

EQUAL OPPORTUNITIES AND RACE EQUALITY POLICY

Aims

Channing School adheres to the Unitarian tradition that affords respect and tolerance for all within a welcoming and inclusive community. The School aims to develop to the full each person's academic potential, talents and self-confidence. Prejudice or stereotyping must not be allowed to mar the progress or well-being of any member of the school community.

Governors, parents, staff and girls should all be aware of the possibility of discrimination and harassment based on someone's age, accent, social class, racial and/or cultural background, political opinions, gender, sexual orientation, religious belief or disbelief, mental and physical aptitudes, nationality, length of time spent at school.

We must also take care to make girls aware of the persistent problems of inequality in the world outside school and to develop in them sympathy and concern for categories of people not found in the environment of a selective girls' school. A guide to what is fair and acceptable treatment by, and of, others is provided by the *Channing Code of Positive Behaviour* and *The Golden Rules* of Fairseat (the Junior School). Codes of behaviour are discussed by the girls with their form tutors. School Council also offers a forum for discussion.

The School will:

- help all girls to develop self esteem and recognise that they are valued as individuals.
- encourage all girls to be open-minded and to challenge prejudice.
- enable girls to contribute actively to the education provided by bringing their cultural differences, values and perspectives to it.
- not restrict access to any suitable academic course.
- ensure that all girls have equal access to all non-academic activities, given any constraints of the school's traditional provision and facilities.
- be sensitive about equal opportunities issues in the content and processes of the curriculum which stereotype people or label them as inferior or limited.
- act strongly to deal with any instances of intolerance, discrimination or victimisation.
- use every opportunity available to foster the ethos of equal opportunities, particularly in form time, assemblies and in PSHE.
- review uniform requirements routinely to ensure that there is no cultural or religious discrimination or conflict.
- ensure that job specifications will all carry a statement that this school is an equal opportunities employer, and welcomes applications from all posts from appropriately qualified persons regardless of sex, race, religion, disability or age.
- from January 2007, in order to ensure the effective operation of this policy (and for no other purpose); a record will be kept of all prospective job applicants' gender, racial origin, age and disabilities.
- ensure girls learn about the basic beliefs, ceremonies, and festivals of the world religions.
- allow staff and girls, with prior notification, leave of absence for specific religious celebrations, such as Yom Kippur, and Eid.

Implementation

In all subjects Heads of Department and Subject Co-ordinators have a responsibility to select text books, work-sheets, TV programmes, DVDs and software carefully to see that they present a wide variety of people in un-stereotyped roles and, as far as possible, adopt a global or multicultural approach. Issues such as prejudice and intolerance will arise for discussion more in some areas of the curriculum than others.

Outside lessons, the main areas of concern are assemblies, meals, outings, visitors, sanctions and rewards. Care must be taken that no section of the school community is marginalized in any area of school life. Pastoral care on an individual basis must be handled very sensitively as it is often when a girl is in difficulties that she is particularly aware of differences in cultural expectations between home and school.

A number of school policies and guidance documents support the achievement of equality of opportunity, including: Bullying and Intolerance Policy, Child Protection Policy, Illegal Substances/Substance Abuse Policy, PSHE Policy, Recruitment Policy and Discipline and Behaviour Policy.

Monitoring

It is not easy to monitor something as abstract as a feeling of unjustifiable discrimination. A guide to what is fair and acceptable treatment by, and of, others is provided by the *Channing Code of Positive Behaviour* and *The Golden Rules* of Fairseat (The Junior School).

A girl who feels that she or some else has been unfairly treated should present her case to her Form Tutor or Head of Section. A member of staff with a grievance should first raise the matter with the Headmistress, Head of Fairseat (the Junior School) or the Deputy Head.

The responsibility for ensuring that equal opportunities are promoted rests ultimately with all the staff, whether inside the classroom, around the school or in the playground particularly in relation to: lists, seating, wall displays, language, images/examples used and groupings. Staff should examine, individually, their own cultural assumptions and consider whether these are reflected in their teaching and everyday behaviour.

The Senior Management Team regularly monitors the style and content of all school documents. The Deputy Head of the Senior School and Head of Fairseat (The Junior School) are responsible for monitoring the Policy with respect to pastoral matters. Heads of Department and Subject Co-ordinators are responsible for monitoring the policy at the curriculum level. This will include raising awareness of the Policy with the pupils where appropriate. Heads of Department will communicate with the Director of Studies. Heads of Departments and Subject co-ordinators will be expected to include in their Handbooks a statement to the effect that they are working in line with the school policy. This should be evaluated annually.

Review

Monitoring of the policy will take place with regular reports regarding incidents being reported to the Headmistress and School Governors. The Governing Body and the Headmistress, in consultation with SMT, will update and amend the policy as necessary.

(July 2011)