

MAYVILLE HIGH SCHOOL



INCLUSION POLICY

Based on the statutory regulations as defined by the Equal Pay Act 1970, the Sex Discrimination Acts 1975 & 1986, the Gender Recognition Act 2004, the Gender Equality Duty 2007, the Employment Equality (Sexual Orientation) Regulations 2003, the Race Relations Act 1976, the Race Relations (Amendment) Act 2000, Race Regulations 2003, , the Education Act 1986, the Education Reform Act 1988, the Children Act 1989, the Special Educational Needs and Disability Act 2001, the Disability Discrimination Acts 1995 and 2005, the Human Rights Act 1998, the Employment Equality (Age) Regulations 2006, The Employment Equality (Religion or Belief Regulations 2003), The Equality Act 2010

1. Introduction

- 1.1 Mayville High School is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the basis solely of their relevant merits and abilities. Our intention is for all who study and work at the School, regardless of their age, race, social and cultural background, linguistic background, gender, Special Educational Needs and Disability (SEND), religious views and beliefs, marriage and civil partnership, sex, sexual orientation, pregnancy or maternity, gender reassignment, political views or trade union membership to have equality of opportunity. Any visitors to the School are required to adopt and endorse this policy.
- 1.2 At Mayville High School, all forms of unlawful or unfair discrimination are unacceptable and are opposed. Our aim is to secure fair and equal treatment for all pupils and, similarly, for all staff.
- 1.3 Every pupil and member of staff is expected to further this aim by contributing personally towards a happy, caring environment, by showing respect for, and appreciation of, each other as individuals, and by helping to oppose and prevent all forms of prejudice, discrimination, harassment and bullying.
- 1.4 Commitment to this policy is shared by pupils, staff, parents and trustees.

2. Pupils

- 2.1 Admissions: It is the School's policy to ensure equitable treatment of all applicants. There is a common standard of entry and the same admissions procedure applies to all applicants which nevertheless must ensure balance within a class.
- 2.2 Facilities: It is the School's policy to ensure equitable provision of facilities and examinations for all pupils. However, girls and boys with severe physical disabilities may find some of the School's site and buildings difficult to negotiate.
- 2.3 Curriculum:
 - All pupils have equal access to the School curriculum which has breadth,



balance, relevance and progression. Our aim is to provide for all pupils in the School according to their needs. It is the responsibility of each department to develop, practise and review its own policy for ensuring equality of opportunity in its own subject. It should be noted, however, that equality of opportunity does not ensure equality of take-up.

- Delivery of the curriculum must be balanced, objective, sensitive and have regard to pupils' different learning styles. Resources should be free from racial or sexual bias or discrimination and from portraying stereotypes. Pupils should have access to accurate information about similarities and differences between the sexes and between cultural groups.
 - PSHE has an essential role in promoting the School's Inclusion Policy and in countering racial, sexual or any other form of prejudice, discrimination or harassment.
- 2.4 Religion: Although the School is a Christian foundation and pupils are expected to attend School assemblies and services, pupils are free to follow their own religious beliefs, and no attempt is made to evangelise those of a non-Christian faith.
- 2.5 Pastoral care: The pastoral system also has an essential role in promoting the School's Inclusion Policy and in countering racial, sexual or any other form of prejudice, discrimination or harassment. All pupils should be allocated to tasks fairly and encouraged to assume roles and responsibilities.
- 2.6 Rewards and sanctions: Rewards and sanctions must be administered fairly and on an equal and uniform basis. It is essential that neither sex feels that the other is treated more leniently in matters of discipline. All pupils are expected to observe the School rules and conduct themselves in an appropriate manner.
- 2.7 Careers: All careers and higher education advice and presentations by speakers should be non-discriminatory. Literature and illustrative material used should be free from racial or sexual discrimination and from portraying stereotypical roles.
- 2.8 Co-curricular activities: Care must be taken to ensure that as far as is practicable opportunities are equally available to all pupils. Please note however that some sports are available to only one gender.
- 2.9 Links with the community: Links with the wider community provide opportunities for pupils to observe and experience the outside world and will inevitably help to inform their own attitudes to and views on gender, ethnicity and class. It is therefore important to ensure that such experiences are positive. Equally, it is important to ensure that visitors to the School to give lectures, take assemblies etc. are drawn from both sexes and from backgrounds which reflect social and cultural diversity.

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- 2.10 Visiting speakers and advisers: All staff should ensure that the School's Inclusion Policy is known to visiting speakers and advisers who are directly involved with pupils.
- 2.11 Language: Pupils whose first language is not English must feel that their language and/or dialect is valued. Whilst they may be allowed to use their home language in school such use should never be for the purpose of excluding others.
3. Staff
- 3.1 The School ethos: The ethos of the School is one that values staff equally on the basis of their merits, abilities, qualifications and experience, and, similarly, has equal expectations of staff in their professional conduct, professional development and performance in post.
- 3.2 Appointments & staffing:
- All appointments to posts in the School are on the basis of equal opportunities. Remuneration and general terms and conditions of service apply equally to men and women. Maternity and paternity leave apply to female and male employees respectively.
 - The School's Inclusion Policy must apply at all levels to staff as well as to pupils. Pupils should be given positive role models of both sexes and from different social and ethnic backgrounds.
- 3.3 Professional conduct: Competency, disciplinary and dismissal procedures are the same for all teaching staff; irrespective of status.
- 3.4 Staff INSET: All teaching staff participate in staff INSET and through it are enabled to identify their own training needs. INSET is provided regularly for all staff, and provision for individual training is allocated on a fair and equitable basis, according to need.
- 3.5 Contact time with pupils:
- In contact time with pupils, all staff should be aware of possible cultural assumptions and bias in their own attitudes and take care to avoid any racist, sexist or homophobic connotations in the language they themselves use.
 - All staff should be sensitive to pupils' differing experiences and skills, especially on their arrival in the School. Pupils' conditioning in the home and elsewhere may have predisposed them to culturally-based or gender-stereotyped ideas, assumptions or behaviour. Staff may need to raise expectations of potential or of standards of achievement or behaviour.
 - The variety of teaching styles used should take account of pupils' different



learning styles and should give all pupils equal access, provision and treatment. The School expects that pupils will to be encouraged to work in both mixed and single sex groups.

- Staff should ensure that attention is given to all pupils in a lesson or activity and that excessive attention is not paid to pupils of either sex, whether singly or in groups.

4. Discrimination and Harassment

The following are the main forms of discrimination and harassment. The list is not exhaustive, and thus is intended as a guideline.

- 4.1 Discrimination against the Disabled: Any attitudes held by a person or group towards an individual with a disability, which are offensive, discriminatory or hostile towards the individual are unacceptable. Also unacceptable are acts or expressions that reflect such attitudes, or any incitement to make others adopt such attitudes or behaviour.

Unacceptable behaviour would be; for example:

- physical assault against a person because of his or her disability
- verbal, written or online abuse, intimidation, insults, threats and graffiti
- making reference to an individual's disability in the course of discussions, lessons or activities
- refusing to co-operate with an individual or excluding an individual because of his or her disability
- inciting or encouraging others to behave in any of the above ways.

- 4.2 Racism: Any attitude held by a person or group of one ethnic origin towards another individual or group of different ethnic origin which is offensive, discriminatory or hostile towards the individual or group is regarded as racism and is unacceptable. Racism is also considered to exist in acts or expressions that reflect such attitudes or in any incitement to behaviour of that kind.

Unacceptable behaviour; for example, would be:

- physical contact or assault against a person or group because of colour or ethnicity
- verbal, written or online abuse, derogatory name-calling, insults, threats and racist jokes
- racist graffiti or caricatures
- the issuing or wearing of racist materials such as leaflets, magazines, insignia
- making racist remarks in the course of discussions, lessons or activities
- refusing to co-operate with other pupils or excluding other pupils because of colour or ethnic origin
- inciting or encouraging others to behave in any of the above ways.



- 4.3 Sexism: Sexism is considered to be any attitude held by a person or group of one sex, towards an individual or group of the other sex which is offensive, discriminatory or hostile towards the individual or group, and which is unacceptable. Also unacceptable are acts or expressions that reflect such attitudes, or any incitement to behaviour of that kind. Such behaviour need not be repeated or continuous to constitute harassment.
- 4.4 Sexual Harassment: Sexual Harassment is defined by the NUT (2011) as 'unwanted conduct which violates your dignity, or creates an intimidating, hostile, degrading, humiliating or offensive environment for you. There are two main types of sexual harassment. It is either unwanted conduct towards you on grounds of your sex or gender, or it is unwanted verbal, non-verbal or physical conduct of a sexual nature'.

Examples of unacceptable behaviour might include:

- uninvited physical contact, physical assault or abuse against a person or group because of their gender
- verbal, written or on-line abuse, intimidation, leering, insults, jokes or gestures of a sexist nature
- using lewd or suggestive vocabulary to patronise or to cause offence or humiliation
- making unwelcome comments of a sexist nature about dress and appearance
- sexist graffiti or other pornographic writing, offensive use of pornographic pictures
- making sexist remarks in the course of discussions, lessons or activities
- offensive reference to an individual's or group's sexuality
- refusing to co-operate with other pupils or excluding other pupils because of their gender or supposed sexuality
- inciting or encouraging others to behave in any of the above ways.

5. Incidents of discrimination or harassment

The effect of discrimination or harassment on its victims is to cause distress and tension. It can lead to fear, anxiety, stress-related illnesses and a general inability to cope as the victim's self-esteem is undermined. Furthermore, both discrimination and harassment undermine the ethos of the School.

All staff and pupils are held to be of equal value.

In all cases, complaints must be treated in a serious but sympathetic manner. Victims may find it difficult to make a complaint for fear that their response to discrimination or harassment is interpreted as a lack of sense of humour or an overreaction to what others perceive as normal working or social relationships. Others may fear reprisal.

In cases where a member of staff is subjected to harassment, either by a pupil or a colleague, the victim may feel his or her authority or professionalism



undermined if he or she raises the issue.

5.1 Discrimination against or harassment of staff by staff: The following courses of action are recommended:

- A person whose behaviour is offensive should initially be made aware of this by the victim or by a confidant(e) of the victim, so that he or she has received due warning. The victim should take avoidance action as far as possible; e.g. not being alone in a room with the person concerned.
- If harassment continues, the victim may keep a written record of incidents and may call on the evidence of any colleagues who have been witnesses. The victim should inform the Headteacher or a member of the Senior Management Team, who will report the matter to the Head and interview the member of staff accused. Written, signed statements will be taken at interview.
- If harassment persists, the matter should be reported again to the Headteacher, who will decide the extent to which any formal disciplinary procedure should be implemented.

5.2 Discrimination against or harassment of a pupil by a member of staff:

Evidence of discrimination or harassment may take a number of forms; such as:

- the witnessing of the discrimination or harassment by another member of staff
- evidence provided by a pupil or pupils confiding in another member of staff
- a formal letter of complaint by a parent or guardian.

Any such incident must be reported to the Headteacher or member of the Senior Management Team. In minor cases, such as a careless racist or sexist remark, a verbal caution or warning to the member of staff and an apology to the pupil concerned may be sufficient. However, persistent or more serious allegations may be deemed to constitute abuse, and the specific procedures laid down by the Children Act must be followed.

5.3 Discrimination against or harassment of a member of staff by a pupil:

The following courses of action are recommended:

- Except in cases of actual physical assault or gross indecency (when the Headteacher must be informed immediately), the incident should be dealt with in the first instance by the member of staff concerned issuing a reprimand and a verbal warning. A member of the Senior Management Team and the pupil's form tutor should be informed.
- If harassment continues, then the member of staff should officially refer the matter to the senior member of staff. The Head should be informed. Written records should be kept of incidents and any steps taken.
- Should a pupil make an allegation of sexual harassment against a



member of staff as a means of harassing the member of staff, it is vital that procedures are followed to the letter so that the integrity and professionalism of the member of staff are respected throughout any investigation, which might ensue.

- In order to ensure that pupils are not presented with any opportunity to make unfounded allegations, members of staff are urged never to put themselves in any position which might be misconstrued as compromising their professionalism. Pastoral staff dealing with confidential matters, staff involved in assisting with games, and staff involved in residential trips are urged to exercise particular caution.

5.4 Discrimination against or harassment of a pupil by another pupil:

Racist, sexist or homophobic discrimination or harassment may differ from other forms of bullying in that it is not simply a personal attack but is indiscriminately and offensively aimed at a whole group to which the victim happens to belong. It is the School's responsibility to ensure that there is a sufficiently supportive and positive climate to enable any pupil who is the victim of racist, sexist or homophobic discrimination or harassment to inform a member of staff and be confident that effective action will be taken. It is important that the victim and, where appropriate, his or her parents are given reassurance that the School does not tolerate such behaviour:

- Should racist, sexist or homophobic comments occur in a lesson or during the course of a School activity, the member of staff should immediately make it clear to the whole class or group that such remarks are unacceptable. Where relevant, any offensive material should be confiscated, a careful record made, and the pupil concerned given a verbal warning. The appropriate form tutor must be informed.
- In the case of a pupil persistently giving offence, written records of incidents must be kept and the form tutor again be informed. The Headteacher should be notified and consideration given to contacting the parents, stating the nature of the problem and inviting them to come to School to discuss it. Counselling for the victim or the offender may need to be considered.
- It is recommended that topics to do with race or racism, sex or sexism should only be discussed in class when they are part of the curriculum and have been carefully planned. Recognition should be given to the richness of a diverse and pluralistic society.

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6.1 Training, monitoring and evaluation

Staff development and INSET:

- Regular School INSET will be provided to ensure that staff are kept fully aware of their responsibilities in respect of equal opportunities, discrimination and harassment on grounds of age, race, social and cultural background, linguistic background, gender, Special Educational Needs and Disability (SEND), religious views and beliefs, marital status, sexual orientation, pregnancy or maternity, gender reassignment, political views or trade union membership.
- The induction programme for new staff, newly qualified staff and PGCE students at the School will include familiarisation with the School's Inclusion Policy.

6.2 Monitoring and Evaluation:

This policy will be kept under annual review. An analysis of incidents will be undertaken with a view to informing or amending procedures.

August 2014

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Updated September 2018

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Reviewed August 2020

Reviewed July 2021 with due regard to the new RSE agenda and post - Everyone's Invited