
RATIONALE

The Education Reform Act 1996 says that

“The curriculum should promote society and should prepare students for the opportunities, responsibilities and experiences of adult life”.

Equal opportunities is an integral part of this experience and it is our duty to eliminate barriers which prevent equality of opportunity for any member of our school community. We believe that equal opportunities is concerned with issues of gender, race, religion and ability. Wherever possible we attempt to offer equality of opportunity to those with physical disabilities through continuous improvements to access arrangements.

AIMS

The aims of this policy are to ensure that

- All students to have equal opportunity to achieve success and happiness at King Arthur's.
- All students to feel safe to learn, play or be with others.
- All students, learners, teachers, parents and carers to be treated fairly with respect and dignity.
- To engender tolerance, empathy, understanding and celebration of individuality and diversity through education.

PROMOTING EQUALITY

A. FORMAL CURRICULUM

Assembly and the taught curriculum should:

- Be free of stereotyping.
- Encourage positive role models
- Raise an awareness of cultural diversity in our society

The PSHE Programme should:

- Encourage a knowledge and practice of equal opportunities and freedom of choice
- Encourage responsible attitudes in all students through the Health Education programme
- Be stereotype free and an attempt made to redress stereotyping in the family and society

B. INFORMAL CURRICULUM

Guidelines for Administration:

- Registers and files should be in alphabetical order
- The language of staff must avoid discrimination
- Students should not be lined up in gender groups for assembly
- There should be a mixture of sexes in the tutor groups in a year group

Pastoral Leaders should:

- Discourage the use of patronizing terms
- Monitor the work of the tutors in this area
- Encourage a positive approach to all groups in the school

PROMOTING RACIAL EQUALITY

GUIDELINES

- Racist behaviour or harassment is any unpleasant or bad behaviour against others because of their skin colour, religion, language or cultural background.
- We want students to tell us if they have a problem with racist behaviour or witness racist behaviour directed at another student. All incidents will be taken seriously.

RECOGNITION OF RACIST INCIDENTS

	Type
• Physical attack of a racist nature	I
• Physical threats of a racist nature (including damage to property)	II
• Verbal abuse including name-calling, racist jokes and offensive mimicry (intentional and repeated)	II
• Incitement of others to behave in a racist way	II
• Racist graffiti or any other written insults	II
• Provocative behaviour, such as the wearing of racist badges or insignia	II
• Bringing of racist materials, such as leaflets, comics or magazines into the school/centre including accessing materials from the INTERNET	III
• Refusing to work with excluding or undermining other people because of their ethnic origin or background	III
• Verbal abuse, including name-calling, racist jokes and offensive mimicry (unintentional/one off)	III
• Any disrespect towards differences, e.g. food, music, dress or customs	III
• Comments of a racist nature unrelated to the immediate subject matter in the course of discussion during learning activity	III

INCIDENTS INVOLVING ADULTS AND STUDENTS

Incidents in which a member of the community is involved

If a member of the community is a recipient of racial harassment on school premises, from student or adult, he or she should report this to the Headteacher, member of The Senior Leadership Team or a Pastoral Leader. If the complaint is against the member of the community for racial harassment on school premises the incident should be reported by the victim to the Headteacher. If the Headteacher is involved, the complaint should be reported to the chairperson of Governors and possibly the Police.

INVESTIGATING AN INCIDENT

The following questions will be addressed when investigating an incident which may be identified as racist:-

- Who was involved:
 - who is the apparent victim?
 - who is the apparent offender?
- How did it start?
- What happened?
- When did the incident take place?
- Where did it take place?
- Is there any background to this incident?
 - is this the first incident or have there been others?
 - have there been any incidents outside school?
- In what way were the victim and/or others hurt or affected?
- Who reported it, to whom and when?
- Do any of the participants perceive this as being racist? Why?
- Is there any reason for considering this to be a racist incident?
- Do the users understand the racist nature of the language?
- Was the use of racist language or behaviour intentional or unintentional?
- What was the response of the victim?
- Was the response racist?
- To what extent did the incidents affect others?

REPORTING AND RECORDING RACIAL INCIDENTS

It is essential that all racial incidents are recorded and forwarded to the LA.

King Arthur's treats people equally as expressed in our aims and believes, we do not just look to other people to challenge racism. Each one of us accepts they have a role to play in this. We want to see a society that reflects diversity and celebrates different cultures.

Reviewed December 2010

Appendix 1 – Disability and Accessibility Plan

Disability and Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

King Arthur’s School buildings are not designed to meet the needs of disabled students. However, reasonable adaptations are being made 2009-2010 to address the needs of students with mobility difficulties.

- All curriculum classrooms except two will be on the ground floor
- Use of these classrooms can be rotated to meet the students’ needs
- All public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor and will have lifts/ramps to make them accessible
- An accessible toilet has already been installed.

Definition of disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day activities”.

Key Objective

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

1. Compliance with the DDA is consistent with the school’s aims equal opportunities policy, and the operation of the school’s SEN policy;
2. The school recognise its duty under the DDA (as amended by the SENDA);
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantages
 - To publish an Accessibility Plan.
1. In performing the duties, governors and staff will have regarded to the DRC Code of Practice (2002).
2. The school recognises and values parents’ knowledge of the child’s disability and its effect on his/hers ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality.

3. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2008 framework, which underpin the development of a more inclusive curriculum:
- Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individual and groups of pupils.

King Arthur's has identified the following points for action as part of its Inclusion Policy:

a) Delivery of the curriculum

School staff receives training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the need of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

In particular:

- The new system for the evacuation of the building will include warning lights as well as sound
- The cost of installing a lift and/or ramps to the DT food rooms will be investigated
- Stage edges and posts will be painted/marked in visible colours

c) Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or request

Linked policies

This plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEN policy
- Equal Opportunities policy
- ARR polices

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