



**Melrose School
Equal Opportunities
Policy
2017-2018**

PART 1

At Melrose School everyone has the right to be treated equally regardless of gender, race, culture, belief, sexual orientation or exceptional need.

The school respects and embraces individuality. All members of the school community have a right to be equally valued and respected. We also extend this respect to all visitors and members of the wider community of which we are a part.

Pupils have the right to access and enjoy the very best of educational opportunities matched to their individual needs, age and maturity.

All members of the school community have the right to feel safe and secure.

In order to achieve this staff need to ensure:

- they actively provide good role models,
- they treat pupils, parents and colleagues with respect and kindness,
- they challenge attitudes that reinforce stereotypes and prejudice, and
- they actively promote shared values.

Governors will monitor that the school is upholding these values. Incidents of discriminatory abuse will be shared with Governors, who will challenge the school and deal with matters sensitively with the aim of promoting tolerance, accepting Community Cohesion.

The school will actively promote a wider understanding of itself as part of a local, national and global community, in the knowledge that this will influence the shaping of a more tolerant and understanding society. The school community recognises the diversity within its own population of ethnicity, language and cultural experiences. This tolerance and acceptance is to be promoted and recognised as a positive strength of the school. The school will be proactive in furthering the understanding and tolerance of disability and special needs. It will reflect the notion that all children or families affected by special needs or disability are part of our responsibility.

All children have the same rights. "Rights" are things every child should have or be able to do. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As our young people grow, they have more responsibility to make choices and exercise their rights.

In planning for and delivering the curriculum, formal and informal, staff need to:

- ensure there is an equitable representation of cultural, linguistic and religious diversity in lessons,
- ensure that there is an equitable representation of cultural, linguistic and religious diversity in displays,
- ensure that there is an equitable representation of cultural, linguistic and religious diversity in celebrated festivals, and
- ensure that pupils develop an understanding and respect for those of other cultures, faiths and life styles.

We aim to develop in pupils an understanding of the world in which we live by encouraging an active and dynamic appreciation of worldwide issues and current affairs. As part of the Prevent Duty we support our pupils in understanding issues such as extremism and radicalisation. We aim to deal sensitively and honestly with issues related to death, poverty, illness, abuse, 'honour-based' violence, disasters, prejudice and conflict.

A belief in equal opportunities, inclusion and access for all, underpins all issues related to curriculum or employment.

Within the school no pupil or adult is to be denied access to any opportunities due to issues related to gender, race, culture, belief, sexual orientation or exceptional need.

Our shared values embrace tolerance and acceptance through the development of a greater understanding of, and the active celebration of individuality in the wonderful and richly diverse world in which we live.

RACIAL EQUALITY POLICY PART 2

At Melrose School everyone has the right to be treated equally regardless of gender, race, sexual orientation, culture, belief or exceptional need.

The school respects and embraces individuality. All members of the school community have a right to be equally valued and respected as an individual. The school also recognises and values the diversity within its community, in the knowledge this broadens understanding of the range of values and beliefs. The school community actively promotes understanding and tolerance, seeking to promote a sense of community cohesion and mutual acceptance.

Pupils have the right to access opportunities and educational entitlement regardless of race, colour, gender, beliefs or exceptional need.

All members of the school, and visitors to the school, have the right to feel respected and valued for who they are regardless of race, colour, gender, beliefs, sexual orientation or exceptional need.

In order to achieve this staff need to ensure:

- they actively promote equality,
- they respond to incidents of racial disharmony or abuse consistently reporting and recording incidents,
- they treat all members of the community with respect for their individuality,
- they actively challenge attitudes that reinforce racial inequality and prejudice,
- they actively participate in the Prevent Duty training provided and feel able to challenge views of extremism and radicalisation,
- they actively promote shared values.

The Governors need to ensure:

- they monitor the promotion of equality within the school through a named Governor,
- they review procedures and practise for promoting equality of opportunity in all aspects of school life,
- they annually review procedures for actively responding to racial inequality and abuse,
- they actively promote racial equality in their actions and decisions,
- they support the school aims and ethos in promoting the rights of the individual regardless of gender, culture, belief, sexual orientation or exceptional need.

In planning and delivering the curriculum staff need to ensure:

- that there is an equitable representation of cultural, linguistic and religious diversity in lessons,
- that there is an equitable representation of cultural, linguistic and religious diversity in displays,
- that pupils develop an understanding and respect for those of other cultures, faiths and life styles.

The school has in place procedures for recording and reporting any acts of racial abuse or discriminatory abuse of any nature including homophobic/bi-phobic/transphobic. Any reported incidents will be responded to by the Head of School and/or Safeguarding Officer as well as informing the Executive Headteacher and Governors.

The school will actively promote racial equality through action plans recorded in the School Improvement Plan. Incidents reported will be reported to Merton LA, as requested.

All staff and pupils will be encouraged and given appropriate opportunities to express their anger or hurt at being the victims of abuse. All staff and pupils will be encouraged to make appropriate reparation for any acts of abuse or racism.

Any incidence of abuse or racism will be taken seriously. The school will also actively challenge any learned behaviours, attitudes, values and beliefs, which indirectly or directly cause offence or hurt.

Within the school no pupil or adult is to be denied access to any opportunities due to issues related to gender, culture, race, belief, sexual orientation or exceptional need.

Our shared values embrace tolerance and acceptance through the development of a greater understanding of our school community, local community and the national and global communities of which we are a part. We will continue to actively celebrate individuality and diversity, in the knowledge that in doing so we promote a better future for all.

Equalities Statement and Objectives

At Melrose School we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, sexual identity, religion and belief.

We recognise that these duties reflect international Human Rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The following is our statement of equality: at Melrose School everyone has the right to be treated equally regardless of gender, race, culture, belief, sexual orientation or exceptional need.

At Melrose School all learners and staff are of equal value and worth:

- we recognise and respect differences,
- we foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- we observe good practice in relation to equalities during staff recruitment, retention and development.

We aim that all pupils and staff at Melrose School understand that they have the right to be treated equally with due regard to their needs. They are actively encouraged to understand that they are accepted for the person that they are and that they are valued as such. We aim for each to experience a feeling of belonging.

Objectives

- We are aiming to further our support programs for families, to enable all those challenged by disability to share concerns, develop new skill sets and reach greater understanding.
- We are aiming to further equal opportunities for our learners by continuing to prepare students skills for work, through our college links that prepare pupils for the next stage in their education and ultimately we are aiming to demonstrate that the skills that our learners can bring to the work force are both equitable and marketable.

We are aiming to further foster good relationships and social understanding and acceptance with pupils across the age ranges through the use of form groups, mentoring, PSHE curriculum and our Pupil Forum and School Council

- We are aiming to contribute to the local community of schools by using our skills, knowledge and expertise to support all learners with special needs and all staff who strive to support these pupils. This is achievable through our membership of Mitcham Town Community Trust and Teaching School status programs such as ITT and courses.
- We are aiming that all pupils who are experiencing emotional difficulties will be supported by the use of individual or group input or therapies, follow an individual programme of support and develop strategies to manage their needs. We will achieve this through our mentoring, therapies and by support from outside agencies such as CAMHS.

Date reviewed: Autumn 2017

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