



*Promoting Equal Opportunities & Race Equality
Policy*

October 2008

Promoting Equal Opportunities and Race Equality at Quintin Kynaston School

Introduction

Quintin Kynaston School is a multi-cultural, multi-racial community of over 1350 people. We believe that everyone in the school is of equal value and should have equal opportunities in school, in the community and in life.

Many people in our society are 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 will not happen in our school.

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 be all equally valued. Everything that follows in this statement is to help everyone involved make Quintin Kynaston a real Equal Opportunities and inclusive school.

Aims

1. Our main aim is to offer an education appropriate to each individual student's needs whatever their race, ethnic or national origins, gender, sexual orientation, disability or religious beliefs.
2. With regard to the statutory Code of Practice on the duty to promote Race Equality, we aim to tackle racial discrimination and to promote equality of opportunity and good race relations across all areas of school activity.
3. With regard to the revised SEN Code of Practice, the index for Inclusion and the Social Inclusion initiatives, we aim to ensure equal access to educational opportunities for all our students, and the opportunity to reach levels of attainment appropriate to their ability.
4. We aim to ensure that everyone at the school (staff, students, parents, contractors and visitors) is afforded the basic rights of freedom and access to opportunity, including freedom from all forms of harassment or bullying.
5. 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.
6. Where contractors are working on site, measures will be taken to ensure, as far as possible, that their employees operate according to the school's equal opportunities and racial equality policies and code of practice.

Objectives

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

2. Take direct action (including providing resources and mentoring/counselling support) to remove inequalities between racial groups in their levels of achievement and progress' their experience of disciplinary measures (such as exclusions); admissions; or assessment. This will be reflected in the SEF, SDP, DDP, PDP with particular emphasis on action plans promoting social inclusion and raising the levels of attainment of all students.
3. To challenge in a positive way any form of prejudice, racism or sexism, whether overt or covert, which contradicts the school's equal opportunities and racial equality policies and codes of conduct. 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.
4. 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, challenge and prevent racism and discrimination, and encourage good relations between people of different racial groups.
5. To prepare students 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 SPACE programme and the agendas of Year and School Councils play key roles in achieving this objective.
6. To create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills. To achieve this the school will maintain strong community / parental links and governors will give support to the school and all its stakeholders, to ensure an effective educational delivery.

Staff

1. Staff will treat each other and all students with respect.
2. Staff will examine the ideas and images in books and other resources and will challenge negative images and give all students positive images.
3. Policies on displays, notices, meals, uniform, etc. in the school will reflect its multi-racial population.
4. 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 where it exists.
5. The school values the fact that many students are bilingual and will encourage the teaching and/or use of community languages.
6. Positive links will be developed with the homes of students and communities from which our students come.
7. Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of all staff.

8. Appointment and promotion of staff will be made and monitored in accordance with the school's Equal Opportunities policy. The governing body will monitor the balance at all levels of gender and ethnicity as well as membership of the governing body.
9. Infringement of the policy will be seen as a disciplinary issue and will be dealt with according to the staff disciplinary procedures as specified in the staff handbook.

Students

1. All students are valued for themselves and can expect to have their culture and language treated positively and with respect.
2. Students will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism and other forms of prejudice.
3. Students will be able to contribute to the development of equal opportunities and other school policies through the Senior Student Leadership Board, Year and School Councils.
4. If students feel they have been racially abused or bullied they should report the matter immediately to their Form Tutor, Director of Learning, Deputy/Assistant Headteacher (as appropriate). All students can expect to be listened to and have their complaints investigated. If a student feels that their complaint has not been properly dealt with they may take the matter to the Headteacher.
5. Students who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the school and in particular their teacher/form tutor/Director of Learning. Anyone who has committed such offences will be dealt with appropriately. This may include exclusion from school.
6. All students should treat each other and staff with respect.

Parents/Carers and Visitors or Contract Staff

1. Parents/Carers are very important to the 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 the school Equal Opportunities policy.
2. The school will discuss with parents/carers any incidents of racist or sexist abuse or bullying in which their sons or daughters have been involved.
3. If parents/carers are aware of incidents of racism, sexism or bullying then they should contact their child's Teacher/Form Tutor/Director of Learning, senior member of staff.
4. Any visitors or contract staff visiting or working at the school who become aware of any incidents of racism or sexism should report them to the Headteacher or one of the senior staff. They should also abide by the code of conduct established by the school in relation to equal opportunities and racial equality.

Implementation

1. Equal opportunities is implemented in the QK way which forms an integral part of the daily life of the school.
2. Detailed procedures will be developed and published to make sure that everything in this policy statement happens.
3. The school will operate the policy in respect of all staff appointments and promotions and will monitor gender and ethnicity balance.
4. All subject and teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy.
5. Information is collected about students performance and progress in all areas of school activity, including racial groupings, to analyse trends that could have an adverse impact on students' attainment:
 - Admissions and transfer procedures
 - Assessment and subsequent groupings by ability / attainment levels
 - Curriculum, teaching and learning (including language and cultural needs)
 - Students behaviour, discipline, punishment and reward
 - Exclusions (fixed term and permanent)
 - Racism, racial harassment and bullying
 - Staff recruitment and career development
 - Membership of the governing body
 - Parental involvement
 - Working with the community
 - Support, advice and guidance given by teachers/tutors/year heads/learning mentors/counsellors (as appropriate)
6. All contraventions of this policy will be treated as disciplinary matters.

Evaluation (Monitoring & Assessment)

1. This policy is to be monitored by the Governing Body to ensure its effectiveness through the school's self-review processes.
2. Evidence will be sought to confirm that the policy is promoted effectively to all stakeholders, ensuring that staff, students and parents understand and meet their responsibilities.
3. The effectiveness of the policy will be confirmed by its impact upon the raising of all students' levels of attainment, together with an increased inclusive atmosphere for all stakeholder.
4. This policy statement will continue to be discussed with students, parents/carers and staff and governors.
5. The revision of the policy will be ongoing, ensuring the involvement and commitment of the whole school community. The statement will be reviewed annually.