



THE BEMROSE SCHOOL

EQUALITY AND DIVERSITY POLICY

MANAGER: N WILKINSON

ADOPTED: JANUARY 2019

INTRODUCTION

This plan sets The Bemrose School's approach to promoting equality and valuing diversity. The Bemrose School is committed to equality and diversity and we recognise the importance of making sure our policies, procedures and the way we run the school are barrier free. The school takes full account of staff and student ability, social background, race, religion, gender and sexuality and individual differences so that the education we provide is relevant, worthwhile and appropriate for both fulfilment of the individual as well as for the needs of the wider community.

This plan covers the six strands of equality – sexual orientation, race, ability or disability, religion or belief, age and gender or gender assignment in different aspects of a student's life in within the school.

This document is split into 2 sections:

- Section A- Background information about the area and the school;
- Section B- The school's overall approach to promoting equality, recognising and celebrating diversity and tackling discrimination;

SECTION A

1.1 The Law

The Equality Act 2010 replaced all existing legislation and provides one equality act to ensure that public bodies, including schools, promote equality and tackle discrimination; this includes legislation covered in the following Acts:

- Race equality duties resulting from the Race Relations (Amendment) Act 2000
- Under the Disability Discrimination Act 2010, public bodies including schools have to produce Disability equality schemes to comply with the Disability Equality Duty

- Under the Equality Act 2010, public bodies, including schools have to produce a Gender equality scheme and look at equality in age, religion and sexuality.

This plan sets out in detail how the school intends to meet its statutory duties and follow best practice.

1.2 The School within the community

The school is located in the California/ Stockbrook area, which is close to central Derby with a catchment of students from this area and further afield. The school has a large ethnic mix of pupils across both genders. The majority of the students come from areas with a low IDACI code and there is also a significant number of students eligible for pupil premium.

The Bemrose School ensures that all students have an equal chance to make good use of the education the school offers. It has strong links and partnerships with local businesses and the community to support students in securing the best economic future and to take full advantage of their opportunities in society. The school will, on every occasion, actively demonstrate within the community its opposition to any form of discrimination and negativity against students and people within the community because of their ability, social backgrounds or individual differences. Community cohesion will always be promoted.

The school aims to foster positive attitudes, behaviour and tolerance towards sexual orientation, race, ability or disability, religion or belief, age and gender or gender assignment. We ensure, as much as we reasonably can, that all members of the school have a positive self-image.

These principles must inform and guide every group in the school.

1.3 Equality – aims and values

The core purpose of the Equality Plan at The Bemrose School is to provide and improve equality and excellence for all to promote the highest possible standards. The principles of this plan apply to all stakeholders – pupils, staff, governors, parents and community members.

The school believes that every individual within its learning community should be given equal opportunity to achieve and succeed. At The Bemrose School a wide range of learning experiences are provided. The Bemrose School is inclusive for all in an environment that supports need, aspiration and ability.

Access to our policies and guidelines is currently through the school website – opportunity to offer an opinion is always available through the school email system along with the traditional post.

SECTION B

1.4 Leadership, Management and Governance

The Governing body is committed to meeting its duties under Equality Act 2010 and aims to follow the good practice set out within the statutory codes of practice and guidance which support the legislation. While the governing body has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The governing body recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance. The governing body recognises that discrimination may occur on more than one of the grounds at the same time and that equality of opportunity cannot be achieved by treating all people alike. The governing body acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

Policy planning, implementation and review

The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties (see 1.3).

All policies, procedures and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality. As further equality requirements come into force policies, procedures and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

1.5 Admissions attendance, behaviour, discipline and exclusion

The school's admissions policy complies with the Admissions Code. The admissions process is monitored through the LA to ensure that it is administered fairly and equitably for all pupils. Comprehensive information about students'

ethnicity, first language, religion, physical needs, etc., is included in all admissions' forms.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions.

Exclusions and attendance are monitored and evaluated resulting in effective action taken in order to identify trends and therefore reduce gaps between different groups of pupils.

Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues. There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable. (See Appendix for Procedures for Dealing with Discriminatory Behaviours).

Appropriate reasonable provision is made for leave of absence for religious observance for pupils and staff. This is included in the planning of school's academic calendar.

1.6 Disability

The school makes every reasonable adjustment to accommodate disability to ensure that all can access education. Changes, where necessary and reasonable, are made to ensure that access to provision is available.

1.7 Pregnancy and maternity

Any student who falls pregnant during their statutory education years will be supported to complete their education.

- A risk assessment will be completed to ensure that access arrangements are in place
- A referral will be made to the school nurse and the appropriate local services supporting teenage mothers.
- A qualified mentor will be identified to ensure protection of the pupil's physical, emotional and social needs in the school. The mentor will liaise with home and external agencies under the supervision of the Senior Assistant head teacher (inclusion)

- Staff will work with external agencies to secure an appropriate educational setting for the later weeks of pregnancy and through parenthood.

1.8 The School Curriculum

The Bemrose School aims to maximise the potential of all members of the school to the fullest possible extent. Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands in all key stages and also within the nursery provision. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds and prepares them to take their place in the world of today.

The curriculum builds on pupils' starting points and is differentiated accordingly to ensure the inclusion of gender; pupils' learning; language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are disabled; pupils who are looked after; pupil premium and pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events, e.g. school productions and assemblies cater for the interests and capabilities of all pupils. The school will try to reflect due regard towards parental preferences and concerns but not at the expense of equality. Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups.

1.9 Teaching and Learning

All pupils have access to the mainstream curriculum in accordance with DfE guidelines.

Classroom staff ensure that the learning can take place in an inclusive environment in which pupils feel safe, included and their contributions are valued. 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.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and may, where appropriate be analysed by equality indicators. Classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and

displays reflect the experience and backgrounds of the range of people living in the UK. They celebrate diversity and challenge stereotypes in all curriculum areas and also other activities round school such as assemblies. These are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

There is a value in using resources that are biased if that bias is indicated to the pupils – these can be used to raise awareness. However, staff should take care not to misrepresent people and countries through historic, cultural, social and economical relationships.

1.10 Personal development and pastoral care

The pastoral support system takes account of disability, gender, religious and ethnic differences, and the experiences and particular needs of people living in a diverse society. The school provides support for EAL students and encourages them to use their home and community languages. Where a strength and interest in a home language is detected and applicable, students are encouraged to pursue a qualification in the language further.

All pupils are provided with appropriate career advice and guidance [IAG]. Work experience providers are asked to demonstrate their commitment to equality principles. Placements are monitored to ensure compliance.

Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are involved, where appropriate.

Monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor the attainment, progress and the well-being of pupils, and, where appropriate, targets will be set to address any identified inconsistencies. The school will endeavour to use monitoring data, including that relating to disability, ethnicity, gender and SEN, to monitor admissions, attendance, exclusions and the use of sanctions and rewards. Analysed results will be used to inform planning and decision-making.

1.11 Attainment, progress and assessment

Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement. The monitoring and analysis of pupil performance by special educational needs, gender, those on pupil premium, those who speak EAL, ethnicity, disability and other social/cultural indicators enables the identification of groups of pupils where there might be patterns of underachievement. The school ensures that action is taken to counteract this.

Staff use a range of methods and strategies to assess pupil progress. The school ensures, where possible, that assessment is free of gender, racial, cultural and social bias. Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on

their progress giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

1.12 Partnership with parents and the community

The school endeavours to provide information material for parents in accessible, user-friendly language and also translated in the parent's language where applicable.

All parents are encouraged to participate in the full life of the school. Information and meetings for parents are made accessible for all as much as is reasonable and possible. Translators for main languages are regularly available where needed. Parental involvement is monitored to ensure the participation of parents from all groups whose children are pupils at the school. Actions are included in the school's action plan to address any inconsistencies. When appropriate the school will take steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and at times may target minority or marginalised groups.

The school's premises and facilities are available for use by all groups within the community.

1.13 Staffing: Recruitment and staff development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and local authority guidance. The school seeks to encourage people from under-represented groups to apply for positions at all levels in the school.

The school, or its agent, routinely monitors all recruitment activity and staff in post by the statutory equality indicators of gender, ethnic background and disability and fulfils its responsibility to provide the data to the local authority.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this plan. New staff are familiar with it as part of their induction programme. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this plan. The school will ensure that staff and governors are able to access the appropriate levels of support and training necessary to ensure that they are aware of contemporary equality practices and procedures. Staff receive appropriate training to enable them to deal effectively with bullying and discriminatory incidents (see Appendix).

1.14 Principles into Practice

In order that these principles can be properly instituted in all aspects of the school community, we must ensure that:

- a) CPD is available for teaching and support staff
- b) courses and examination syllabuses are regularly monitored
- c) opportunities for community language accreditation are explored
- d) closer links are developed with students' homes and the community
- e) admissions policies and grouping of students are constantly reviewed to ensure no student is disadvantaged
- f) people from a wide range of backgrounds are actively encouraged to contribute to the school life through such groups as working parties and the governing body
- g) there is wide consultation on approaches to Equal Opportunities issues and detailed guidelines published.

1.15 Equality impact assessments

This plan sets out the actions that will be taken or have been taken to assess the impact of school policies and practices, or their likely impact, on equality.

'Policies and practices' covers all the proposed and current activities the school carries out, including, in particular, its education and employment functions.

The school has undertaken an initial screening of its services and policies for relevance to promoting equality and uses this to assist in the identification for priorities for undertaking impact assessments through equal opportunity survey that all staff were invited. All the matters raised have been dealt with or have had actions put in place.

PERFORMANCE INDICATORS

- 1. Incidents of racism, sexism, homophobia and other bullying as recorded in the log
- 2. Monitoring records from the staff appointments process
- 3. Annual report to Governors on the operation of this policy and procedures within the behaviour report.

SIGNED

DATE

APPENDIX

Procedures for Dealing with Discriminatory Behaviours

PROCEDURES FOR DEALING WITH RACISM AND RACIST BEHAVIOUR

Introduction

1. These procedures are intended to put into practice the Equal Opportunities Policy adopted by Bemrose governors.
2. The Governors, staff and students of The Bemrose School are opposed to racism in all its forms.
3. We believe that racist beliefs, attitudes and behaviour divide our school community and undermine our belief that all students should have equal access to educational opportunities free from intimidation and harassment. We are determined to deal with all incidents in a firm way in order to eradicate racism from our school.
4. Discrimination may take many forms. In the treatment of students it may vary from crude racist remarks to subtle differences in assessment, expectations, provision or attitude. It may be unconscious or even well intentioned but is none the less unlawful and unacceptable.
5. All staff should be aware of these procedures and conform to them in order to ensure consistency of approach. Only through consistency will victims feel confident to come forward and report incidents and perpetrators realise that their behaviour will not be tolerated.

Definitions

We will adopt the Stephen Lawrence Inquiry Report's definition of institutional racism, which is:

'the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture and ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage ethnic people'.

A racist incident is:

'any incident which is perceived to be racist by the victim or any other person'.

Examples

The following examples are given to enable staff to identify racism when it occurs. The list is not and cannot be complete. Staff should exercise their professional judgement at all times and seek advice/clarification when necessary.

A. Direct/Intentional Racism

- i. Intimidation, threats and/or physical assault against a person on the grounds of their race, culture or colour.
- ii. Derogatory name calling, insults, mimicry and racist jokes.
- iii. Racist graffiti.
- iv. Provocative behaviour such as wearing racist badges or insignia.
- v. Introduction of literature and materials of a racist nature into school.
- vi. Racist comments during lessons.
- vii. Ridiculing of individuals for cultural differences eg: food, music, dress.
- viii. Incitement to others to behave in a racist way.
- ix. Attempts to recruit students to racist organisations and groups.
- x. Refusal to co-operate with other people because of their race, colour or culture.
- xi. Refusal to admit students to the school roll on racial grounds.

B. Institutional Racism

- i. Criteria used to select students for activities which unintentionally exclude individuals or groups from participating.
- ii. Failure to value different languages, cultures and religions within the school.
- iii. Use of materials which fail to represent or misrepresent differences in race, culture, religion and colour.
- iv. The under-representation of people from ethnic minority groups in positions of responsibility.
- v. Methods of curriculum delivery which fail to acknowledge cultural, religious and racial differences, often identified by statements such as "I treat everybody the same".
- vi. Uniform or dress regulations that result in rejection of students who cannot comply with them on religious or cultural grounds.

- vii. Arrangements which make observation of religious festivals uncomfortable or difficult to celebrate.

Procedures to be followed in dealing with racism

All incidents of racism, however seemingly minor, should be confronted and challenged. It is not acceptable for any member of the school community to ignore racism. Students should be actively encouraged to report all incidents. To facilitate this they must be confident that such reports will be treated seriously and properly investigated. Incidents should be dealt with using Restorative Justice principles as far as possible.

Direct/Intentional Racism

Although investigation into the circumstances of individual incidents may require some flexibility the following strategy should be adopted for incidents of intentional racism.

- i. Minor abuse, ridicule etc., first time offence – teacher to challenge incident and warn students as to their future conduct. Incident report form to Head of House to take appropriate action then passed to the Assistant Headteacher – Inclusion for information.
- ii. Persistent minor offences in lessons – student sent to Isolation Room, Learning Director informed and appropriate Area punishment given. Incident report form sent to Head of House as above.
- iii. Racially provocative dress, racist literature and other materials – immediate confiscation of offending items, students referred to Assistant Headteacher - Inclusion (with information to Head of House) and parents informed.
- iv. Refusal to co-operate with students from different cultures or races – student sent to Isolation Room, Learning Director informed and appropriate Area punishment given, parents informed.
- v. Incitement to behave in a racist manner, recruitment to racist groups – immediate referral to Assistant Headteacher – Inclusion (with information to Head of House), parents brought into school to discuss future conduct.
- vi. Racist attacks, harassment, serious verbal abuse and intimidation aimed at any member of the school community – immediate referral to Assistant Headteacher - Inclusion, exclusion from school for a defined period and readmission after involvement of parents. In addition the Head will inform all students through assembly of the action taken and the reasons for it, as an example of the school's intention to eradicate such behaviour.

- vii. In addition to the above it may be decided that a period of counselling of the perpetrator may be appropriate.
- viii. Direct racist behaviour or remarks by members of staff towards any other member of the Bemrose School community will be dealt with severely in accordance with DCC staff disciplinary codes.

Institutional

Since indirect racism often results from organisational structures and practices which have developed over a long period it is essential that The Bemrose School becomes a self critical and self regulatory organisation. In order to do this the following practices should be adopted.

- i. Areas must be committed to the school curriculum statement and policies which make clear our opposition to racism and our intention to provide equal opportunities for all students. The process of curriculum review must ensure that the curriculum, explicit and hidden, creates an understanding and interest in different cultures and races and helps students to value the variety of experiences in a multi-cultural society. Teachers should ensure that resources contain positive images of other cultures, races and religions and recognise achievements outside the Western world. The curriculum should encourage students to share the ideas, opinions and interests which derive from particular cultural experience and develop concepts and skills which allow them to criticise and actively participate in all social institutions eg. media, political parties etc.
- ii. Teachers should examine the cultural assumptions and biases contained in their own attitudes and ensure that they are aware of issues, customs and cultural/religious beliefs that may affect a student's work within the school. The Bemrose School will provide INSET opportunities for all staff to enable them to develop the necessary skills to identify and deal with racism. Staff will also be encouraged to make full use of the specialist knowledge which exists within the school community.
- iii. The Bemrose School will strive to develop an ethos and atmosphere which is felt to be welcoming of people from all cultural backgrounds and races. School rules and regulations will show respect for diverse cultural practices eg: religion, dress, diet etc. All students will be encouraged to see bi-and multi-lingualism as advantageous and to feel confident that they may speak, hear and read their home language in school where appropriate, although the speaking of English is encouraged in order to support academic progress. The school will endeavour to make available community language classes and reading materials. The school will endeavour to provide the highest possible level of support for students for whom English is not a first language to ensure full access to the curriculum. The school will continue to maximise the provision of in-school language support. The Bemrose School will ensure that contact with parents who have no or little English will be meaningful, with

the use of translations and interpreters when necessary and available. All school displays will seek to reflect the full extent of cultural, religious and racial backgrounds of students in the school. Racist graffiti should be reported and will be removed immediately.

Support for Students

Students who are victims of racism and racist incidents will have access to counselling and support. The student will be informed of the action taken against the perpetrator and helped to feel fully confident in the school's anti-racist approach. Where it is judged to be required the school will contact the parents/guardians of the harassed student to explain the action taken and discuss the matter with them.

Monitoring and Evaluation

All incidents of racism should be reported to the Assistant Headteacher - Inclusion using the appropriate incident report form.

All incidents will be recorded under agreed LA categories in the school racist incident log.

Records will also contain details of the incident, persons involved and the action taken.

Monitoring will enable the LA, Bemrose governors and staff to get a full picture of the frequency and nature of racist incidents and measure the effectiveness of the methods used to respond to them.

Governors will receive an annual report (within the Behaviour and Attendance report) on the operation of these procedures and will make any necessary alterations in consultations with staff.

Summary of school practice relating to equal opportunities and race equality

All students follow the same basic curriculum in Key Stage 3. Special provision is made for those students with additional needs.

In Key Stage 4 students are free to choose their GCSE (or alternative) options.

Allocation to teaching groups is based on ability where setting takes place and in mixed ability situations a mix of gender, ethnicity, and ability is ensured. Assessment results throughout the school are evaluated taking FSM, gender and ethnicity into account.

We aim to deliver our curriculum through a mixture of teaching and learning styles. This will appeal to our students' wide variety of learning needs and preferred learning styles. The content of the curriculum is geared towards addressing the learning and cultural needs of our students. Careful consideration is given in curriculum planning to ensure that our curriculum is not ethnocentric. Muslim students are given a sense of their history and belonging through the Humanities curriculum. The English Area chooses as

much multi-ethnic material as possible. Racial equality and ethnic diversity are promoted whilst racism and discrimination are dealt with at various stages but particularly through the PSHE and Citizenship programme. The increasing numbers of Eastern European students has prompted a school improvement issue to increase their representation in the curriculum.

School uniform at Bemrose celebrates cultural difference and students are encouraged to wear traditional dress, if they wish to, and to show their Bemrose identity through a specially designed badge.

Students' views are represented through the Student Council. An election is held to decide membership. There is a strong multi-ethnic membership of the Student Council. The assembly programme supports the multi-ethnic nature of our students. The whole school community observes main religious events. Members of different faith groups are invited to lead some of these events from either within or outside of the school.

RESPONSES TO SEXIST INCIDENTS

- | | |
|---|--|
| i. Physical attacks of a sexist nature | i & ii. An immediate referral to the Isolation Room, with the student remaining there until dealt with. Immediate referral to the Head of House for information and to the Assistant Headteacher – Inclusion to consider recommending exclusion from school for a defined period and readmission after involvement of parents. |
| ii. Intimidation of a sexist nature. | |
| iii. Verbal abuse | iii. & iv. Teacher to discuss the matter with students and sanction(s) to be taken immediately against students involved in such activity, eg. reprimands, sanctions, detentions or extra work. |
| iv. Incitement of others to collaborate in sexist abuse | In more serious cases, including persistent offenders, report to Head of House and to the Assistant Headteacher - inclusion who will recommend the exclusion of the student if appropriate. |
| v. Introduction of sexist literature and sexist materials into school... | v. All forms of sexist literature and materials must be confiscated and students referred to the Head of House. Parents/guardians must be informed. |
| vi. Refusal to co-operate with other people because of their gender (cultural and developmental reasons must be | vi. & vii. Opportunities should be arranged for students to work collaboratively in a variety of groups with due regard to the |

considered before applying sanctions).

vii. Exclusion from or being included in activities because of their gender.

viii Sexual harassment, including unwelcome remarks, unwelcome touching, unwelcome and inappropriate flirtation etc.

ix. Registers

Other concerns

Expectations of Students

Low expectations of students' roles and abilities by staff with particular regard to gender bias. This form of stereotyping is inaccurate and damaging.

gender of students. Every student should have the right to be considered for all school activities. The school should make sure that it does not exclude a student from any activity on the grounds of gender. When lack of co-operation occurs in the classroom it should be dealt with by the subject teacher, Learning Director informed, appropriate Area sanction given, parents informed.

viii. Where the sexual harassment is between student and student, act as iii. and iv. above. Where a student is victim of sexual harassment from a member of the staff, inform the Assistant Headteacher – Inclusion who will refer the matter to the Headteacher, who will arrange for the support of the student. The member of staff accused of sexually harassing the student will be dealt with through existing DCC regulations. Where a member of staff is sexually harassed by a student, the member of staff will immediately inform the Assistant Headteacher - Inclusion, who will take the appropriate action to sanction the student (this could mean exclusion in serious cases of harassment).

ix. All registers should be kept in alphabetical order.

Teachers should know that their expectations affect the achievements, behaviour and status of students. They should acknowledge and respect students' own values, skills and experiences. The appropriate Assistant Headteacher(s) and Learning Director should continue to monitor the placement and performance of students and if necessary groups should be revised. All teachers should ensure that all students work to the best of their ability and have the opportunity to work

Undervaluing of gender of those employed at or visiting Bemrose

with students of a variety of backgrounds.

All students should feel that their gender is acknowledged and valued. In particular all staff should be encouraged to use posters, assemblies and classwork that reflect the above statement.

Lack of respect for the gender of those employed at or visiting Bemrose

i. Abuse or behaviour which shows a lack of respect for the person based on their gender.

i. & ii. Behaviour of this kind will be treated very seriously and dealt with as in 'Responses to Sexist Incidents'. Students should be helped and encouraged to see that staff, as well as peers, are individuals – recognising that they themselves have a role in promoting positive attitudes towards gender issues in the school community.

ii. Students behaving in a sexist way towards those employed at or visiting Bemrose.

STAFF SHOULD BE AWARE OF THE EXISTENCE AND EFFECT OF SEXISM WITHIN THE SCHOOL

Discriminatory practices can be expressed in

Some ways of overcoming such practices:

i. the under-representation of men or women on the staff and/or in positions of responsibility.

i. The appointment of women into positions of responsibility should be viewed positively. Whilst in all staff appointments the best candidate will be appointed, it is important that staff as a whole (teaching and support) should include men and women from a range of cultural backgrounds at all levels and in all 'Areas' in the school. The school will monitor the appointment of men and women into the different positions of responsibility.

ii. the failure to share experience and knowledge of cultural/social diversity.

ii. Specialist knowledge in the school community should be recognised and shared. Teachers should be fully conversant with cultural expectations, religious beliefs and customs that are likely to affect a student's work within the school.

iii. teachers' attitudes to gender.

iii. Teachers should examine the cultural

assumptions and biases contained in their own attitudes. Sexist remarks and behaviour towards students and in other areas of professional responsibility is unacceptable. Colleagues witnessing activities of this kind should inform a member of the Leadership team.

iv. failure to develop the necessary skills for dealing with and responding to people who experience sexism.

iv. In order to understand the experience of minority groups, teachers need to be aware of the processes which have caused and continue to sustain sexism.

CURRICULUM

If the curriculum has a middle-class, patriarchal and ethnocentric perspective, it can lead to distortion, omission and misrepresentation of the historical and cultural experiences of people.

The curriculum, explicit and hidden, must aim, through whole-school policies, separate subject department aims and syllabuses and curriculum planning:

i. to create an understanding and interest in different environments, societies, systems and cultures across the world.

ii. to study the political, social and economic reasons for sexism and their present-day effects in this country and the world.

iii. to encourage students to recognise that each society has its own values, traditions and everyday living patterns which should be considered in the context of that society.

iv. to study achievements of both men and women throughout the world.

V. to explore and share the ideas, opinions and interests which derive from particular cultural experience. Its content should be so selected that it engages students' feelings as well as giving them skills and information.

vi. to develop the concepts and skills which will allow students to criticise and actively participate in all social institutions, eg. media, political parties etc

RESOURCES

The school resources can display inequalities if:

- i. they do not reflect the fact that men and women have an equal part to play and are equally represented.
- ii. they present negative images and stereotypes of men and women.
- iii. they misrepresent the history and achievement of men and women.
- iv. they present a biased view of social and economic relations in the world.

Teachers should ensure that resources are multi-cultural and contain positive images of men and women and people from ethnic minority groups. In selecting materials for use in the school, teachers can make use of the guidelines from the national and local bodies and the teacher unions etc. Anti-sexist and multicultural resources that exist within the community and the Authority should be utilised.

ETHOS AND ENVIRONMENT

The physical environment can reflect sexism/racism and other inequalities by graffiti in and around school premises and by the absence of displays reflecting positive images of men and women from a range of backgrounds in a multicultural community.

i. The ethos and atmosphere should show the respect which is the entitlement of all people entering the school. School rules and regulations should be sensitive to the needs of boys and girls and show respect for diverse cultural practices, eg. Religion, diet, dress.

ii. All offensive graffiti in the school must be reported to the Premises Manager. It will be removed quickly. The Head should be informed if this does not happen. Areas which suffer regular defacement should be constantly checked and steps taken to discourage reappearance of graffiti by displaying the work of students, notices of students' clubs, sporting activities etc.

EQUAL OPPORTUNITIES AND SEXUAL ORIENTATION

Introduction

Sexual Orientation as a minority group issue is often overlooked or ignored for the following reasons:

- i. It was considered politically unsafe (eg. Clause 28 the Local Government Act which has now been repealed) but teachers still feel unsure about the issue. However, teachers can do anti-prejudicial work without promoting homosexuality.
- ii. It is an invisible situation therefore people hide it so it is not obvious, unlike race and disability.
- iii. Prejudice and discrimination against gay men and lesbians cuts across many religious, class and cultural boundaries. Therefore the weight of opinion can be very much against it.

The purpose of this introduction is to show that even amongst young people at school sexual orientation must not be ignored as others' prejudice can affect and threaten the educational achievement and opportunity of young gay men and lesbians. Furthermore, homophobic comments, attitudes and behaviour create an atmosphere of intolerance towards a significant section of society estimated at 10% of the population.

It is worth noting that gay men and lesbians often testify to an awareness of their preferences as early as infant school, often manifested in feelings of being different or knowing that something in them is different.

Sexual orientation differs from race in the sense that it is not always visibly detectable but in this case it centres on what the young person feels about themselves and how lack of self esteem, self loathing and feelings of isolation can affect the way they perform. The attempted suicide rate of young people is greater amongst gays and lesbians than heterosexual and homosexual students.

Question: Would you say the following characteristics interfere with educational achievement?

- Feelings of isolation and not fitting in
- Harboring feelings of self loathing
- Having a personal secret about which you can tell no-one especially parents
- Seeing no role models or examples of your situation to which they can relate
- Feelings of depression and suicide.

These are all typical feelings described by young lesbians and gay men either at the time of their schooling if they are brave enough to express them, or as adults testifying to how they felt at school in retrospect.

We have come a long way but there will still be students or staff who do not share the school commitment to equal opportunities on this issue. We must still ensure there are supportive processes in place.

Sexual orientation

Discrimination that could be encountered within the school

Problems that can occur.

Some ways of overcoming such problems

Abuse

Physical attacks.

Immediate referral to the Head of House for information and to the Assistant Headteacher – Inclusion to consider recommending exclusion from school for a defined period and readmission after involvement of parents.

Persistent name calling.

Dealt with by the person who hears it and referred to the Head of House.

Serious verbal attack.

Immediate referral to the Head of House for information and to the Assistant Headteacher – Inclusion to consider recommending exclusion from school for a defined period and readmission after involvement of parents.

Refusal to co-operate with other people because of their perceived sexuality.

Dealt with by the subject teacher, referred to the Learning Director who would attempt to resolve the matter and inform the Head of House who may contact parents.

Incitement of others to collaborate in abuse.

Immediate referral to the Assistant Headteacher - Inclusion, parents invited into school to discuss future conduct.

Introduction of homophobic literature.

All forms of offensive materials must be confiscated and students referred to the Head of House or Assistant Headteacher - Inclusion.

Using language specific to homosexual groups eg: 'poof', 'les', 'queer', 'bender', in an inappropriate way.

The teacher who hears this must deal with this and report incident to the Learning Director or Head of House as appropriate.

Undervaluing of individual differences re: sexuality

All students should feel that their individual differences are valued. Staff should endeavour to learn from positive sources eg: In-Service Training.

Lack of respect for those employed at or visiting Bemrose

i. Abuse or behaviour which shows a lack of respect for individual differences re: sexuality.

The incident should be referred to the Heads of House or to the Assistant Headteacher – Inclusion.

ii. Students behaving in an offensive way to those employed at Bemrose

STAFF AWARENESS

Staff should be aware of the existence and effects of homophobia within the school.

Discriminatory practices can be expressed in -

Some ways of overcoming such practices.

Teacher attitudes towards sexual orientation

Teachers should examine the assumptions and biases contained in their own attitudes, derogatory remarks etc.

Failure to give staff the opportunities to develop necessary skills and positive attitudes for dealing with and responding to people who experience homophobia in their everyday lives.

To hold INSET for staff which promotes understanding of gay and lesbian issues and provides staff with the necessary skills to challenge homophobic behaviour.

Failure of staff, once those skills have been developed, to put those skills and positive attitudes into practice.

To continue INSET.

Stereotypical comments from staff.

To continue INSET.

Deliberate homophobic comments made by staff towards students or other staff.

Dealt with through existing Derby City Council procedures.

Curriculum

The curriculum should reflect the complete spectrum of society.

The curriculum, explicit and hidden, must aim, through whole-school policies, separate subject department aims and syllabuses and curriculum planning:

i. to create an understanding of different lifestyles

and

ii. to celebrate the achievement of homosexual people in the arts, science,

political arenas etc.

Resources

The school resources can display inequalities if they present negative images and stereotypes or ignore homosexuality.

The library should contain some books which have homosexual characters.

Ethos and atmosphere

The physical environment can reflect inequalities by graffiti in and around school premises etc.

All homophobic graffiti in the school must be removed and reported to the Learning Director and Premises Manager who will inform the Head.