

THE CHARTER SCHOOL
EQUALITIES and DIVERSITIES Single Equalities Scheme

The Charter School goal

We enable all students to develop the knowledge, skills and character so that they can be happy in life, and be successful in higher education or the inspiring career pathway of their choice.

Statement

The Charter School is a multi-cultural, multi-racial community of around 1400 pupils and adults. We believe that everyone in the school is of equal value and should have equal opportunities in school, the community and in life.

People in society can be discriminated against and treated as if they are worth less than others because of their race, religion or language; because of their gender or sexuality; because of their class or because of a disability. This is not acceptable in our school.

People are individuals and therefore different. They have different needs and different contributions to make to the life of our school and of the community. We expect all members of our community to give respect to other people.

Equal opportunities 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. Everything that follows in this statement is to help everyone involved make The Charter School a real equal opportunities and inclusive school.

PRINCIPLES

The Charter School believes that the diversity of our population is one of our greatest strengths. In line with the 2010 Equality Act, we are committed to ensuring equality of opportunity for every person in the school community regardless of their age, sex, race, disability, religion or belief, sexual orientation, or because of gender reassignment, or because they are pregnant or are a parent.

Every attempt is made to ensure that equal of opportunity is reflected in all aspects of school life. Prejudice and discrimination in any form is tackled and pupils, parents and staff must report any incident where they believe these are being exhibited. Pupils and parents must report any incident to their Tutor or Year Leader or any other adult, and staff to their line manager or Headship Team.

PURPOSES

The Charter School provides:

- excellent education for children from the local community
- a safe, supportive learning environment, which stimulates and motivates pupils,
- an education that realises the full potential of every individual pupil
- an atmosphere in which everyone flourishes and achieves, where people are valued make positive contributions to the school and where pupils go on to become responsible, independent members of society.

We do not welcome or admit organisations to our school whose ethos is at odds with our clear stance on Equalities and Diversities.

The Charter School educates and prepares its pupils from diverse backgrounds, cultures, faiths and communities for citizenship in a multiracial and multicultural society within a friendly, caring and stimulating community.

The values of The Charter School are grounded on respect for:

- working hard and to the best of ones' ability and aptitude
- diversity of achievement in all areas of the school's life
- oneself and each other
- the community and the environment

The Charter School aims which are related to Equalities and Diversities are given below:

- to promote equal opportunities for all
- to enable every pupil to develop her or his aesthetic, cultural, social and physical talents
- to help pupils consider carefully key moral, religious and spiritual aspects of life
- to help pupils become considerate and responsible citizens able to make well-informed choices about their future
- to respect the variety and diversity of the backgrounds, cultures and faiths represented in the school community while at the same time valuing the common culture and heritage of which all are part

These aims form the core principles underpinning this policy. Equal opportunities is concerned with "enabling all individuals to develop their personal qualities and talents to the full, to learn to respond sensitively to ideas and beliefs that may not coincide with their own, and to respect views arrived at by reasoned thinking and argument. It requires that individuals accept the interdependence and common obligations of all human beings" (OFSTED).

We believe our pupils should be prepared for "adult life in multi-cultural, multi-lingual Europe, interdependent with the rest of the world". The school serves a multi-cultural community with pupils from the major ethnic groups and works to foster tolerant, fair-minded attitudes and respect for others and to prepare individuals for citizenship as part of a British, European and world-wide community.

General Policy

- The Charter School condemns racism, sexism and negative attitudes towards disability, homophobia and discrimination of any kind.
- All pupils are helped to develop self-esteem and to feel valued as individuals. New tutor groups are formed to reflect the diverse nature of the school population.
- Pupils are given many opportunities to discuss and understand racism, sexism, homophobia as well as other forms of prejudice. It is important that everyone understands the hurt and harm caused by discrimination and prejudice of any kind.
- Pupils are able to contribute to the development of equal opportunities and other school policies through the school council.
- Dealing with discriminatory behaviour, abuse and intimidation is the responsibility of everyone - all pupils and staff can expect to be listened to and have their complaints investigated. If a pupil or a member of staff feels her or his complaint has not been properly dealt with s/he may take the matter to the head teacher or the chairman of governors.
- Pupils or staff who have suffered racist, sexist, homophobic or other forms of personal verbal or physical abuse or intimidation are supported by the school and anyone who has committed such offences will be appropriately dealt with.
- Positive attitudes towards gender, cultural diversity and special needs of all kinds are cross-referenced in all curricular, pupil welfare and staff policy statements.
- Pupils are encouraged to be open-minded and to challenge prejudice.
- The school's performance in equalising opportunities is monitored, including areas such as the use of resources, examination entries and successes, and school leaver destinations.
- Bullying and harassment of any kind is dealt with swiftly and may lead to exclusion or dismissal where any allegation is proven with no extenuating circumstance.

- The Headship Team and governing body monitors and keeps under review recruitment, appointments, promotions, staff training and other staff policies to ensure there is no overt or covert discrimination. However, the right is reserved, for specific appointments, to recruit either a male or female member of staff to comply with existing legislation (e.g. the supervision of pupils changing for PE).

The Charter School considers the following issues in working to support our pupils:
Appearance

- We work to ensure that no member of our community is treated unkindly because of any aspect of their appearance

Background

- It is recognised that pupils come from a range of backgrounds and action will be taken to ensure that the school offers materially disadvantaged pupils opportunities and facilities to compete equally with their peers
- Parents should be made aware of financial help and concessions available in cases of hardship

Disability / Physically Challenged

- Every effort is made to integrate pupils with disabilities into the normal life of the school and the classroom.
- Classroom strategies are adapted to help pupils with disabilities.
- The school works to continue to maintain and improve access for pupils with mobility disabilities.

Ethnic and Cultural Issues

- Pupils are encouraged to contribute to their education and the education of others by bringing their cultural experience, values and perceptions to it.
- Choices of teaching materials, so far as possible, take account of pupils' previous experience and knowledge and should recognise multi-cultural perspectives.
- Attention is given to the integration of pupils from all ethnic groups in the classroom and throughout the life of the school.

Family or lifestyle

- We work to ensure that members of our community who live in alternative lifestyle of family arrangements are treated with respect and not victimised in any way

Gender

- Both boys and girls are encouraged to aim high and to utilise all the opportunities available to them in all areas of the curriculum and school life.
- Careers education allows all students to be aware of the full range of opportunities available to them in a modern society.
- We implement strategies to prevent any transphobic abuse and bullying

Intellectual Ability/Disability

- Each pupil is encouraged to fulfil his/her potential in all areas of the curriculum.
- Each pupil experiences different teaching and learning styles in order to maximise achievement.
- Policies, displays, notices, meals, uniform in the school all reflect the entire pupil population in terms of ethnicity, language, race, gender, sexuality and disability. Positive images of pupils are used to illustrate the commitment to inclusion and equal opportunities.

Race Equality

The school is committed to tackling racial discrimination in all its forms and is determined to promote race equality and good race relations across all areas of school activity. The policies of the school reflect this commitment. Particular areas of importance include:

- Progress, attainment and assessment
- Behaviour, discipline and exclusions
- Pupil personal development and pastoral care
- Teaching and learning strategies
- Admissions and attendance

- Curriculum provision
- Religious faith
- Staff recruitment and professional development
- Partnerships with parents and communities

Sexuality

- We implement strategies to prevent any homophobic abuse and bullying

Use of appropriate language at The Charter School

We acknowledge that language is a very powerful medium for expressing our philosophy, ethos and beliefs, both overtly and covertly.

As such, we believe that language needs to reflect the society in which we live and work.

Language which discriminates against sections of our population is insensitive and can be offensive, ceasing to be an effective tool of communication. Language needs to be inclusive and not exclusive, and therefore must not imply or reinforce stereotypes, as language influences our attitudes and behaviours.

We make sure that all members of our community understand that no terms that are derogatory are acceptable and will be challenged and followed up.

The covering or teaching of controversial issues in curriculum areas

Our curriculum often raises difficult topics in order to fully engage pupil understanding of potentially controversial topical news issues. When we know difficult or potentially controversial topics are planned for particular modules, we will gain parental consent for the classes directly involved. Should potentially controversial topics arise out of normal class debate and discussion, particularly in areas of the curriculum such as Citizenship, Drama, etc, families will be notified if we feel a pupil to have been affected by the discussion in any way

Equalities and Diversities and Safeguarding for visitors to school

Any visitors or contract staff visiting or working at our school who become aware of any incidents of racism, homophobia, sexism or bullying should report them to Reception, any member of staff, the Headteacher or one of the Headship Team. Visitors are expected to abide by the code of conduct established by school in relation to equal opportunities and racial equality.

Concluding Statement

The Charter School is a fully inclusive school that meets the individual needs of all our pupils. This Inclusion and this Equal Opportunities Policy is the framework within which all our policies are developed. We make explicit the values of our school and seek to ensure that all stakeholders are committed to upholding these values. Everyone in the school is of equal value and should have equal opportunities in school and in life. The governing body, the Headteacher and staff recognise our responsibilities in making this happen, which means being both flexible and adaptable.

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