



MARK RUTHERFORD SCHOOL

**DIVERSITY AND EQUALITY POLICY**

**Reviewed: December 2018**

## **DIVERSITY AND EQUALITY POLICY**

The following policy will now incorporate advice and guidance as laid out in the Equality Act October 2010.

### **Principles**

Mark Rutherford School has a duty to promote equality of opportunity and community cohesion for all pupils and staff, regardless of their race, religion, disability, gender or sexual orientation. The promotion of this equality is incorporated within this policy and is reflected in our school ethos and aims; the way in which we manage young people through our positive behaviour management policy and the curriculum through which we teach.

### **We are committed at MRS to**

**Promoting equality of opportunity for ALL**

**Promoting good relations between members of all cultural and racial, religious groups and communities.**

**Continuing to eliminate unlawful discrimination**

**Promoting community cohesion**

We fulfil our legal requirements through ensuring that we abide by the following principles which are reflected in the schools aims and values.

- All students will have opportunities to achieve the best that they can and strive for the highest standards so that they can achieve the best qualifications for the next stage of their life and educations
- Every student is encouraged and helped to develop a sense of identity both personal and cultural, students are encouraged to be open to change and to be receptive and respectful of other student's identities
- All students will develop the knowledge, understanding and wider skills they require to participate in the wider world and to meet the challenges of the everyday world as responsible citizens and individual members of a community locally, nationally and internationally

### **PLAN AIMS**

- To prepare young people for the opportunities and experiences that adult life may bring and enable them to live harmoniously in the rich and diverse society.
- To raise awareness of equality of opportunity and eliminate discrimination within the school community.
- To support the schools inclusion principles
- To ensure that all young people, staff and members of the community have access to the premises, curriculum and extended provision available.

## **We will achieve these aims through**

- Acknowledgement of the needs of individuals within a multicultural community and to have regard for all within it.
- Encouraging an understanding of the many facets of today's society and culture and those many individuals within it.
- Ensuring that all individuals use non discriminatory language and actions in school.
- Challenging all prejudice
- Ensuring that all students, staff and visitors are provided for at school regardless of disability.
- Ensuring that there is curriculum access for all young people including those with Special Educational Needs, Complex Medical Needs and students with English as an additional language.
- Ensuring that communication strategies are in place to meet specific needs, e.g.EAL, visual/hearing.
- Developing all young people's skills in responsibility and participation and their ability to understand others, value diversity and apply and defend human rights.
- Encouraging students to fulfil their potential and succeed at the highest possible level with no barriers to discrimination and access.
- Encouraging all to develop positive relationships with people from a variety of different backgrounds and cultures both on a local, national and international level.

## **MRS continues to promote Community a sense of through ensuring that the following structures are in place.**

1. Registers are taken in alphabetical order.
2. All staff value differences and offer pupils appropriate role models.
3. Curriculum planning within departments is reviewed and ensures that all students have access to the curriculum and an opportunity to succeed.
4. Development of student/staff relationships and encouraging all to have a greater understanding of their verbal and physical actions.
5. Racist and sexist material will not be used in the classroom, except as examples of racism and sexism.
6. Reasonable accommodation will be made to ensure that after school activities do not discriminate against individuals or groups.
7. Display work will reflect the community and promote diversity and equality.
8. Incidents where by the equality and diversity has been breached will be investigated, victim supported and perpetrator given an opportunity to realise error. Restorative justice will be offered to try to repair the damage caused and rebuild the relationship.
9. Assemblies will emphasize the many facets of Community cohesion and emphasize the interdependent nature of society.
10. Assumptions will not be made about any student or staff member. Stereotyping of any kind will not be acceptable.
11. All students will be encouraged to participate in a wide range of activities across the school.
12. The use of the SIMS Behaviour Log to record incidents and monitor the number of incidents.
13. A clear Behaviour policy with structures to ensure that all incidents of any nature are dealt with appropriately (see Behaviour Policy) for learning

This policy should be read in conjunction with the policies below

CWEST POLICY

SEN/INCLUSION POLICY

BEHAVIOUR POLICY/ANTI BULLYING POLICY BEHAVIOUR FOR LEARNING

SAFER RECRUITMENT POLICY

SAFEGUARDING CHILDREN POLICY

LA COMPREHENSIVE EQUALITY AND DIVERSITY POLICY

APPENDIX 1 Equality plan

APPENDIX 2 Background information and guidelines re: use of language (racial equality)

APPENDIX 3 References [www.direct.gov.uk/disability](http://www.direct.gov.uk/disability)

APPENDIX 4 Background information re: use of language (disability)

APPENDIX 5 Outline of procedures

## APPENDIX 1

### The Equality duty

#### The Equality Act 2010

The Equality Act 2010 replaced nine major Acts of Parliament, as well as almost a hundred sets of regulations, dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

The Act covers all aspects of school life; everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- **Admissions.**
- **The way it provides education for pupils.**
- **How it provides pupils access to any benefit, facility or service.**
- **Excluding a pupil or subjecting them to any other detriment.**

The Act defines a number of types of **unlawful behaviour**, including:

- **Direct discrimination.**
- **Indirect discrimination.**
- **Failing to make reasonable adjustments for disabled pupils or staff.**
- **Discrimination arising from disability.**
- **Harassment related to a protected characteristic.**
- **Victimisation of someone because they have made, or helped with, a complaint about discrimination.**

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- **Age.**
- **Disability.**
- **Gender reassignment.**
- **Marriage and civil partnership.**
- **Pregnancy and maternity.**
- **Race.**
- **Religion or belief.**
- **Sex.**
- **Sexual orientation.**

The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

#### **Public Sector Equality Duty**

The new Equality Duty has two parts: the “general” duty and “specific” duties. The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact on pupils and staff.

Mark Rutherford School is committed to and will continue to.....

- **Eliminate unlawful discrimination, harassment and victimisation.**
- **Advance equality of opportunity.**
- **Foster good relations.**

**Mark Rutherford school will meet this through-**

- The continued promotion of equality through our school ethos and policies. “ Every child is Unique”
- Through our positive behaviour for learning policy
- Our Cross curricular CWEST programme ( see CWEST policy)
- All students being given opportunities to be the best they can be through a varied and appropriate curriculum
- Encouraging all young people to strive for the highest standards, best qualifications for the next stage of their life and education
- Encouraging All to develop a sense of identity both personally and culturally. Encouraging young people to be open to change and to be receptive and respectful of others identities.
- All students developing wider skills and enrichment so that they can participate in the wider world and meet the everyday challenges in today’s society by being responsible citizens and individual members of communities locally, nationally and internationally  
Identifying appropriate Equality duty objectives annually.

**Mark Rutherford promotes this through –**

- The preparation of all young people for living harmoniously in a rich and diverse society
- Promoting an awareness of equality of opportunity for all
- Elimination discrimination throughout our school community
- Ensuring that all the members of our community are being committed to our Inclusion principles
- All young people, staff and members of the community have access to premises, curriculum and extended provision that is available
- Acknowledgement of needs of all individuals within our multicultural community and having due regard for it
- Ensuring that there is a good understanding of today’s society, culture and those individuals within it
- Ensuring that all individuals use non- discriminatory language and actions in school
- Ensuring that prejudice is always challenged

- Ensuring that all students, staff and visitors are provided for at school regardless of their protected characters
- Ensuring that all individuals have access to the curriculum regardless of their specific need, SEN, Medical need, EAL or protected characteristic.

**Mark Rutherford will ensure that the following structures support this-**

1. Registers are taken in alphabetical order.
2. All staff value differences and offer pupils appropriate role models.
3. Curriculum planning within departments is reviewed and ensures that all students have access to the curriculum and an opportunity to succeed.
4. Development of student/staff relationships and encouraging all to have a greater understanding of their verbal and physical actions.
5. Racist and sexist material will not be used in the classroom, except as examples of racism and sexism.
6. Reasonable accommodation will be made to ensure that after school activities do not discriminate against individuals or groups.
7. Display work will reflect the community and promote diversity and equality.
8. Incidents where by the equality and diversity has been breached will be investigated, victim supported and perpetrator given an opportunity to realise error. Restorative justice will be offered to try to repair the damage caused and rebuild the relationship.
9. Assemblies will emphasize the many facets of Community cohesion and emphasize the interdependent nature of society.
10. Assumptions will not be made about any student or staff member. Stereotyping of any kind will not be acceptable.
11. All students will be encouraged to participate in a wide range of activities across the school.
12. The Governors remain committed to continuing to seek appropriate changes to MRS for disabled staff and students within the framework of the Disabilities Discrimination Act 1995, and amended regulation 2003 which came into force in 2006. Also the SEN and DDA May 2001.
13. The use of the SIMS Behaviour Log to record incidents and monitor the number of incidents recorded which is reported to Governors.
14. A clear Behaviour policy with structures to ensure that all incidents of any nature are dealt with appropriately (see Behaviour Policy) and that no group of students is overly represented in our sanctions system.

**The role of the governing body**

To ensure the school takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour.;

To support and guide the school to have “due regard” for equality in all its functions.

To ensure the school complies with the Equality Duty and meets the two “specific duties” for schools:

1. **To publish information to show how MRS is complying with the Equality Duty** (which should be updated annually)

**2. To prepare and publish at least one specific and measurable equality objective at least every four years.**

**Mark Rutherford Equality Objectives 18-19**

**Objective 1**

To continue to monitor and strive for 96% attendance for all with a reduction in Persistent absent students to < 10% with a specific focus on disadvantaged students.

**Objective 2**

To close the gap in attainment for disadvantaged students particularly, CLA, PP, EAL and SEN compared with others nationally.

## **Background information and guidelines**

### **What is racist behaviour?**

The Commission for Racial Equality defines racist behaviour as:

“any hostile or offensive act by a person of one racial group or ethnic origin against a person of another racial group or ethnic origin, or any incitement to commit such an act in:

- such a manner that it interferes with the peace and comfort of the aggrieved person
- that the person aggrieved fears for their safety
- that the quality of life of the person aggrieved is reduced.”

Racist behaviour is damaging to society in general and to those groups and individuals towards whom it is directed in particular. Racial harassment is a particularly direct and often violent form of racism. It can take place in any school, regardless of the number of pupils from different ethnic backgrounds on the roll. It could be argued that there is particular need for vigilance where there are isolated populations.

Schools have a duty to promote good relations and mutual respect and tolerance between different racial groups. This document has a more narrow focus in terms of the way in which behaviour should be challenged and reported.

### **Racist incidents**

The Stephen Lawrence Inquiry (MacPherson) Report made specific reference to the duties of LEAs and school governors. One of the recommendations arising from the Inquiry concerned the definition of a racist incident. This has been widely accepted and is:

“any incident that is perceived to be racist by the victim or any other person”

The following are examples of racist incidents, which may involve students, teachers and auxiliary staff. If they occur they should be dealt with and recorded.

### **Disrespect and non co-operation**

- ridicule of an individual’s cultural difference, e.g. food, music, dress, language etc.
- showing ignorance of a student’s cultural practices, in a way which makes the student feel uncomfortable, belittled or harassed
- refusal to co-operated with other people because of their ethnic origin

### **Verbal harassment**

- derogatory name calling, insults and racist ‘jokes’
- racist comments in the course of discussions
- verbal abuse and threats

### **Physical harassment**

- violent attacks or physical intimidation of children and adults of different ethnic backgrounds

### **Other incidents**

- damage caused to a person’s property which is racially motivated

- provocative behaviour such as wearing racist badges or insignia
- racist graffiti
- bringing racist materials such as leaflets, comics or magazines into the school
- attempts to recruit other pupils and students into racist organisations
- incitement of others to behave in a racist way

It is vital that ALL staff are aware of the following advice (further details and explanation can be found on Equality and Human Rights Commission Website [www.equalityhumanrights.com](http://www.equalityhumanrights.com) )

- The use of accurate names where possible is always preferable to the use of descriptions
- There are also words which in the past have been frequently used are now deemed unacceptable (see below)
- The word 'black' as a descriptor is politically acceptable. Pupils from and Indian subcontinent find the use of the word 'Asian' acceptable although it is a generalisation
- Teaching materials should be carefully scanned for stereotyped or racially unaware messages
- Subject areas which deal with the issues of race should make sure that they are presented in a balanced, rational and informative way.
- Assemblies, Personal Health, Social and Citizenship Education (CWEST) events and other public events should seek to inform pupils actively about the wider multi-ethnic community.
- Any cases of racial discrimination, use of racist language or name-calling or threatening/demeaning behaviour by any individual within our school community should be reported at once as this will need to be logged on SIMS and reported.
- Pronouncing pupils names correctly is absolutely essential.
- Staff should have high expectations of all students

In preparing pupils for the world beyond the school it is absolutely essential that they are all aware that we live in a multi-cultural and multi-ethnic society.

It is essential that they are open and accepting of the rights, background and experience of others who they may have to deal with in further and higher education or in the world of work.

Words to avoid (deceptive euphemisms)

- 'coloured' should be avoided, as it implies that 'white' is the norm – (statistically inaccurate in the world terms) although some of the guides to political correctness refer to 'persons of colour'
- 'Mixed race' has been replaced by 'dual heritage'.

## **APPENDIX 3**

### References

From October 1<sup>st</sup> 2010, Equality Act replaced most of the Disability Discrimination Act. However, the disability equality duty in DDA continues to apply.

[WWW.equalityhumanrights.com](http://WWW.equalityhumanrights.com)  
[www.direct.gov.uk/disability](http://www.direct.gov.uk/disability)

### **Extract**

#### Equality Act 2010

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in areas of

- Employment
- Education
- Access to goods, services and facilities

The Equality Act also provides rights for people not to be directly discriminated against because they have an association with a disabled person.

## APPENDIX 4

It is always best to refer to people as individuals by knowing and using their names.

The following suggestions are included as phrases/words to avoid.

- **Afflicted with** This conveys a tragic or negative view about disability
- **Suffering from** This confuses disability with illness and also implies that a disability may be personal burden. Increasingly, disabled people view their disability as a positive rather than a negative experience.
- **The blind** Lumping everyone together in this way is felt by many to take away their individuality. The most appropriate term to use here is 'people with visual impairments', or 'blind people'.
- **Victim of** This again plays to a sense that disability is somehow a tragedy.
- **Cripple or crippled by** Use the term 'the person has...'
- **Wheelchair bound** Disabled people are not tied into their wheelchairs. People are wheelchair users or someone who uses a wheelchair. A wheelchair offers the freedom to move around and is a valuable tool.
- **Deaf and dumb** This phrase is demeaning and inaccurate. Many deaf people use sign language to communicate and dumb implies that someone is stupid. Use 'a person with hearing impairment', or 'a deaf person', or 'sign language user'.
- **The disabled** There is no such thing as the disabled. Use the term 'disabled people'.
- **People with disabilities** The term 'disabled people' is the preferred term within the social model of disability. 'People with disabilities' suggests that the disability 'belongs' to the disabled person, rather than 'disabled person' which accurately infers that society disables the individual, thus adopting the social model of disability.
- **Handicapped** This term is inappropriate, with images of begging and disabled people being cap in hand.
- **Invalid** The term literally means not valid.
- **Able bodied** The preferred term is 'non-disabled'. 'Able-bodies' suggests that all disabilities are physical and ignores unseen disabilities, and that disabled people are not able.
- **Normal** - to be avoided at all costs!

Some phrases are perfectly acceptable. People who use wheelchairs do 'go for a walk'. It is perfectly acceptable to say to a person with a visual impairment 'I will see you later'. Deaf people are unlikely to take offence at 'Did you hear about...'. Common everyday phrases of this kind are unlikely to cause offence.

'The first barrier to achieving equality for disabled people is not understanding where the disability comes from'.

### Action Plan to address the General Duty to promote equality for all

| Guidelines  | Actions   | Timing & Review      | Responsibility For monitoring & evaluation  | Outcomes   |
|---|---|----------------------|---|--|
| <p>1) Promote good relations with all students to ensure that students are understanding of all protected characteristics through teaching and learning &amp; the curriculum.</p> | <p>Equip our pupils with the interpersonal skills to live &amp; thrive alongside people from many different backgrounds.</p> <p>To provide a balance and focus to curriculum experiences which will form the core of the promotion of our school as a community.</p> <p>To arrange events/cross-curricular projects/assemblies/performances &amp; charity events which encourage all students to participate.</p> | <p>Annual review</p> | <p>HOD's<br/>HOH<br/>SENCO</p><br><p>KH<br/>JS<br/>ID</p><br><p>HOH, ID, JS</p><br><p>Whole School<br/>LG</p> | <p>Positive relationships.</p> <p>Pupils are aware of protected characteristics.</p><br><p>Pupils experience a variety of subject matter which challenges them to consider and learn about cultural diversity, equity &amp; cohesion.</p><br><p>Pupils experience a variety of learning situations which encourage them to draw links between different subjects and learn using cross-curricular rationale.</p> |
| <p>2) Promote equity and excellence through equality</p>  | <p>Review school documentation</p>  | <p>Annual review</p> | <p>LG</p>   | <p>Guidelines &amp; procedures accommodate equality &amp; diversity agenda.</p>  |

### Action Plan to address the General Duty to promote equality for all

|                        |  |                      |  |  |
|------------------------|--|----------------------|--|--|
| <p>of opportunity.</p> | <p>Ensure recruitment procedures promote equality of opportunity.</p> <p>Admission code Adhered to.</p> <p>Review employment procedures &amp; practice in light of current D.D.A. guidelines.</p> <p>Monitor appointments of staff according to guidelines.</p> <p>Monitor pastoral &amp; academic data to monitor &amp; track progress of all pupils and to support with intervention where required.</p> <p>Use of Rewards &amp; Behaviour Management Systems.</p> <p>Counter incidents that are discriminatory with clear messages &amp; respond to pupils with perceived</p> | <p>Annual review</p> | <p>LG/KF</p> <p>LG</p> <p>KF/RM<br/>LG&amp; Govs.</p> <p>HOH's<br/>HOD's<br/>JSG<br/>KH</p> <p>KH/JSG/FB<br/>HOH's<br/>Subject Staff</p> <p>All Staff<br/>HOH'S<br/>TUTORS</p> | <p>Documentation/evidence available for scrutiny for all appointments.</p> <p>Open and transparent admission to school.</p> <p>All applicants for posts dealt with on merit/suitability/qualifications/experience.</p> <p>Pupil data shows appropriate support offered.</p> <p>Pupils supported and incidents dealt with fairly.</p> <p>All pupils/groups reflect positive attitude &amp; understanding.</p> |
|------------------------|--|----------------------|--|--|

### Action Plan to address the General Duty to promote equality for all

|   |  |               |   |  |
|---|--|---------------|---|--|
|   | <p>marginal attitudes, clear messages given to pupils.</p> <p>Pupils given equal opportunity to access course/options.</p> <p>Ensure vulnerable groups are engaged and supported.</p>  |               | <p>HODs, LG</p> <p>HODs<br/>JSG<br/>HOH</p>                             | <p>All pupils provided with relevant &amp; appropriate course.</p> <p>All pupils fully engaged and supported in school.</p>  |
| 3) Engagement of the community & extended services. | <p>To sustain &amp; develop partnerships with groups in the community e.g. employers/primary schools/L.A. agencies /Twin Town Schools.</p> <p>To set up and develop student/parent voice through year/school council and parent focus group.</p> <p>To offer pupils a range of activities outside lessons, e.g. sport &amp; music clubs/study support.</p> <p>To provide support for</p> | Annual review | <p>HOD's<br/>HOH's</p> <p>EM</p> <p>LG<br/>HOD<br/>HOH</p> <p>HOH's</p> | <p>School working in partnership with local/national/international groups to provide opportunities for pupils.</p> <p>Pupils' &amp; parents' view represented &amp; considered in School</p> <p>Pupils engaged in a range of activities outside lessons to broaden &amp; extend their learning.</p> <p>SEN pupils fully supported with</p> |

**Action Plan to address the General Duty to promote equality for all**

|  |  |  |     |                                      |
|--|--|--|-----|--------------------------------------|
|  | SEND pupils which involves parents and carers with access to targeted and Specialist Services. |  | JSG | parental involvement in the process. |
|--|--|--|-----|--------------------------------------|

### Action Plan to address the General Duty to promote sex/gender

|  | <b>Actions</b>  | <b>By whom</b>   | <b>When/How</b>   | <b>Outcomes</b>  |
|--|---|--|---|--|
| i Eliminate unlawful sex/gender discrimination   | <p>Ensure all appointments follow gender equality guidelines</p> <p>Ensure all job descriptions are non gender specific and reflect gender equality, except in the cases of specific exemptions, e.g. PE</p>  | Leadership Team/<br>Governors                              | Ongoing<br><br>Ongoing  | <p>Appointment process clear and transparent.</p> <p>Job description and specifications show clear evidence of gender equality.</p>  |
| ii Eliminate harassment related to gender  | <p>Raise awareness of personal safety with appropriate use of email.</p> <p>Monitor and challenge sexual name calling</p>   | LG/JS<br><br>All staff                                     | Annual briefing<br><br>Ongoing response, timed assembly   | <p>Students have information re safety when using ICT</p> <p>No incidents reported.</p> <p>Behaviour management systems show reduction on incidents of sexist name calling.</p>  |
| iii Promote equality of opportunity between men and women  | <p>Challenge students' stereotypical images of gender roles</p> <p>Challenge assumptions re boys' achievement and potential</p>   | All staff<br><br>All staff                                 | TUTOR time focus<br>Opportunities within<br>Lessons<br>Personal Development<br>Curriculum events/<br>Assemblies<br>(calendared) | <p>Classroom discussions, Questionnaires and focus groups</p> <p>Show raised awareness</p>   |
| Other actions required (please list), e.g. curriculum, attainment or pay gap, according to the setting of the school | <p>Ensure all subjects offered to all students at KS4 with appropriate guidance</p> <p>Ensure catch-up revision classes open to all pupils according to need</p> <p>Examine curriculum for gender bias: materials, teaching programmes and lesson plans</p> | LG<br><br>Heads of Departments<br><br>Heads of Departments | February each year<br><br>March – May each year<br><br>Department meetings  | <p>Students' option choices reflect the same choices available for all pupils</p> <p>Attendance at booster/ revision/ Catch-up classes reflect need rather than gender specificity</p> <p>Clear evidence from curriculum Materials</p> |

**Action Plan to address the General Duty to promote sex/gender**

|  |  |                                     |                                |  |
|--|--|-------------------------------------|--------------------------------|--|
|  | To support all staff CPD as appropriate to school setting          | Heads of Year/ Heads of Departments | Add to Staff Handbook guidance | Appropriate CPD opportunities open<br>To all staff |
|  | Ensure trips and extended school activities open to boys and girls |                                     |                                | Students participation in trips is open to all     |

## **APPENDIX 5**

Ms K Hughes Deputy Head (Pastoral) is the member of staff with designated responsibility for the implementation of this policy.

All staff are responsible for –

- Dealing with discriminatory incidents, and being able to recognise and behaviour that is unacceptable;
- Promoting equal opportunities and good race relations and avoiding discrimination against anyone for reasons listed as protected characteristics.
- Keeping up to date with the law on discrimination, and taking up training and learning opportunities.
- For more information please see [www.legislation.gov.uk/2010/15.section/4/](http://www.legislation.gov.uk/2010/15.section/4/)