

Equal Opportunities & Multicultural Education Policy

Westley Campus

Approved by:	Full Governing Body
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Next review due by:	Autumn Term 2022

Document Change History

Version	Date	Change Details
1	Sept 2011	1st Issue – adopted upon conversion to Academy
2	November 2016	References to ‘School’ replaced with ‘Campus’
3	Oct 2020	6.3 reworded

This policy is reviewed every 3 years by the Finance, Audit & Personnel Committee

Index

- 1 Pupils
- 2 The Right to be equal
- 3 Hidden Curriculum
- 4 Formal Curriculum
- 5 Appendix
- 6 Monitoring this policy

1 Pupils

- 1.1 Westley is a mixed campus, which welcomes all children irrespective of background, religion or race. It aims to provide a secure and happy learning environment for children and to develop in them an increasing awareness of other people's qualities, and sensitivity to their needs, backgrounds, traditions and sensibilities. It is hoped that pupils will not only reject all kinds of discrimination themselves, but be given the will and ability to speak out against it.

2 The Right to be equal

- 2.1 Deaf children have the same potential for language and learning as hearing children. They have the right of access to the knowledge, skills and experiences available to hearing children, in an appropriate and relevant curriculum.
- 2.2 Deaf children have the same range of abilities as hearing children and should be expected to achieve the same levels of educational attainment and social responsibility.
- 2.3 Decisions made about deaf children's education and educational requirements must be based on their strengths and abilities, not on what they are perceived as being able to do.

3 Hidden Curriculum

- 3.1 Westley's hidden curriculum will be very influential in determining pupil's attitudes. What the campus stands for will be perceived more through teachers' attitudes and actions than through pedagogy.
- 3.2 Any kind of discrimination encountered by teachers, be it on the grounds of race, gender, background, age or ability, both physical and mental, should be brought into the open, the reasons questioned and challenged, and the views if they prove discriminatory, openly and forcefully opposed.
- 3.3 Discrimination may be expressed in actual physical assault, abuse or threat, name calling, teasing, social exclusion, expressions of prejudice or misinformation about minority groups.

- 3.4 Where discrimination occurs as the result of a disagreement between pupils the two problems need to be treated separately, and the latter not allowed to over-shadow the former.
- 3.5 All racial harassment, verbal or physical, should be reported to the head and recorded for LEA monitoring and for monitoring by the Governing Body.
- 3.6 An area which has proved intractable and needs particular attention is that of humour and jokes: a wide variety of people still find these acceptable. It is important that teachers do not indulge in this themselves or appear to condone it in children by laughing at these jokes. Such a reaction is not to be a wet blanket; unless we clearly show our rejection of such humour we are tacitly supporting it.
- 3.7 It is obviously important that regular visitors to Westley who come into contact with children are aware of our strong commitment to equal opportunities. It needs to be the responsibility of a senior member of staff to ensure that such visitors as visiting tutors and coaches, parent volunteers and police liaison officers express views which support the school's non-sexist and non-racist policies.
- 3.8 Westley Campus is not prepared to hide behind the excuse that we were unaware of the existence of discrimination. We strive to create an environment in which children feel secure in their distaste for such behaviour and will question apparent examples in staff and will report persistent offenders among their peers.

4 Formal Curriculum

- 4.1 Throughout the curriculum there will be opportunities for pupils to meet non-stereotypical examples of gender, race and disability.
- 4.2 All subject development plans should include a reference to equal opportunities and, where appropriate, to a multi-cultural dimension.
- 4.3 Curriculum plans should ensure that programmes of study and resources support these two principles.

5 Appendix

- 5.1 Research has shown that:
- many teachers have different expectations of girls and boys; e.g. in standards and of presentation of work; in what is acceptable behavior;
 - boys generally receive more teacher attention;
 - boys dominate in the use of equipment in science, technology and computer studies;
 - girls are frequently subjected to verbal and sometimes physical abuse by boys.

6 Monitoring of this policy

- 6.1 The Governing Body will receive termly reports on the following:
- behaviour and exclusions by age, gender and ethnicity;
 - the curriculum;
 - the education of looked after children;

- attendance;
- reports of racism;
- reports of sexual harassment;
- bullying by gender, age and ethnicity.

6.2 Having challenged school leadership about this data, they will be able to monitor the implementation of this policy, which will be reviewed every 3 years.

6.3 In addition, PSHE lessons, class time and the School Council will provide information on the effectiveness of this policy, and will serve as an additional net to catch any unreported incidents.