1. INTRODUCTION

Lancaster School values all staff and students and seeks to encourage them to be the best they can be.

It is a fundamental principle of the school's policies that all people should be valued. The school is committed to promoting equality of opportunity for all members of the school community; students, staff, governors, parents/carers, external agencies and visitors from the community and aims to:

- Value everyone as individuals in their own right
- Develop all members according to their needs
- Ensure equal access for all to the curriculum
- Ensure equal access to opportunities to gain qualifications regardless of attribute or circumstances.
- Provide a friendly and secure environment
- Develop knowledge and understanding of the multi-cultural nature of society and foster inclusive attitudes.
- The school's aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, sexual orientation, age, disability, and social circumstances. It is important that at Lancaster School that we meet the diverse needs of students to ensure inclusion for all and the relentless pursuit of excellence.

Lancaster School takes steps to:

- promote equality of opportunity
- promote racial equality and good race relations
- oppose all forms of prejudice and discrimination.

To support these aims and this policy, the principles of equal opportunities threads through the Monitoring and Development Plan (MDP) and where appropriate, specific tasks are outlined which the school will undertake in order to achieve the aims as set out in this policy document.

All members of the school, staff and governing body have the responsibility of implementing this policy. The effectiveness of the policy will be evaluated annually as part of the monitoring and review against the targets in the school development plan for each academic year.

The policy should be read in conjunction with:

- Monitoring and Development Plan (MDP)
- Self Evaluation Form (SEF)
- Special Educational Needs Policy
- Equality Duty
- Accessibility Plan
- Anti-bullying Policy

- Dignity at Work Policy
- New, Expectant & feeding mothers Policy
- Age Retirement Policy
- Behaviour Management Policy

and subsumes the Race Equality Policy.

2. EQUALITY IN PRACTICE

2.1 Curriculum

The Curriculum Policy for the school states that:

"all students, taking account of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure:

- breadth and balance for all;
- appropriate levels of expectation and genuine challenge;
- relevance, continuity and progression in learning

by providing courses of study and teaching methods which are tailored to the wide range of needs, interests and aspirations of our students. It also means that no student is denied access to any part of the curriculum on grounds of ability or disability.

The staff are therefore expected to:

- have high expectations of all students;
- employ a variety of appropriate teaching methods;
- ensure that students are found means of access to the curriculum and given opportunities to achieve

Tutor groups are mixed ability and vertical. Where setting exists, it is with the intention of enabling the teacher to target work more precisely. Curriculum areas have a commitment to promote racial equality in their work.

Appropriate plans are monitored by the two Heads of Learning and in each area a range of assessment methods are encouraged in order that every student has an opportunity for achievement.

The Deputy Head has responsibility for:

- advising the link Governor and the school as a whole, on festivals, languages, cultural and religious practices, which could be celebrated and used to further appreciation and understanding of the multi-ethnic and multi-cultural nature of our society.
- personal and social education provides an explicit area for the teaching and awareness raising of equality issues.
- Opportunities to promote social, moral, spiritual and cultural (smsc) awareness and British values.

As the PSHE/Citizenship lead he works with colleagues to devise a programme, which includes many aspects of equality. Liaison takes place between him and colleagues in order that a more informed and appropriately resourced programme of work can be arranged.

In careers education and guidance, students are encouraged to challenge job stereotyping through action planning, awareness raising, mentoring and specialist interviews.

2.2 Fair Assessment

All students at Lancaster School have the right to:

- Have full access to learning routes that provide the opportunity for them to reach their potential.
    - These assessment pathways will be the most appropriate and direct for the student, allowing them to gain qualifications/awards/certifications at the level appropriate to their development and future aspirations.
- Be assessed in a non-discriminatory way that is fair and allows achievement to be evidenced.
- These principles are enacted within the Assessment Policy and Equality Policy

2.3   Community

The school engages with the wider community in which it is located. As a special needs school we are keenly aware of our role in promoting understanding, appreciation and respect for the disabled young people and promoting their genuine and valued contribution to the wider community.

2.4   Ethos and Environment

The school looks for ways in which the site can be open to all students and visitors. The school is fully accessible to all.

Displays and signs around the school seek to encourage a wide understanding of a range of different cultures, as well as encouraging positive role models.

Resources used in the classroom are checked for stereotyping and/or offensive material.

Religious beliefs and customs, of all members of the school community, are shared and respected. The lunchtime assistants are aware of and cater for the dietary restrictions of all the students.

Documentation is accurate regards correct spelling and usage of student's names, family background, religious practices (dress, diet and fasting), cultural differences, home language(s) of the students.

By showing cultural awareness and sensitivity we are showing that we equally value all our students and this will help to promote their self-esteem.

2.5   Racial and sexual harassment

Our definition of racial harassment is that of the Commission for Racial Equality (CRE):

".. verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism."

Any incident which is thought to be racist, by staff, students, or any other person on the school site must be reported to the Headteacher.

Even if the victim of an incident does not complain, it should be treated as a racist incident if the other person perceives it as such. For example, a teacher overhears a child calling a Traveller child a "gypo". The adult records this as a racist incident, even though the abused child does not complain to him or her.

This reporting is used to inform the Headteacher and is included in her annual report to the governors and the Governors Report to the parents/carers. Details of such incidents are held in the school and regularly reported to the Local Authority.

We recognise that there is an unlikely possibility that members of the staff can experience racial harassment from students, from other staff, from parents/carers, or members of the public. We will support them in the same way as we would students. This support will include:

- Listening attentively and accepting their terminology
- Acknowledging their feelings, reassuring them that they were correct to make the disclosure
- Indicating that a report needs to be made to stop further harassment
- Immediate and continued support with assurance that the matter will be treated seriously and a full investigation will take place.

We discuss issues with students to prepare them to recognise and deal with racism, bias and stereotyping.

The school abides by the Local Authority guidance on Sexual harassment.

In the student domain, victims report the incident to their form tutor and prompt action is assured. The tutor should make contact with the teacher responsible for Child Protection, the Headteacher.

3. STUDENT RECORDS

The school recognises the importance of strong, positive links with our feeder schools and further education institutions, to effect a successful transition for all students. Written and verbal communications should be sensitive to all student's needs and present positive and non-stereotypical images. Prior to a student's admission to Lancaster School, senior staff, class teachers and support staff will have been fully involved in transition work, including attendance at Annual Reviews

Baseline assessment information collected and recorded for all new entrants on entry has been an important initiative to increase staff awareness of individual students and their needs.

As the records progress through the school, this information will become a valuable resource for value-added information, so that the school can analyse strengths and weaknesses in access to the curriculum.

All leavers' destinations are recorded and individuals and their families are supported through Life Long Learners Team in the borough and various transition teams for non- Local Authority students.

4. LANGUAGE AND LANGUAGE DIVERSITY

At Lancaster School we acknowledge that Standard English is the accepted means of communication in this country and we aim to ensure that all students can use it to the best of their ability. If necessary we make every effort to supply interpreters and translators for parents/carers whose first language is not English; valuing students' home languages, cultures and identities in the classroom and about the school.

5. STAFFING AND STAFF DEVELOPMENT

Staff entering the school are expected to abide by the school's aims and aspirations. The school follows the Local Authority policy in relation to staff recruitment and selection issues and the Headteacher, Deputy Head, Business Manager and various Governors hold the relevant safer recruitment certificates.

Training in equality issues is regularly offered by the Local Authority and Southend Education Trust (SET) and South Essex Teaching Schools Alliance (SETSA).

The school recognises the right of all staff to in-service training (INSET) and is committed to facilitating the participation of part-time and long-term supply colleagues in INSET.

6. MONITORING AND REVIEWING

Achievement data is analysed annually in respect of all minority groups and issues are discussed at Senior Leadership Team (SLT) meetings. The Equality Policy is reviewed annually with responses from all stakeholders.

Attendance, exclusion and suspension figures are included annually in the Headteacher's report to the governors with details of gender or ethnicity bias.

It is vital that all members of the school's staff and governing body take responsibility for monitoring equal opportunities. The equal opportunities co-ordinator endeavours to facilitate this by awareness raising briefings, meetings and reminders.

Equality Policy Appendices
1   Appendix 1 Identifying Racist Incidents
2   Appendix 2 Dealing with Racist Incidents
3   Appendix 3 Bilingual Students - Guidelines for Staff
4   Appendix 4 Gender Guidelines for Staff

Whilst much of this is recognised as not significant to our setting, we must all be reminded of our duty of care

Review details for Equality Policy

Last Review date   Autumn 2018
Next Review date   Autumn 2019

Signed by Chair of Governors ……………………………………………

Ratified at Governors' meeting on

Identifying racist incidents and behaviour

The following is a list of initial categorisations of types of racist behaviour followed by guidance on appropriate responses.

a) derogatory name calling, insults, racist jokes and language
b) verbal abuse and threats
c) physical assaults
d) ridicule based on differences of colour, race, ethnicity, nationality, culture, religion or language
e) refusal to co-operate with others because of any of the above differences
f) stereotyping on the basis of colour, race, ethnicity nationality, culture, religion or language
g) racist comments
h) racist graffiti
i) written abuse
j) damage to property
k) incitement of others to act in a racist manner
l) provocative behaviour such as wearing racist badges or insignia
m) bringing racist materials such as leaflets, magazines or computer software onto the premises
n) attempting to recruit other young people to racist organisations and groups

Dealing with racist incidents
Incidents involving students
This checklist is included as part of the policy to ensure internal consistency in the use of sanctions in relation to incidents involving students

It is recognised that teachers and staff will use their professional judgement in dealing with specific incidents but individual practice should be based on policy.
The following examples may be helpful:

Comments based on differences of colour, race, ethnicity, nationality, culture, religion or language

1   Members of staff must not ignore any form of verbal racist abuse at the school
2   Explain fully to the perpetrator that verbal racist abuse is offensive and unacceptable
3   Full report to the Headteacher on a Cause for Concern form
4   Individuals who are persistently abusive must be dealt with in line with both the racial harassment and behaviour policies
5   Parents/carers should be informed
6   Offer support to all those involved, including perpetrators
7   Record as a racist incident

Physical assaults based on differences of colour, race, ethnicity, nationality, culture, religion or language

1   Members of staff must not ignore any form of physical abuse at the school
2   In certain circumstances, the school may need the support of the police
3   Full report to the appropriate person in order: Tutor - Head of Learning - Headteacher on a Cause for Concern form
4   Parents/carers should be informed
5   Take necessary action to prevent recurrence
6   Offer support to the victim(s) and perpetrator(s)
7   Record as a racist incident.

Ridicule based on differences of colour, race, ethnicity, nationality, culture, religion or language

1   Members of staff must not ignore any form of ridicule
2   Explain fully to the perpetrator that their behaviour is offensive and unacceptable
3   Students who persist in making fun of individuals or groups in these ways must be referred to the appropriate person in order: Tutor - Head of Learning - Headteacher
4   Parents/carers should be informed
5   Offer support to all those involved, including perpetrators.

Refusal to co-operate with another based on differences of colour, race, ethnicity, nationality, culture, religion or language

1   Every student has the right to be included in school activities and the school should not exclude any pupil on racial, ethnic or cultural grounds
2   Students persistently refusing to co- operate must be referred to the appropriate person in order: Tutor - Head of Learning - Headteacher on a Cause for Concern form
3   Parents/carers should be informed
4   Offer support to all those involved, including perpetrators

5   Record as a racist incident.

Incitement of others to act in a racist manner

1   At school we need to be vigilant in identifying potential inter-group tensions that might have a racial context. In every case, consideration should be given to involving the police who can support the school
2   Refer those involved to the appropriate person in order: Tutor - Head of Learning - Headteacher on a Cause for Concern form
3   Parents/carers should be informed
4   Offer support to all those involved including perpetrators
5   Record as a racist incident.

Incidents involving staff
An allegation of racist behaviour against any member of staff, whether the victim of the alleged behaviour is a student or member of staff, should be investigated thoroughly using the school's discipline policy and procedures before any formal disciplinary procedures are instigated. It should still be recorded as a racist incident directly to the Headteacher. If the matter cannot be resolved satisfactorily by the Headteacher, the complainant should submit a formal written complaint to the Chair of Governors. The school will take advice from the Local Authority Designated Officer (LADO) in respect of any allegations made against staff.

Bi-lingual guidelines

GUIDELINES FOR STAFF

Introduction
These guidelines are to help raise awareness and to help with classroom practice.

1   Do I ensure flexible systems of grouping students so that bilingual learners have the opportunity to work alongside fluent English mother-tongue speakers and students of a wide range of abilities?
2   Do I avoid isolating bilingual learners from the rest of the class?
3   Am I aware of the linguistic, cultural and religious backgrounds of my students and how this may affect their learning?
4   Do I avoid treating bilingual learners as members of an ethnic minority group rather than as individuals?
5   Are my expectations of the bilingual learners in my class high enough?

Listening
1   How much visual, written or other kinds of support do I provide for bilingual learners in listening situations?
2   Are my oral instructions, descriptions or explanations in clear and simple English?
3   Do I offer bilingual learners the opportunity to hear (and simultaneously read) examples of new terminology, sentences and whole text at their own pace and as often as they feel necessary?
4   Do I provide opportunities for bilingual learners to hear fluent reading of texts, reading passages, whiteboard notes and instructions by both teacher and other students?

Speaking
1   Do I ensure that students need to speak in my lessons?
2   Do I provide opportunities for bilingual learners to describe in speech to the teacher and other students the activities and tasks with which they are involved?
3   Do I give bilingual students the opportunity to speak, read and write in their first languages where this aids understanding and helps support the learning of English?
4   Do I ensure that students talk precedes or is an integral part of reading, writing / or practical tasks?
5   Do I set up tasks, situations or problems where talk is a necessary component in group activities?

Reading
1   Do I provide reading materials which are based on bilingual learners own level of competence in English?
2   Do I attempt to provide simple information books relating to the topic, unit or theme I am currently presenting to the class?
3   Do I provide regular opportunities for shared reading and discussion of texts, reading passages, worksheets etc?
4   Do I avoid giving bilingual students dense texts to work on individually?
5   Are my worksheets and whiteboard work clear and legible?
6   Are the instructions on worksheets and homework assignments clear and well-defined?
7   What kind of help do I provide for study and research skills?
8   How much visual or listening support do I offer for reading tasks?
9   Do I give bilingual learners the opportunity to read their own work aloud and to discuss it with other students?

<u>Writing</u>
1   How often do I provide models for writing across the range of writing tasks which I give to bilingual learners?
2   Do I write for students? Do I act as a scribe for them? Do I help bilingual learners by writing down for them what they are able to express orally?
3   Do I allow and encourage students to write in an expressive, personal style when writing assignments are given?
4   Do I offer frameworks .for writing? Do I stage writing tasks?
5   Do I expect high standards in students' handwriting? Am I alert to any difficulties students are experiencing as a result of their lack of familiarity with Roman script?
6   Do I avoid over-correction of students' errors in written English? Do bilingual students' errors help me to plan future teaching strategies aiming at improving their writing?
7   How much support do I give for the making of written notes?

<u>Classroom Organisation</u>
1   Do I provide dictionaries and a thesaurus?
2   Do I facilitate freedom of movement around the classroom best suited to the particular lesson?
3   Do my walls reflect and display models of good work, key words, visual reinforcement of new ideas and an aide memoir of common errors?

It is the responsibility of all staff to review the strategies employed to prevent racism and encourage bilingual students to achieve their full potential.

Teaching strategies for bi-lingual students
By the time the bilingual children start at Lancaster School, the majority have learnt the basic English language social skills needed to communicate with their peers and adults. However, many may not have acquired the vocabulary and understanding to tackle competently the harder cognitive demands of the curriculum.

<u>Speaking and Listening</u>
For bilingual learners, student talk is a crucial element in their linguistic and conceptual development.

We need to:

show students the value placed on the role of speaking and listening in learning; encourage students to talk through practical activities; set up tasks requiring structured talks as follow-up activities.

We must provide collaborative and active learning techniques such as:

• small group/pair work
• flexible groups -mixed gender, single sexed groupings
• mixed ability groups -good English speaking role models and mother tongue
• support where possible
• learning situations which are enjoyable and stress free, thus enabling the students to experiment and make mistakes from which they can learn without embarrassment

and tasks which:

• are student-centred demanding interaction
• motivate
• are comprehensible
• provide visual support -real materials, objects, pictures, videos

- demand listening and speaking skills slightly above the pupils' present abilities
- involve activities where there is a degree of repetition in both the procedure and use of language, eg turn taking games and investigations
- are carefully graded to ensure that language and cognitive skills are acquired
- provide opportunities for students to exercise skills in problem solving, judgement making and decision taking
- involve students in negotiating their own learning and develop the strategy of 'students as experts'.
- For students who are in the early stages of acquiring English the following strategies are particularly beneficial:

Accessing worksheets and texts
- identifying key vocabulary
- dividing text into smaller units
- sequencing and matching
- CLOZE procedures
- choosing and ranking
- question and answer activities
- drama techniques -role play
- brainstorming
- puzzles, games
- pupils/teachers producing diagrams, timelines, flowcharts, graphs, plans,
- charts and maps
- use of video tapes
- use of ICT
- data search
- project work
- jig-sawing techniques

Written Work
- Valid alternatives to traditional written forms of reporting include collaborative work, shared writing, annotated drawings, posters and models.
- These strategies enable students to demonstrate their understanding and further extend their skills of written language.

Gender Guidelines

The purpose of these guidelines is to ensure that all genders are given equal chances to fulfil their potential - academic and social. This requires measures to be taken by all staff to ensure that all genders are treated equally and fairly, that no practices restrict achievement and development for any gender and that steps are taken to challenge stereotypes and present balanced views of the roles and expectations regardless of gender.

The checklists which follow are intended to prompt all staff to reflect on their practices and actions, conscious and unconscious, and to work to promote equality of opportunity.

Checklist for Classroom Teachers
- Examine the seating arrangements: are all genders seated separately? Is this their choice?
- Are lists arranged by gender or alphabetically, or chronologically?
- Check how tasks are allocated in mixed gender groups: Who writes notes? Who reports back?
- Be scrupulous about using non-sexist language in talking with, or about, students - including students in the class and people generally.
- Reflect on what particular qualities or achievements individuals are given praise for or are reprimanded for.
- Make sure that no one gender is stereotyped in relation to tasks, eg 'heavy' tasks 'caring' tasks.
- Look critically at the criteria used for assessing students' work, and the comments made by the teacher.
- Make sure that texts do not communicate stereotypical images of any gender or of particular occupations.
- Ensure that the content of lessons gives equal recognition to all gender's activities and their contribution to knowledge in the field.
- Vary teaching and learning styles
- Develop sequential, structured learning: break down large assignments into
- smaller, attainable targets, so that you actively teach the organisation,
- planning and analysis skills to all
- Be consistent in policies: 'no calling out', for example, applies to all genders.

Checklist for Heads of Learning
- Make sure that the equal opportunities dimensions of items on the meeting agenda of are always taken into account.
- Scrutinise long term plans and schemes of work to see if they encourage non-sexist approaches.
- Scrutinise new texts before purchase in order to check sexist bias in content, language and images.
- Regularly check assessment data to see if there are significant differences between the progress between the genders

Checklist for Assistant Head: Pastoral & Wellbeing
- Think about the way assemblies are prepared and presented. Who leads them?
- What do they focus on? Are they of equal interest to all genders? Do they present positive images of all individuals?
- In any formal settings, check the seating arrangements for staff and students to see if these arrangements reflect assumptions about gender.

- Look at the way space is used in the school and outside; does one gender dominate a particular area?
- Look critically at policy and practice in relation to uniform. Is the uniform restrictive in any way to any gender? Do rules apply equally?
- Look at extra-curricular activities. Does the gender of the teacher leading a particular activity reflect traditional stereotypes? Are the interests and needs of all genders catered for equally well?