# Maharishi School: Racial Equality, Equal Opportunities and Inclusion

Maharishi School Race Equality, Equal Opportunities and Inclusion Policy Aim:

Maharishi School aims to be an inclusive School. This policy has been adopted in accordance with: the Equality and Diversity Act 2007;

- The Equality Act 2010; and

- The public sector equality duty (2011).

This policy aims to build on the School's core values and ethos. It will: "Not discriminate against children seeking admission or with regard to how pupils are treated, on grounds of sex, sexual orientation, race disability, religion or belief." [Equality & Diversity Act 2007]. This policy aims to support the above through implementation of the CRE Standards for Racial Equality in Schools: Learning for All.

## Overview:
The unique understanding and practice of the Maharishi School promotes tolerance through the development of Total Knowledge culminating in pupils growing in the experience that, 'The World is my Family' and that everything and everyone is as dear to them as their own self.

The Governors and staff of Maharishi School are committed to ensure equal opportunities for all to succeed prevent all forms of racial discrimination and promote good race relations.

Maharishi School is committed to monitoring and promoting the achievement of all ethnic groups as described later in this policy. The School also monitors racist incidents responding quickly and effectively. (Priorities 2 and 3 in particular, enable monitoring of the effectiveness of this policy by the School and governing body.)

We will continue to be vigilant in all aspects of School life which may hurt or disadvantage any member of the School community and racist bullying and harassment will not be tolerated. Racism in all its forms is not acceptable and will be challenged generally as emphasised by the Race Relations (Amendments) Act 2000.

We will work within the provision of the law and do our best to comply with the Standards for Racial Equality in Schools: Learning for All.

Educational inclusion is more than a concern about any one group of students, such as those students who have been or are likely to be excluded from School. Its scope is broad. It is about equal opportunities for all students, whatever their age, gender, ethnicity, disability, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of students within a school.

In this Policy the term 'different groups' applies to the following:

- Minority ethnic and faith groups, travelers, asylum seeks and refugees

- Students who need support to learn English as an additional language (EAL)

- Students with special educational needs

- Gifted and talented students

- Children 'looked after' by the local authority

- Other children, such as sick children; young carers; those children from families under  stress;

- Any students who are at risk of disaffection and exclusion

**Four Priorities at Maharishi School for Education Inclusion**:

In aiming to be an educationally inclusive School, Maharishi School will ensure that the teaching and learning, achievements, attitudes and wellbeing of every young person matter. Maharishi School aims to show this by embracing the following Priorities:

**Priority 1:**

Promote a purposeful ethos that offers opportunities to students who may have experienced previous difficulties or be suffering new difficulties.
Inclusion does not mean treating all students in the same way; rather it involves taking account of students' varied life experiences and needs. The following presents a check list which all staff should consider when delivering or preparing lessons and materials in order to avoid innocent discrimination.
Textbooks and Teaching Materials

Every opportunity should be taken to promote positive images of all cultures, races, genders and creeds in teaching aids and displays around the School. Teachers will monitor materials to counteract stereotyping.
Teaching and Learning

- Ability to convey: Teachers have high expectations of achievement and make equal demands on each gender and ethnic group.

- Composition of groups – watch for evidence of exclusion of certain people, which take into account students' cultural background and linguistic needs.

- Equality of opportunity in answering and asking questions in class.

- Differentiation of teaching materials including taking account of strategies and targets in SEN students' Individual Education Plans and students' EAL  stages

Provision for Gifted and Talented students:

- Visits and Visitors

- Visits are varied and relevant to all students

- Visits or visitors must not bring students and staff into a discriminatory environment

- Visitors should be positive role models for  students

- Speakers should be briefed on possible equal opportunities issues.

Staff:

- As professionals staff should always:

- Treat all students with respect as individuals

- Avoid prejudging groups or individuals

- Avoid patronising or bullying behaviour

- Be vigilant to observe instances of discriminatory behaviour between students and stop them (follow procedures for dealing with racist incidents)

- Observe possible biases in their own behaviour, e.g. expecting different standards from different groups.

Careers:

Ensure positive images of different groups of people are displayed in subject areas and in teaching materials so that this makes students aware of potential career opportunities.

**Priority 2:**

Monitor and evaluate the progress that each student makes.

Analysis of performance data after public examinations and also internal test data will be undertaken by ethnicity and gender in order to monitor and evaluate progress. This will be undertaken by the Head/Deputy so that the following questions can be answered:

Are all students achieving as much as they can and deriving the maximum benefit, according to individual needs?

If not, which groups of students are not achieving as much as they can? Why not?

What reasons can the School give for these differences in terms of achievement, teaching and learning and access to curricular opportunities?

What action can the School take to address these?

Results of these analyses will be fed back to all staff and Governors through various channels including training days, staff meetings etc. Any issues resulting will become a focus for whole School development and training.

**Priority 3:**

Identify students who may be missing out, or who are difficult to engage or failing to be part of what the School seeks to provide.

The Mentor and SENCO will monitor progress of students with special education needs and coordinate appropriate training for staff and provision for these students.

The School uses a first day of absence phone call system to following up students who are absent or who have a pattern of absence.

The School will motivate students by providing rewards not just for high attainers but also for those who make an attempt to improve on their attendance or work.

The School will provide catch-up programmes for those students on entry who have

below average attainment in Literacy or Numeracy.

## Priority 4:

Promote tolerance and understanding in a diverse society

The need to make race equality a reality places a responsibility on everyone at Maharishi School, so that every individual, regardless of colour, creed or race, has the same opportunities and respect.

The School takes a firm stand against racism of any kind. The Macpherson Report, resulting from the Inquiry into the murder of Stephen Lawrence, defines racism as:

"Racism in general terms consists of conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its overt form"

The Inquiry defined institutional racism as:

*"The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racial stereotyping which disadvantages minority ethnic people"*

The Inquiry reported that 'institutional racism can persist because of the failure of an organisation, openly and adequately, to recognise and address its existence and causes by policy, example and leadership. Without recognition and action to eliminate such racism it can prevail, as part of the ethos or culture of the organisation. It is a corrosive disease "(6.34).

The Inquiry came to the conclusion that the impact of unwitting racism on minority ethnic people was not necessarily different to that of explicit or direct discrimination. What separates these two forms of racism may well be the knowing intention of the perpetrators, but for those people who are a victim of such actions the effects on them are no different. The inquiry report noted:

"Unwitting racism can arise because of a lack of understanding, ignorance or mistaken beliefs. It can arise from well-intentioned but patronising words or actions. In can arise from unfamiliarity with the behavior or cultural traditions or families from minority ethnic communities" (6.17)

The aim of this Inclusion Policy at ESLA is to ensure that through our Policy, the example of all staff and the leadership of the School, we provide an appropriate and professional service to all students and staff at the School regardless of their colour, culture or ethnic origin. ESLA aims to achieve this by having a clearly stated policy comprising four priorities detailed above, the presentation of good example by staff at all levels and by providing a clear message to everyone that racism of any kind will not be tolerated.

The School will implement recommendations 67 and 68 of the Macpherson report

The School will:

- Value cultural diversity and aim to explicitly prevent racism in order to better reflect the needs of a diverse society by undertaking the principles contained in this Policy. Clear statements condemning racism of any kind, together with very positive messages promoting inclusion, equal opportunity and race equality will be made whenever possible.

- Record all racist incidents in line with the Racial Harassment incidents Reporting Policy (Appendix 1) and monitor the future conduct of students exhibiting racist behaviour.

- Monitor the numbers and self-defined ethnic identity of excluded students.

- Monitor uptake of GCSE options by race and gender for any evidence of bias or institutional racism.

- Monitor achievement by ethnicity and gender and will take action to attempt to address any inequality of outcome.

GUIDE TO COMPLETING THE MAHARISHI SCHOOL RACIAL INCIDENT REPORT
FORMS

PURPOSE: The main purpose is to record all racial incidents and to monitor
occurrence of such incidents. Incidences of racial harassment are low at Maharishi
School, and any reporting of incidents need to be seen in context.

DEFINITION OF RACIAL HARASSMENT
The definition by this School is:
'An Incident is racist if the Head defines it to be so, with the option of appeal to
Chairman of Governors in the event of disagreement'
Possible examples of racist incidents are:
Name calling
Comments made against a specific ethnic group or  groups
Stereotyping
Slogans on walls
Racist comments written in  books
Physical violence
Refusal to work with particular students on racial  grounds

PERSON REPORTING INCIDENTS
All incidents should be reported through the Headteacher, but the form should be
signed by the Headteacher who will inform the Chair of Governors if  appropriate.

RACIAL INCIDENT REPORT FORM

Maharishi Free School

HEAD TEACHER'S SIGNATURE:- ……………………………………...

DATE OF INCIDENT          DATE REPORTED

| **LOCATION OF INCIDENT** (if not in the School) | |
|---|---|

VICTIM/S (if more than one, please put number in each box)

ALLEGED PERPETRATOR/S (if more than one, please put number in each box)
NATURE OF INCIDENT

Oral ☐    Written ☐    Damage ☐    Assault

Other ☐    Please Specify…..

INVOLVED: Parents      Police    Social Worker      Other