



Bennerley Fields School

Equality Information and Objectives

Version	Date	Minute Number
1 - Date Approved	16.12.2014	16.2.3
Review Requirement : 4 Years		

BENNERLEY FIELDS SPECIALIST SPEECH & LANGUAGE COLLEGE

EQUAL OPPORTUNITIES GUIDANCE 2011

Policy Statement.

Bennerley Fields School promotes and ensures equal opportunities for all members of the school community, irrespective of their background, race, class, gender or their individual special needs. We have adopted a non-exclusion policy which means that we strive not to exclude or reject any of our pupils in any way.

Equality of opportunity at Bennerley Fields School is based on the following core values.

The ethos of the school supports the development of self-respect and self esteem in all pupils, staff and the community it serves. We place a high value on diversity and treat every member of the school as an individual. In this respect, we aim to meet the needs of all, taking account of differences of gender, ethnicity, culture, religion, language, sexual orientation, age, disability and social circumstances.

All staff are aware of the need for the curriculum to reflect cultural diversity and of the need to prepare pupils for life in a pluralist society.

Bennerley Fields School is opposed to all forms of prejudice and discrimination.

1. Attainment and Progress

- 1.1 Our aim is to ensure all pupils achieve standards of the highest levels. Pupil achievement is monitored by formal and informal procedures. It is analysed by gender, ethnicity and background.
- 1.2 Any pattern of underachievement of a particular group is addressed through targeted curriculum planning, teaching and support.
- 1.3 The school will ensure, where possible, that assessment is free of gender, cultural and social bias.
- 1.4 Pupils are encouraged to take responsibility for their own learning where appropriate, through regular self-assessment.
- 1.5 Progress reports to parents are accessible and appropriate, in order to ensure all parents have the opportunity to participate in the dialogue.
- 1.6 All forms of achievement are recognised and valued.

2. Attitudes, behaviour, personal development and attendance.

- 2.1 The school promotes positive approaches to difference, fostering respect for people and property. Language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group will not be tolerated.
- 2.2 There is high expectation of all pupils with regard to behaviour and attendance.
- 2.3 All forms of harassment, including racism, sexism and homophobia, are recorded, monitored and dealt with in line with the school's behaviour and anti-bullying policies and in line with the Derbyshire County Council's recognised good practice.
- 2.4 Pupils, staff and parents are aware of procedures should incidents of harassment arise and all staff operate consistent systems of rewards and discipline.
- 2.5 The school works in partnership with parents and the community to tackle specific incidents of harassment and to develop positive attitudes to difference.
- 2.6 Staff members will receive training and are encouraged to explore their own views and attitudes to difference and to monitor their practice in relation to this policy.
- 2.7 It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.
- 2.8 Pupils are encouraged to become independent and to take responsibility for their own behaviour.
- 2.9 Exclusions and attendance are monitored by gender, ethnicity, special educational need and background.
- 2.10 The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is followed up by appropriate personnel who are aware of community issues.

3. Teaching

- 3.1 Whenever possible pupils are encouraged to become responsible for their own learning.

- 3.2 Teaching is responsive to pupils' different learning styles in order to engage all pupils.
- 3.3 The teacher ensures that the classroom is an inclusive environment in which pupils feel all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them.
- 3.4 Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.
- 3.5 Pupil grouping in the classroom is planned and varied.
- 3.6 Teachers challenge stereotypes at a developmentally appropriate level and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- 3.7 Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas.
- 3.8 All resources are reviewed regularly to ensure they reflect the inclusive ethos of the school.

4. Curriculum

- 4.1 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes.
- 4.2 All pupils have access to the National Curriculum, unless subject to disapplication.
- 4.3 The curriculum builds on pupils' starting points and is differentiated appropriately:
 - For pupils with English as an additional language
 - For pupils from minority ethnic groups, where necessary
 - For pupils with Special Educational Needs
- 4.4 The content of the curriculum reflects and values cultural diversity.
- 4.5 Where possible, the curriculum encourages pupils to explore bias and to challenge prejudice and stereotypes.
- 4.6 All subjects contribute to the spiritual, moral, social and cultural development of all pupils.

- 4.7 Extra curricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.
- 4.8 Informal events are designed to include the whole school community and at times will target minority or marginalised groups.

5 Leadership and management

- 5.1 All school policies reflect a commitment to equal opportunities.
- 5.2 The management of the school and the governing body set a clear ethos which reflects the school's commitment to all its pupils and staff.
- 5.3 Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and wider community.
- 5.4 All staff members are consulted in the decision making process.
- 5.5 Additional grants and resources are appropriately targeted and monitored.

6 Staffing

- 6.1 All staff, including non-teaching and part time staff are given status and support.
- 6.2 The induction of new staff addresses issues of equality.
- 6.3 Staff training and handbooks include equal opportunities issues.
- 6.4 All members of staff have access to INSET which will enable professional development.
- 6.5 Recruitment and selection procedures are fair and equal.
- 6.6 Staff reflect ethnic and gender diversity at all levels.
- 6.7 The skills of all staff members are recognised and valued and staff are encouraged to share their knowledge.
- 6.8 Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

6.9 The Headteacher is the named person responsible for equal opportunities in the school. All staff have a responsibility for ensuring equality in their work with pupils.

1. Partnership with parents and the community

1.1 All parents are encouraged to participate at all levels in the full life of the school.

1.2 Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

1.3 Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc is included in all admissions forms.

2. Monitoring and review

8.1 All members of staff and the governing body have the responsibility of implementing this policy. The effectiveness of the policy will be evaluated on an annual basis by the co-ordinator for Equal Opportunities.

Revised November 2014

BENNERLEY FIELDS SCHOOL
RACIAL INCIDENT REPORTING FORM

PERSON COMPLETING FORM:

Are you a Bennerley Fields Pupil?

YES NO

Are you a member of Bennerley Fields School staff?

YES NO

If YES to either of the above, please give the following details:

Name:

If NO, please give the following details:

Name:	
Address:	
Postcode:	
Telephone number (daytime):	
Telephone number (evening):	
When are the best times if we need to contact you?	

DETAILS OF INCIDENT:

Where did the incident happen?	
Details of incident (including how reported or observed)	
Action requested (if appropriate)	
Action taken (if appropriate)	
Time of incident	Date if incident
Date of report	

PROCEDURE

When completed, this form should be returned to:

Mrs Debbie Gerring
Headteacher
Bennerley Fields School
Stratford Street
Ilkeston
Derbyshire DE7 8QZ

BENNERLEY FIELDS SCHOOL

Guidance for staff

Racial Incidents Performance Indicator

Introduction

The Macpherson enquiry into the murder of Stephen Lawrence, a black teenager killed in a racist attack at a South London bus-stop, highlighted the problems that can arise where racist incidents are not recognised as such, or where complaints of racism against public authorities are not taken seriously. One of the ways in which Government has responded to this issue is to create two new Performance Indicators which authorities are required to monitor and report on annually to the Audit Commission.

Councils are now required by law to keep the following information:

- A record of any racial incident reported to the council
- A record of the action taken in respect of that incident.

They are also required to publish a Performance Indicator each year showing the number of reported incidents and the number of incidents on which they have taken action. The authority will be collating and reporting the indicator to the Audit Commission.

The purpose of this school based guidance is limited to the recording of incidents and action taken. Staff who need guidance on how to deal with a racial incident, or on the most appropriate action to take, should seek advice from the Headteacher in the first instance.

Definition

The Performance Indicators define a racial incident as *“any incident regarded as such by the victim or anyone else”*.

This is a very broad definition and means that if an incident is thought to be racial by (for instance)

- the victim
- a witness to the incident
- the council officer to whom a report is made
- another council officer reviewing a report of the incident

then it meets the definition and should be counted as racial. Incidents might include

- alleged racial discrimination in the provision of, or failure to provide, a service
- racial abuse by council staff or other service users
- bullying
- failure to act to prevent racial abuse when advised that it was occurring
- racist graffiti
- racial violence or threat of violence

Recording an incident

Any incident reported to any member of staff must be recorded – even if the complaint is nothing to do with the school.

Feedback system

A form has been developed to help identify racial incidents easily. A copy is attached and must be completed for any racial incident. Completed forms should be passed to the Headteacher. This will allow us to monitor racial incidents.

Incidents between staff as well as pupils

This policy applies to incidents between staff, between staff and pupils or between pupils.

Recording further action

It is vitally important that a record is also kept of what action is taken in respect of an incident. Action taken might include:

- school based sanction
- a detailed investigation, with interviews of those involved
- referral to the police or to some other body (such as the Citizens Advice Bureau)
- a warning to the perpetrator (if an oral warning is given, it must be recorded at the time it is given)
- mediation
- relocation of the victim
- removal of graffiti

Three important points

It is worth noting three important points about this requirement

1. No one is required to publish any details of any incident, so there will never be a breach of confidentiality in relation to any of this information.
2. Although we record whether or not action was taken in respect of an incident, no-one outside the school will evaluate the appropriateness or otherwise of any action taken in respect of an incident.
3. Nevertheless, the school wishes to take, and to be seen to take, a responsible and sensitive approach to racial incidents. We are therefore very keen to ensure that the requirements of the Performance Indicators are observed and may monitor individual incidents and actions internally to determine the adequacy of guidance to staff handling such incidents.

Queries and difficulties

In case of any uncertainty as to this procedure, please contact the Headteacher in the first instance.