



Equal Opportunity & Racial Equality Policy

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Description: This policy outlines the School's approach to equal opportunities and racial equality.

OUR SCHOOL AIMS

- ❖ *To foster intellectual curiosity and a love of learning.*
- ❖ *To achieve high academic standards in a supportive but disciplined atmosphere.*
- ❖ *To equip pupils with the skills and knowledge to meet the challenges of our rapidly changing world.*
- ❖ *To instill an enthusiasm in interests and opportunities beyond the classroom.*
- ❖ *To support pupils' development of a sense of justice and an awareness of their rights and responsibilities as global citizens.*

1.0 Introduction

- 1.1 The School (Lingfield College, Lingfield College Prep, Lingfield College Nursery, Lingfield College Sixth Form) is an equal opportunity school where the ethos aims to provide a safe and secure learning and working environment for all pupils and staff. The School values its pupils as unique individuals, each with their own abilities, difficulties, attitudes, experiences and backgrounds, and is committed to promoting equality of opportunity for all pupils, as well as staff and job applicants.
- 1.2 The School aims to create a working environment in which all individuals are able to make the best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. Equal opportunities are provided in all areas of the curriculum regardless of their gender (including those in the gender reassignment process), ethnicity, social circumstance, disability, ability, religion or sexual orientation (known as 'protected characteristics') thus promoting positive attitudes and good practice within the School.
- 1.3 This policy has been constructed in line with the SEND Code of Practice: 0 to 25 years (Jan 2015). It takes into consideration the recommendations from the 2010 Equality Act and the Equality and Human Rights Commission, as well as guidance from Surrey County Council on reporting and responding to racist incidents. Further details on racism and guidance on identifying racist incidents can be found in Appendix A.

2.0 Aims & Objectives

The School recognises the need to positively act in the following ways to ensure that there is no discrimination related to the protected characteristics laid down in the Equality Act 2010:



- To promote open, non-discriminatory enrolment of children and recruitment of staff
- To maintain an open approach to membership of the governing body in order to try and reflect a broad cross-section of the local community.
- To encourage positive attitudes and establish good patterns of behaviour within the School
- To foster a genuine concern for the well-being of every individual in our school community
- To encourage sensitive and supportive relationships between staff, pupils, governors and parents
- To raise an awareness of issues of equality of opportunity thus raising self-esteem, expectations and enhancing performance
- To reflect the strengths of a diverse society and equip children for life within it
- To create an environment which discourages negative attitudes and which fosters a sympathetic awareness and understanding of the diversity of society
- To actively promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect & tolerance of those with different faiths
- To counteract and question all forms of prejudice and discrimination
- To work with the school community, parents and other agencies to ensure that any type of discriminatory behaviour is treated seriously and prevented from taking place in future
- To provide a broad, balanced and relevant curriculum in a supportive environment as a basis for successful learning and participation
- To use teaching and learning approaches to enable each individual to achieve their potential socially, intellectually and emotionally
- To meet the individual needs of all the School's pupils, including those who are disabled, ensuring that every pupil is valued and included by making reasonable adjustments to support them
- To enable children to have equal access to extra-curricular clubs, and, where possible, to enable participation in the full range of sporting activities, competitions and matches in which our School is involved
- To make appropriate provision for pupils with specific dietary or dress requirements on religious, cultural or medical grounds
- To educate all members of the school community in ways of identifying racial bias and stereotyping, and also in ways to respond to it

3.0 EQUAL OPPORTUNITIES: PUPILS

All staff are encouraged and expected to evaluate the effectiveness of the practices and processes within the School to ensure that they are as inclusive as possible, while good communication is seen as a crucial means of supporting all pupils, particularly those with learning, social, mental or physical problems.



4.0 The Curriculum

- 4.1 The School aims to ensure that there is no bias or discrimination within the curriculum, and Heads of Department, Key Stage Leaders, Subject co-ordinators and senior staff monitor their area of responsibility to support the implementation of this policy. Where relevant, teaching resources reflect the wide ethnic diversity of British society, and a wide range of teaching methods and processes of learning are used to promote tolerance and sensitivity for the feelings of others, such as drama, role play, videos, art, music, and display work.
- 4.2 Through talks in Assemblies and class discussion during PSHE / PSHECE sessions, form time and topic work, the School aims to provide a moral caring approach to equality which spans multi-cultural beliefs and instils within the pupils a sense of tolerance, comparison and understanding of the diversity both within our own community and in the wider society. Through a free exchange of ideas, the focus is on challenging and discouraging myths, stereotypes and misconceptions, particularly in the context of the Prevent strategy.
- 4.3 Depending on year group, forms and classes are grouped according to ability, strengths and interests, and appropriate differentiation is used in lessons. The individual needs of pupils, as detailed by parents and previous schools are addressed by teachers and the school's SENDCo, working with parents and outside agencies where relevant.
- 4.4 The Co-curricular programme is devised with equal opportunity in mind, and provides pupils with a number of activities that appeal to a wide range of different talents, interests and abilities.

5.0 Assessment and Achievement

- 5.1 Staff are fully aware of the importance of equal opportunities to pupils' achievement, and emphasis is also placed on the fair distribution of rewards and punishments. Value is placed on a wide range of different achievements and experiences, many of which are celebrated publicly in Assemblies, Prize Givings and on the school website.
- 5.2 The School monitors the individual needs of pupils as they progress through school by means of academic tracking, meetings with relevant staff and parents, communication with staff and, where necessary, the involvement of external agencies such as Educational Psychologists, Counsellors, CAMHS staff and medical experts.
- 5.3 Non-discriminatory language is used in reports and documents throughout the School. All documents demonstrate a commitment to equal opportunities, and avoid inappropriate discrimination of all types.

6.0 Bullying and Harassment

- 6.1 All staff are vigilant in recognising verbal and physical forms of harassment, prejudice and stereotyping, and particular issues are raised in staff meetings and INSETS.
- 6.2 All manifestations of harassment are addressed immediately once they have been recognised. Name calling, racist remarks and sexist remarks are dealt with when they are known to have occurred and are treated very seriously. They are discussed at a level that the child will understand, so that he/she will realise that such behaviour is not only very hurtful but also totally unacceptable. All adults take on the responsibility for condemning and reporting incidents to the class teacher, Head of Year, Key Stage Leader or senior staff, who will act in accordance with school policy.
- 6.3 It is the responsibility of each member of staff to ensure that this equal opportunity policy is implemented in their classroom and in the school as a whole, and it is also important that any temporary staff are made aware of the school's ethos.



- 6.4 By implementing this policy, the School hopes to foster an atmosphere of value and understanding within every member of the school community, together with a feeling of individual self-worth.
- 6.5 Breaches of this Equal Opportunity and Racial Equality Policy are dealt with in accordance with the Behaviour Management Policy, the Anti-bullying & Cyberbullying Policy and the Exclusion Policy.

7.0 Responsibilities and Monitoring

7.1 The Governing Body

Responsibility for this policy and its effective implementation rests with the Governing Body, who will:

- Review the Policy annually
- Review all policies and strategies covered within the scope of this policy
- Monitor and evaluate the operation and impact of the policy
- Provide the resources and support structures needed to ensure the effective implementation of the policy

7.2 The Headmaster

- Implement the policy and its related procedures
- Communicate the statement and its implications to staff, pupils, parents and other bodies
- Ensure that all staff are aware of their responsibilities and given appropriate training
- Take appropriate action in any cases of racial discrimination

7.3 Staff

- All staff are responsible for recognising an incident of discrimination, such as racist bullying or stereotyping, and dealing with it appropriately
- The Head of Lingfield College Prep or the Deputy Head (Pastoral) in Lingfield College will log racist incidents
- Promote equality in all forms in their teaching and management of pupils

7.4 Admissions

- The Department for Education requires the School to record details on the ethnicity of pupils, and a questionnaire is sent to all parents in their welcome pack on joining the school.
- Details of ethnicity codes are stored on iSAMS.

8.0 EQUAL OPPORTUNITIES – STAFF

- 8.1 The School adheres to the Equality Act 2010 in all areas of employment including recruitment, training, disciplinary and capability proceedings and exiting from the School whether through resignation, redundancy or retirement.



- 8.2 The Equality Act covers exactly the same groups of individuals that were protected by previous legislation that was in place. However, the headings of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity are now to be known as 'protected characteristics'.
- 8.3 In addition, the School adheres to the Part-time Workers (Prevention of Less Favourable Treatment) Regulation 2000, giving the right to part-time workers not to be discriminated against in comparison with comparable full-time workers, unless the School has objective justification. Where appropriate the principle of 'pro rata' treatment applies.

9.0 Recruitment and Promotion

All School recruitment documentation states that the School is an Equal Opportunities Employer. This applies to external and internal recruitment. Candidates will be assessed on their ability to do the position advertised i.e. skills, qualifications and abilities.

10.0 Recording Information

Once selected for a position at the School individuals are asked to fill in a Personal Details form which includes an Equal Opportunities Monitoring form.

11.0 Staff Conduct

All staff are expected to take responsibility for understanding and complying with school policies relating to equality of opportunity, inclusion, access and bullying. In addition, staff need to address or raise concerns with the HR Manager should they witness or experience unlawful discrimination, bullying, and stereotyping no matter who is the victim or the perpetrator. See Staff Code of Conduct for further details.

12.0 Disability

- 12.1 The Equality Act 2010 defines disability as 'a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. The definition is wide. It is unlawful discrimination for an employer to treat a person less favourably than others for a reason relating to disability.
- 12.2 Under the Act the School is required to take 'reasonable steps' to ensure that we do not discriminate against anyone who would like to apply to work, or currently work for the School. At the application stage, individuals are asked if they have any disabilities or medical concerns that would require us to make reasonable adjustments to assist them, should they be invited for an interview, for example using an interview room with ramp access for an individual with reduced mobility.
- 12.3 In the instance where an individual becomes disabled during their career at the School, the School will endeavour to make reasonable adjustments to enable the individual to stay. Each case will be assessed on an individual basis and in a sensitive manner.

13.0 OTHER RELEVANT POLICIES

- Admissions
- Anti-Bullying and Cyberbullying



- Behaviour Management
- Child Protection & Safeguarding
- Curriculum
- Disability
- Educational Visits
- E-safety
- Exclusion
- Extra-Curricular
- First Aid
- Health & Safety
- Prevent Duty Action Plan
- PSHE / PSHECE Policy
- Safe Staff Recruitment
- Special Educational Needs and Disability (including Accessibility Plan)
- Staff Code of Conduct
- Whistleblowing

Last reviewed July 2020

Next review due August 2021



APPENDIX A

Racism

How to Identify Racist Incidents

'The Race Relations Act (1976) defines discrimination on 'racial grounds' as discrimination relating to race, colour, nationality (including citizenship) or ethnic or national origins. African-Caribbeans, Gypsies, Indians, Pakistanis, Bangladeshis, Irish Travellers, Jews and Sikhs are among the groups recognised as racial groups under the Act.'

'No Racism Here' p.6: Surrey County Council

Racist incidents can involve people from any racial or ethnic background, and in schools can involve pupils, school staff, governors, parents and visitors.

- **Verbal and non-verbal abuse:** bullying, name-calling, racist jokes, non-verbal abuse (e.g. mimicking an individual because of racial, language, or cultural differences), refusing to cooperate with others because of racial or cultural differences, verbal threats.
- **Cyberbullying:** racial harassment (either verbal or by means of images) via text, messaging, or e-mail.
- **Physical abuse:** damage to an individual's property, physical intimidation or physical assault where the victim, witness, or anyone else thinks there is a racist motivation to the attack.
- **Other racially-based behaviour:** collusion with the racist behaviour of others, inciting others to behave in a racist way, racist graffiti, displaying racist insignia (e.g. wearing racist badges, logos or clothing), possessing or distributing racist literature, attempting to recruit others to racist organisations.

Surrey guidance on combatting racism in schools includes the following guidelines:

'Racist incidents can involve people from any racial or ethnic background, and in schools can involve pupils, teachers, school staff, governors, parents and visitors. Some incidents, e.g. racist graffiti, may not involve an identified victim.'

Racist incidents can occur between people of the same ethnic group, while incidents involving people from different ethnic groups are not automatically racist in nature.

Most racist incidents would come under the category of bullying behaviour, and the school's Anti-bullying & Cyberbullying Policy includes racist incidents. Other types of incident, such as graffiti, possessing racist materials or telling racist jokes may occur even when there is no target of abuse present.

Racist incidents are considered by the criminal justice system to be more harmful than incidents that do not contain a racist component. Racist attacks are committed not only against a community but also, in the view of offenders themselves, on behalf of a community'.

Guidance for Surrey Schools on Reporting and Responding to Racist Incidents (Updated 2010)

In implementing this Equal Opportunity and Race Equality Policy, the School aims to consider whether all racist incidents are being reported to staff, whether the needs of both victims and perpetrators are being met, and whether there are further preventative measures the School could take to reduce the likelihood of racist incidents.



The School is legally required to keep records of all racist incidents and to take appropriate action when they occur.

The Governors are also informed of any cases of racially-motivated bullying that have taken place.

Ethnicity Codes used by HR

ASIAN OR ASIAN BRITISH

- Bangladeshi A-BAN
- Indian A-IND
- Pakistani A-PKN
- Any other Asian background A-OTH

BLACK OR BLACK BRITISH

- African B-AFR
- Caribbean B-CAR
- Any other Black background B-OTH

CHINESE

- Chinese C-CHE

MIXED

- White and Asian M-WA
- White and Black African M-WBA
- White and Black Caribbean M-WBC
- Any other Mixed background M-OTH

WHITE

- British W-BRI
- Irish W-IRI
- Gypsy Roma W-ROM
- Traveller of Irish Heritage W-IRT
- White European W-EUR
- Any other White background W-OTW

ANY OTHER ETHNIC BACKGROUND

- Any other ethnic background O-OTH

NOT KNOWN

- Refused to give ethnicity N-REF
- Ethnic background not obtained N-OBT