



## **RELIGION & BELIEF**

### **(EQUALITY POLICY)**

#### **Introduction**

The schools which form part of the Community Schools Alliance Trust (CSAT) are multi-cultural communities. We believe that everyone in our schools is of equal value and should have equal opportunities.

All members of our schools will be treated equally regardless of sex (including gender reassignment) disability, age, sexual orientation, religion or belief and race.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our schools. The staff, trustees and governors strive to give unconditional trust and ask of pupils that they endeavour to be honest, respect other people and their property.

Equality on the grounds of race, religion and belief is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and should all be equally valued.

This policy does not form part of any staff member's contract of employment and may be amended at any time.

#### **Aims**

- Our main aim is to offer an education appropriate to each individual pupil's needs regardless of their race, colour, ethnic or national origins, or religious beliefs.
- With regard to the provisions of the Equality Act 2010 and the Public Sector Equality Duty, we aim to tackle racial discrimination and to promote equality of opportunity and good race relations across all areas of school activity.
- We aim to ensure that everyone at our schools (staff, pupils, parents, contractors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.
- We aim to ensure that active encouragement is given to all in order to enable them to fully develop talents and personal skills for co-operative interaction and academic excellence. No one person has the right to deny another person of his or her educational opportunity.
- Where contractors are working on site, measures will be taken to ensure their employees operate according to our schools' equal opportunities and racial equality policies and code of practice.

#### **Objectives**

- To regard all our pupils as being of equal value and to ensure that the needs of all pupils are identified and met, and that they are able to achieve their full potential, helping to raise standards across our schools.

- To challenge, in a positive way, any form of racial prejudice, whether overt or covert, which contradicts our equal opportunities philosophy. This means adopting a consistent and unambiguous stand, from which we strive to overcome prejudice and ensure equality of opportunity for all, thus protecting the rights and liberties of every individual.
- To foster self-esteem and respect for each person as an individual and to create a positive and inclusive atmosphere where there is a shared commitment to respect diversity and difference, to challenge and prevent racism and discrimination, and to encourage good relations between people of different racial groups.
- To prepare pupils to be good citizens, living and working in a multi-ethnic society and to take up the responsibility of participation, and to treat all others as we would wish to be treated. The citizenship education programme and the agendas of year and school councils will play key roles in achieving this objective.
- To create and retain a workforce that is valued for their diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills. To achieve this, our schools will maintain strong community/parental links and the trustees and governors will give support to our schools and all its stakeholders, to ensure an effective educational delivery.
- To link with our broader work on social inclusion.

## **Guidelines**

Any policy related to racial equality must reflect in its mission, aims, objectives and practice:

- Human dignity (pupils develop a sense of worth of self and others, irrespective of social, cultural, ethnic, linguistic or faith background).
- Justice and fairness (pupils value genuinely democratic processes and principles and are willing to take action on this).
- Commitment to equality (pupils recognise the principle of equality as the underpinning of relationships between individuals, groups and societies).
- Recognition and value of diversity (pupils develop an open-minded approach to other cultures and social groups and are willing to learn from them).

From this the following key guidelines emerge:

- All pupils should be encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community.
- Every member of staff needs to accept responsibility for establishing a reasonable climate for debate and extending opportunities for controversial discussion. They must address widely held misconceptions to avoid the risk of pupils with limited experience arriving at consensus views of doubtful validity.
- The provision of genuine equality of opportunity must be inherent in the education our schools offer. Our schools will challenge any gender stereotyping, which leads to constraints on the development of pupils' abilities and aspirations and will include the opportunity to study multicultural issues as an intrinsic part of all programmes and teaching.

- Our schools will demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self-esteem.
- More specifically this means the following codes of practice for governors and staff, pupils, parents and carers, visitors and contract staff.

### **Trustees, governors and staff**

- Staff will treat each other and all pupils with respect.
- Staff will examine the ideas and images in books and other resources and will challenge negative images and give all pupils positive images.
- Policies on displays, notices, meals, uniform, etc. in our schools will reflect its multi-cultural, multi-racial population.
- Attendance at in-service training courses on equal opportunities will be encouraged. Staff will make every effort to understand the origins and nature of racism and sexism and to recognise their own prejudice.
- Our schools value the fact that many pupils are bilingual and will encourage the teaching and/or use of community languages.
- Positive links will be developed with the homes of pupils and communities from which our pupils come.
- Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of us all. Our schools will support victims of such incidents, on or off the premises.
- Appointment and promotion of staff will be made and monitored in accordance with our schools' equal opportunities policy for staff selection, appointment and promotion. The governing board will monitor the balance at all levels of gender and ethnicity as well as membership of the governing board.

### **Pupils**

- All pupils are valued for themselves and can expect to have their culture and language treated positively and with respect.
- Pupils will be given the opportunity in the classroom to discuss and with which to identify and understand racism, sexism and other forms of prejudice.
- Pupils will be able to contribute to the development of equal opportunities and other school policies through the year and school councils.
- If pupils feel they have been abused racially or bullied they should report the matter immediately to their tutor, Head of Year, Assistant Head of Year or Assistant Headteacher. All pupils can expect to be listened to and have their complaints investigated. If a pupil feels their complaint has not been properly dealt with they may take the matter to the headteacher.
- Pupils who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the school and, in particular, their tutor and/or year head. Anyone who has committed such offences will be appropriately dealt with. In the case of pupils, this may include exclusion from our school.

- All pupils should treat each other and staff with respect.

#### **Parents/carers and visitors or contract staff**

- Parents/carers are very important to our school and, in particular, they have much to contribute to our equal opportunities policies; their views are welcome and valued at all times. We ask that all parents/carers fully support our school equal opportunities and racial equality policies.
- Our school will discuss with parents/carers any incidents of racist or sexist abuse or bullying in which their sons or daughters have been involved.
- If parents/carers are aware of incidents of racism, sexism or bullying then they should contact their child's tutor, pastoral co-ordinator or the appropriate senior member of staff.
- Any visitors or contract staff visiting or working at our school who become aware of any incidents of racism, sexism or racism should report them to the headteacher or one of his or her senior staff. They should also abide by the code of conduct established by the school in relation to equal opportunities.

#### **Implementation**

- Our school will operate the policy in respect of all staff appointments and promotions and monitor gender and ethnicity balance of appointments and promotions.
- All subject teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy.
- Information will be collected about pupils' performance and progress in all areas of school activity, including racial groupings, to analyse trends that could have an adverse impact on pupils' attainment:
  - Admissions and transfer procedures.
  - Assessment and subsequent groupings by ability/attainment levels.
  - Curriculum, teaching and learning (including language and cultural needs).
  - Pupil behaviour, discipline, punishment and reward.
  - Exclusions (fixed and permanent).
  - Racism, racial harassment and bullying.
  - Staff recruitment and career development.
  - Membership of the governing board.
  - Parental involvement.
  - Working with the community.
  - Support, advice and guidance given by tutors, year heads, learning mentors and counsellors.
- Information will be collected on parental perceptions and targets set to focus on improving levels of satisfaction with the school, thereby reducing complaints.

- All contraventions of this policy will be treated as disciplinary matters.

### **Evaluation (monitoring and assessment)**

- This policy is to be monitored by the designated personnel to ensure its effectiveness through our school's self-review processes and as a part of our PSED.
- Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders, ensuring that staff, pupils and parents understand and meet their responsibilities.
- The effectiveness of the policy will be confirmed by its impact upon the raising of all pupils' levels of attainment, together with an increased inclusive atmosphere for all stakeholders and towards particular goals such as strengthening the gender balance at senior level.
- This policy statement will continue to be discussed with pupils, parents/carers and staff, trustees and governors.
- The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole school community. The statement will be reviewed annually.

### **Policy Review**

This policy was reviewed in September 2020



Signed:.....  
Chair of Trustees