassment:** Harassment can take many forms, from the most obvious abusive remarks to extremely subtle use of power. As with unfair or unlawful discrimination, harassment can be intentional or unintentional. However, the key issue is not simply the intention of the offender but the impact of the behaviour on the person receiving it. Harassment may involve any of the following:
 - physical contact or violence;
 - offensive humiliating and intimidating remarks or actions;
 - exclusion from participation in job-related or classroom-related discussions, training or social or other events;
 - unfair work allocation;
 - unjust or excessive or humiliating criticism of performance;
 - offensive signs or notices;
 - graffiti;
 - repeated demands or requests for sexual favours.

These are merely examples and not an exhaustive list. Whatever the form, the school will provide support for any member of the school community, pupil or staff member who feels threatened or isolated because of such actions.

Appendix B: HIV/AIDS guidelines

The governors and school will:

- ensure that job applicants who are deemed to be medically fit to perform the job for which they have applied, are not denied an offer of work solely because they are HIV positive. In arriving at the decision, the school's normal recruitment criteria will be observed including the normal medical procedures;
- ensure, where possible, that resources are available to support employees or pupils with AIDS or other major health problems associated with HIV infection. The school's normal rules and procedures regarding ill health will apply in such cases. Equally the school will make appropriate arrangements for the provision of counselling (i.e. by referral to external agencies);
- give positive consideration to applications for unpaid leave for those with responsibility for caring for people with AIDS-related conditions in accordance with carers' leave arrangements;
- treat any breaches of confidentiality as a serious matter to be dealt with in accordance with the normal disciplinary (or other appropriate) procedure;
- provide appropriate training in relation to AIDS in order to combat fears and prejudice and to enable the school community as a whole to function without risk to health.