



Loving God - Caring for Each Other - Achieving Excellence

Equal Opportunities Policy

Introduction

This policy sets out the framework for equality, diversity and inclusion within Crompton House. It reflects the Equality Act 2010, the Human Rights Act 1998 and the Public Sector Equality Duty. Although Crompton House is a Church of England Multi Academy Trust, we are an inclusive community, respectful of all faiths and none.

Aim

To enable each pupil to become successful, confident and resilient learners who develop their full potential, both in terms of academic achievement and of personal and social development, and to prepare them for the shared responsibilities of citizenship in the modern world spiritually.

At Crompton House School this is achieved by providing a safe and trusting environment based upon sound Christian principles and values of faith, hope and love. These will help them to realise their full potential. We must treat all children as individuals with their own abilities, difficulties and attitudes.

We recognise that as a Christian church school, we do not fully reflect the religious diversity within the local Oldham community. In the interests of religious and racial harmony, we embrace our duty to ensure that pupils have an understanding of the faiths and cultures of their local community, including humanistic and atheistic values, and develop positive attitudes to cultural diversity.

Statement

We believe that each person is of equal value in the sight of God, therefore, the school is strongly opposed to all forms of discrimination against individuals or the nine groups protected under the Equality Act 2010. These are: age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion & belief, sex & gender, and sexual orientation.

There are four kinds of unlawful behaviour in the Equality Act:

- **Direct discrimination** - this occurs where one person treats another person less favourably because of one or more protected characteristic.
- **Indirect discrimination** - this occurs where a provision criterion or practice applies to everyone, but adversely affects someone with a protected characteristic more than others and is not justified.
- **Harassment** related to any of the protected characteristics is prohibited. It is unwanted conduct that has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.
- **Victimisation** includes less favourable treatment of, or retaliation against, someone who has complained or supported someone else's complaint about discrimination or harassment. In



addition, a child must not be victimised because of something done by their parents or sibling in relation to the Act.

In any community, various groups of people benefit less than others from the opportunities provided, because of discrimination. We must actively work together to ensure that our legal and moral duty is integrated into all aspects of school life. ***This will be achieved in the following ways:***

1. Whole school Systems:

- Policy makers will consider equality implications before and at the time they develop policies and take decisions.
- All Governors, leaders and staff will be made aware of the policy and of their responsibility to address the issue of equal opportunities in their area of work and responsibility. It is our collective duty to oppose any such discrimination through the curriculum and through practice.
- All Governors, leaders and staff responsible for documents, letters and administrative procedures must ensure that these reflect the school's Equal Opportunities Policy. This also includes staff recruitment processes and the handling of any complaints.
- All Governors, leaders and staff (teaching and non-teaching) are entitled to the encouragement and support they need to help them realise their full potential.
- School procedures are in place to monitor and report on any incident relating to equality and diversity. The appropriate governing body will be informed of any issues that arise.

2. Within the curriculum:

- We will provide a welcoming atmosphere and environment that is safe for all members of the school community.
- We will ensure all pupils have the right to equal access to the curriculum and equal opportunities to participate in different activities. We will remove or minimise disadvantages suffered by people which are connected to a particular characteristic they have e.g. disability.
- All staff act as positive role models for opposing behaviour or speech that would otherwise promote discrimination and cause distress. We will also celebrate positive role models in society models so that all groups can identify with and celebrate the range of culture represented within the local community.
- We will challenge name calling, generalisations about any individual group, insulting remarks, graffiti or threatening behaviour. We not allow allow the distribution of offensive literature or pamphlets.
- When staff see or hear discriminatory actions or comments, they will be challenged and punished by the teacher witnessing the event. The reporting of such an event on a Pastoral Referral Form is essential to ensure that all discrimination is monitored and followed up by pastoral staff.
- Pastoral areas of the school will have clear policies and procedures for dealing with incidents reported to them.
- Pupils will be encouraged to question and challenge the use of stereotypes where they occur in the school, in society or in literature. We recognise that failure to speak out or act where



discrimination is seen gives permission for it to grow and makes us complicit with it. We must embrace a zero-tolerance approach.

- We will encourage people who have a particular characteristic to participate fully in the life of the school and all its related activities.
- The school will monitor and publish attainment data each academic year showing how pupils with different characteristics are performing. We will analyse this data to determine strengths and areas for improvement and implement actions in response.
- With specific reference to social, economic and cultural deprivation, the school commits to having a yearly reviewed pupil premium plan to track the use and impact of the pupil premium spend.

Policy into Practice

All staff will be reminded of the requirements and implications of this policy on a regular basis when the policy comes up for review, and no less than once every two years. Further training will be provided to staff or departments if any concerns are identified in relation to current practices as part of our on-going Quality Assurance processes.

The school will not accept any form of harassment, abuse, graffiti and name-calling of any kind in the playground, anywhere in the buildings or on the journey to and from school.

Pastoral heads are responsible for dealing with discriminatory acts by students and applying appropriate sanctions in line with school policy, best practice and national legislation.

Information on pupils' home and community language needs to be kept on the appropriate school records.

Features of Good Classroom Practice.

Regardless of gender identity, faith, race, or any other basis for discrimination we will...

- allocate tasks equally to all students
- expect the same behaviour from all students
- make all pupils aware that we have high expectations of them
- continually challenge all students to reach higher standards
- ensure that all students are engaged in learning
- motivate all students to persevere and contribute
- foster a positive atmosphere of mutual respect and trust in which all pupils feel safe and unthreatened
- in teaching and assessment use a variety of tasks, objects and artefacts, visual and pictorial material
- use displays and resources, including pupils' work, that reflect a multi-ethnic and multi-cultural society and world and celebrate diversity



- use displays and resources that contain positive, non-stereotypical and challenging images in relation to any classification of discrimination
- use group work as a means of sharing experiences, viewpoints, perspectives
- use visitors and outings as a means of learning from the experience, viewpoints, and perspectives of others

Reporting of racist and discriminatory incidents based on a persons characteristics.

A racist incident is *“any incident which is perceived to be racist by the victim, or any other person.”* (The 1999 Stephen Lawrence Report by Sir William MacPherson, page 362, section 45.17). The DfEE Circular 10/99 - Social Inclusion: Pupil Support states that the school should record all racist incidents and the action taken to deal with them. Reporting incidents is both a positive and a proactive response to the issue. The same standards applied to racism will also apply to any other form of discrimination in relation to the 9 protected groups mentioned above.

Why should I report suspected discriminatory incidents?

- ✓ Reporting demonstrates all forms of discrimination are not acceptable, promoting a positive ethos where all pupils and staff are valued.
- ✓ Reporting gains trust and confidence of pupils and parents and it is important they know that any incident they report will be taken seriously and investigated fairly.
- ✓ Without reporting suspected incidents, discriminatory behaviour or language may continue to go unchallenged and victims / perpetrators may remain unsupported.
- ✓ Reporting helps identify any patterns of discriminatory incidents, allowing schools and local authorities to monitor the success of any strategies they have put in place to prevent or challenge discrimination.
- ✓ Reporting can identify training needs for teachers, pupils and school staff.
- ✓ Reporting suspected discriminatory incidents promotes the elimination of discrimination and the fostering of good relations between persons who share relevant protected characteristics and persons who do not share it (public duties under the Equality Act 2010)

Further guidance on discrimination and hate-related incidents are covered within the anti-bullying policy and general guidance for schools is set out in **‘The Equality Act 2010 and schools: Departmental advice for school leaders, governing bodies and local authorities’** (May 2014)

Policy Reviewed by Andrew Holt (Deputy Head) on 14th November 2023

Document PSC-EO2023/November2024 adopted by Personnel Committee

Date 14th November 2023

Signed (Chair).....S Wilcock.....

Print Name.....Stephen Wilcock.....

Date of next review.....November 2024..



Reporting Bullying, Racist and Other Incidents (Adapted from Oldham's NOHIB procedures)

Bullying that is recorded on the **Notification of Hate Incidents and Bullying (NOHIB)** form has three key characteristics in that it:

- Is repeated over time
- Is with intent to hurt
- Has one or more victims

Behaviour that does not have these three characteristics should be logged **on SERCO**.

The perpetrator's first bullying incident should be recorded on the school system, with the perpetrator and parent advised that any further bullying will be dealt with by the school, and reported to the Local Authority for statutory monitoring.

Incidents include those in which there is no victim as for example:

Within a class discussion an abusive term would be classified as such if it is used to refer to a group not represented in the class, school or local community.

They also include "one off" incidents where there is an identified victim. However, if such incidents are repeated over time with the same victim and perpetrator they clearly constitute bullying and should be recorded as such.

The main categories are:

Physical

Hurt/attack, fight
Intimidation
Physical mimicry
Graffiti
Damage to personal property
Damage to property

Verbal

'Joke' making
Mimicry /ridicule
Name-calling

Cyber-bullying

Chat-room / blogs / message board
Email
Gaming console
Instant messages (MSN, Yahoo, AOL)
Mobile phones including photos
Social networking site e.g. Facebook, Bebo
Video hosting sites (YouTube)
Webcam

Psychological

Denial of ethnic heritage
Extortion of money / sweets
Identity theft / impersonation
Isolation – refusal to work / play with other pupil
Revealing personal information
Threats

Written

Distribution / possession of posters / leaflets
Other literature or material
Wearing or display of offensive insignia

It is strongly recommended that both victim and perpetrator be informed that details of the incident will be passed to the Local Authority, as this ensures that you are acting within the Data Protection Act. It is also recommended that parents of both parties be informed.

For serious incidents involving physical abuse, a 730D form (a police **Hate Crime Report Form**) should be completed and passed to the police.



BULLYING & INCIDENT MONITORING FORM

(To be forwarded to the appropriate Head of Year)

Incident Date: _____ Name Reporting: _____

Nature of Report (tick only one)

| | |
|----------|--------------------------|
| Bullying | <input type="checkbox"/> |
| Incident | <input type="checkbox"/> |

Related to: (tick as many as appropriate)

| | |
|---------------------------------------|--------------------------|
| Race (including Religion and Culture) | <input type="checkbox"/> |
| Gender | <input type="checkbox"/> |
| Homophobia / Transphobia | <input type="checkbox"/> |
| Disability, SEN, Health or Appearance | <input type="checkbox"/> |
| Home Circumstances | <input type="checkbox"/> |

Repeat (Tick if appropriate)

| | |
|-------------|--------------------------|
| Victim | <input type="checkbox"/> |
| Perpetrator | <input type="checkbox"/> |

Incident Type

| | |
|------------|--------------------------|
| Victim | <input type="checkbox"/> |
| Victimless | <input type="checkbox"/> |

If there is no specific victim (e.g. when a negative comment about an ethnic group is made) tick victimless

Incitement

| | |
|----------------|--------------------------|
| Physical | <input type="checkbox"/> |
| Written | <input type="checkbox"/> |
| Verbal | <input type="checkbox"/> |
| Psychological | <input type="checkbox"/> |
| Cyber-bullying | <input type="checkbox"/> |

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL



Details

Please supply brief details of the incident

Location of Incident

| | |
|----------------|--|
| Outside school | |
|----------------|--|

| | |
|---------------|--|
| Inside school | |
|---------------|--|

Victim(s)

Complete as much as you know, the office will give the exact ethnic code for pupils within the school. (Connection could be class-mate, parent etc) You can add rows by clicking in a box and then clicking on Table (on the Word menu bar) Insert and then Rows Below.

| Name | M/F | Connection | Form | Ethnicity |
|------|-----|------------|------|-----------|
| | | | | |
| | | | | |
| | | | | |

Perpetrator

Complete as much as you know, the office will give the exact ethnic code for pupils within the school. (Connection could be class-mate, parent etc)

| Name | M/F | Connection | Form | Ethnicity |
|------|-----|------------|------|-----------|
| | | | | |
| | | | | |



Actions Taken

Informed

| | |
|--|--|
| Parents informed | |
| 730D Completed / Police Informed | |
| All parties involved informed that details passed to the Local Authority | |

Any other details of actions taken

Actions Planned