CAPITAL SCHOOL BAHRAIN

Educational Equal Opportunities Policy

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1. Introduction

1.1 Capital School Bahrain's Equal Opportunities Policy brings together all previous policies and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010, as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. Our school embraces the aim of working together with others to improve pupils' educational and wellbeing outcomes.

2. Rationale

2.0 Capital School Bahrain celebrates its diversity and promotes equal treatment of all members of the school community of pupils, parents, teachers, support staff and governors from different races, nationalities and backgrounds.
All members of the school community, including parents, are expected to support the school's ethics of tolerance and respect.

2.1 The school opposes any discrimination on grounds of

- 2.1.1 Gender
- 2.1.2 Race
- 2.1.3 Disability
- 2.1.4 Religion or belief (including lack of belief)
- 2.1.5 Orientation
- 2.1.6 Pregnancy and maternity
- 2.1.7 Age
- 2.1.8 Marital or civil partnership status
- 2.1.9 Specific learning difficulties
- 2.1.10 English as an additional language

2.2 The school will challenge inappropriate attitudes and practices in lessons, assemblies and everyday interactions. The school recognises that discrimination may be direct, indirect or arising from disability whether or not it was intentional. Harassment and bullying in all its forms are unacceptable and will be dealt with in accordance with the school behaviour and anti-bullying policy.

2.3 Equal treatment might include positive action; that is provision of additional education, training or resources to a particular group in order to meet the needs of those pupils, for example specific tuition for when English is an additional language

2.4 Materials used in teaching and learning are selected carefully to promote equality where possible and checked for stereotype/bias. The school promotes positive role models to avoid

prejudice and raise awareness of related issues.

2.5 Pupils are actively encouraged to play and work outside their friendship groups and are encouraged to challenge stereotypes of any kind.

3. Overall Aims

a. To eliminate discrimination, harassment and victimisation.

b. To promote equality of access

c. To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, orientation, cultures, faiths, abilities and ethnic origins, while respecting the customs and traditions of the Kingdom of Bahrain and guidelines recommended by the Ministry of Education.

d. This policy contains elements on

i. Academic Matters

ii. Multicultural Education.

4. Academic Matters:

4.0 We should cater for the needs of pupils of all abilities, in the school context, whilst challenging the most able and assisting those pupils who need academic support.

4.1 In the area of academic matters there are a number of equal opportunities elements:

4.1.1 Banding and Setting (1.3)

4.1.2 Mixed Ability (1.4)

4.1.3 Differentiation (1.5 - 1.6)

4.1.4 Teaching Styles (1.7)

4.1.5 Entitlement to the whole course of study (1.8)

4.1.6 Subject Options (1.9 - 1.10)

4.1.7 Special Educational Needs (1.11)

4.2 Banding (a loose grouping of pupils by ability) or setting (a more precise grouping by ability) is believed to be an appropriate means of meeting the needs of the most able, for some departments at certain stages. Where appropriate and where the timetable allows, we undertake appropriate setting and banding. Pupils are selected for teaching groups within each of these areas by assessment conducted via regular testing, end of year examinations

and continuous teacher evaluation. Pupils and parents are informed of their set allocations, in writing, at the appropriate time. There is the scope for some movement between sets (both up and down) and parents will be informed if and when changes are made.

4.3 Pupils' entitlement of access to the whole course is set out below:

4.3.1 All pupils in any year group follow the same schemes of work in all years, with the exception of the top sets. Consequently, the higher set groups may work at a faster pace and/or study more demanding work in addition to that studied by lower sets. However, all pupils experience their full entitlement to the whole of the appropriate course to maximise their examination success.

4.3.2 Current schemes of work have been devised to ensure that the needs of all pupils are satisfied. They are also sufficiently demanding to test the most able pupils, whilst still encouraging those of average and below average ability, to reach new levels of achievement.

4.3.3 Differentiation is the means by which different pupils achieve different results and levels of achievement. The time at which a teacher will direct a pupil onto higher level work is purely dependent upon the stage of cognitive development reached by the pupil, and not his or her age. Strategies employed include:

4.3.3.1 Setting different writing tasks which extend the core topic

4.3.3.2 Setting different reading tasks which extend the core topic

4.3.3.3 Setting research tasks to extract information which could be used by the rest of the class

4.3.3.4 Setting individual project work, differentiated by difficulty

4.3.3.5 Setting more challenging problems and questions

4.3.4 Strategies employed for weaker pupils may include:

4.3.4.1 Providing extra sessions at lunch-time, or after school

4.3.4.2 Providing additional help with homework

4.3.4.3 Providing additional resources, such as reading matter, support or writing tasks etc.

4.4 When it comes to choosing optional subjects, pupils have a completely free choice of which subjects they wish to study, within the constraints of the timetable, and subject to having acquired a sufficient platform of learning. The timetable is constructed after these choices have been made to ensure that the maximum number of requested option choices is possible.

4.5 Capital School does not often educate pupils who have been formally 'statemented' as having Special Educational Needs. However, there are a number of pupils who have specific

learning difficulties such as usually mild forms of dyslexia, dyspraxia, Aspergers and Attention Deficit Hyperactivity Disorder.

4.6 Teaching staff are made aware of such specific learning difficulties via the phase. Information regarding pupils who are in receipt of extra help, or who experience specific learning difficulties is made available by the phase, together with advice and support for strategies to assist each pupil.

5. Multicultural Education

5.0 Whatever the nature of the local community, pupils are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, and also certain images of these groups portrayed by the media.

5.1 Capital School stands against racism and all forms of discrimination on the grounds of ethnic origin, religion, gender, orientation or disability.

5.2 Aims:

5.2.1 To promote justice, equality of opportunity and fair treatment for all and thereby allow all pupils, irrespective of their ethnic origin, to achieve the level of success and self-respect which they deserve, whilst retaining their cultural identity.

5.2.2 To instill in pupils an awareness of racism and its impact, and to establish an environment where school becomes effective in reducing prejudice and raising self-esteem.

5.2.3 To prepare children for living in a complex multicultural society.

5.2.4 To promote an understanding of a variety of cultures, valuing the positive contribution these make to the community.

5.3.5. To provide a safe and welcoming place for all its members.

5.3.6 To provide an environment where racist assumptions, attitudes and behaviour are continually challenged.

5.3.7 To provide a curriculum which emphasises the positive aspects of all cultures and to give children the confidence that racism can and must be eradicated.

5.3.8 To take the appropriate action to deal with any form of racism within the School.

5.3.9 To recognise that the pupils themselves are often the most important multicultural resources within the classroom and their experiences are valued and shared.

5.3.10 To adopt the view that cultural diversity is a positive advantage.

5.3.11 To contribute towards imparting a sense of citizenship in the pupils.

5.3.12 To act to identify and report pupils who have been radicalised and ensure radicalisation influences and material are not available in school and counter such views at all times.

5.3.14 The teachers will, by careful use of language and choice of resources, avoid reinforcing stereotypical views of society.

5.3.15 Subject Leaders and Head of Departments will keep their schemes of work under review in light of this policy with respect to content, methodology, aims and resources.

5.3 Choice of reading schemes, books, and other literary resources (including electronic resources).

Capital School Staff should choose and use resources:

5.3.1 Which portrays a world view as seen from different cultural perspectives and thereby communicates how it feels to be of another ethnic or cultural group.

5.3.2 Which do not:

5.3.2.1 Stereotype individuals or groups.

5.4.2.2 Equate people with "civilisation".

5.4.3.3 Use paternalistic approaches to other peoples or cultures.
5.4.3.4 Reduce all non-western societies to the exotic, picturesque and primitive.

5.3.3 Which show the achievements and attributes of different societies, both past and present, e.g. Chinese and Islamic science, African civilisations before

5.3.4 Which show children of different ethnic groups involved in the activities described, e.g. physics, design, music, mathematics.

5.3.5 Which positively and realistically portray children from a variety of ethnic and cultural groups and class backgrounds.

5.3.6 In which children from ethnic minority groups can find characters which enhance their self- esteem, where ethnic minority characters have important roles and adults hold positions of authority.

5.3.7 Which show ethnic minority characters not having to justify their non-white skin colour by being exceptionally virtuous or brave etc.

5.3.8 Which have illustrations that avoid caricature.

5.3.9 Which accurately reflects the population of Britain today. It is important for

teachers to consider whether the representatives from the ethnic minorities in the text or illustrations merely token.

5.3.10 Which use dialect appropriately and not to ridicule.

5.4 Action to be taken when racist behaviour is suspected

5.4.1 The action taken when racist behaviour is identified is broadly similar to the action taken when any sort of bullying is reported. Both victim(s) and alleged perpetrator(s) are interviewed separately preferably with a witness present, written statements are taken and parents of boys and girls involved are informed as soon as possible by telephone. See the separate Anti-Bullying Policy.

5.4.2 Any racist incidents must be reported to the relevant school counsellor.

6. Discrimination

6.0 The Principal, Senior Management and staff stand against sexism and all forms of discrimination.

6.1 To promote justice, equality of opportunity and fair treatment for all and thereby allow all pupils to achieve the level of success and self-respect which they deserve, the School aims:

6.1.2 To instill in pupils an awareness of sexism and prejudice and to establish an environment where school becomes effective in reducing intolerance and raising self-esteem.

6.1.3 To provide a safe and welcoming place for all its members.

6.1.4 To provide an environment where prejudice and intolerant assumptions, attitudes and behaviour are continually challenged.

6.1.5 To provide a curriculum which gives children the confidence that prejudice can and must be eradicated.

6.1.6 To contribute towards imparting a sense of citizenship in the pupils.

6.1.7 To take the appropriate action to deal with any form of prejudice within the School.

6.1.8 To recognise in our teaching the contributions made by a range of different people to the development of Science, Technology and the Arts.

6.1.9 To ensure that teachers will, by careful use of language and choice of resources, avoid reinforcing stereotypical views of society.

6.1.10 To continually review schemes of work in the light of this policy with respect to content, methodology, aims and resources.

6.2 Capital School values all of its pupils and staff equally. We aim to create an environment in which everyone feels equally welcome and valued and in which prejudice is not tolerated. By recognising the existence of intolerance in society, the School will ensure that:

6.3.1 Pupils will not be denied fair and equal treatment.

6.3.2 All areas of the curriculum and resources will be closely monitored to see that they do not contain discriminatory material.

6.3.3 Abuse, harassment and bullying (e.g. name-calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour, intrusive questions) are serious disciplinary offences and will be dealt with under the appropriate procedure.

6.3.4 Capital School will provide a supportive environment for everyone.

6.3.5 Equality training for staff is a critical part of the school's training provision.

6.3.6 The School will monitor any incidents or alleged complaints of abuse, harassment and bullying and conduct an annual review to identify any patterns or any areas for improvement in this regard.

6.3.7 The School recognise staff and pupils come from diverse backgrounds and strives to ensure that they do not face discrimination on the grounds of any aspects of their identity.

6.3 When choosing reading schemes, books and other literary resources (including electronic resources), teachers will choose resources which:

6.4.1 Portray a world view as seen from a range of different perspectives and thereby communicate how it may feel to be of another gender.

6.4.2 Do not stereotype individuals or groups or equate men with being the dominant gender or women the subservient gender.

6.4.3 Show the achievements and attributes of both genders, both past and present.

6.4.4 Show children of both genders involved in a variety of activities;

6.4.4.1 e.g. Physics, design, music, mathematics.

6.4.4.2 Show that both women and men have important roles and hold positions of authority.

6.4.4.3 Show characters not having to justify their gender by being exceptionally virtuous or brave etc.

6.4.4.4 Avoid pictorial caricature.

7. Responsibility for the Equality Policy

At Capital School all members of the school community have a responsibility for promoting equality.

7.0 The Board of Directors has responsibility for ensuring that:

7.0.2 The school complies with all equalities legislation relevant to the school community;

7.0.3 The school's Equality Policy is maintained and updated regularly;

7.0.4 Any actions, procedures and strategies related to the Equality Policy are implemented.

7.1 The Principal, who may delegate to the Senior Leadership team, has responsibility for:

7.2.1 Providing leadership and vision in respect of equality;

7.2.2 Overseeing the implementation of the Equality Policy;

7.2.3 Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;

7.2.4 Ensuring that staff are aware of their responsibilities

7.2.5 Ensuring that they are kept up to date with any development affecting the policy or actions arising from it;

7.2.6 Taking appropriate action in response to any prejudice-related incidents.

7.2 All Capital School staff have responsibility for:

7.3.1 The implementation of the school's Equality Policy and to be fully aware of and support the Equality Policy and how it relates to them;

7.3.2 Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;

7.3.3 Ensuring they do not discriminate on grounds of ethnicity and culture, disability or other groups vulnerable to discrimination.

7.3.4 Keeping up to date with equalities legislation and make known any queries or training requirements.

7.3 Capital School Pupils will:

7.4.1 Be expected to act in accordance with the Equality Policy.

7.4.2 Be encouraged to actively support the Equality Policy.

7.4 Parents, carers and guardians will:

7.5.1 Have access to the Equality Policy through a range of different media appropriate to their requirements;

7.5.2 Be encouraged to actively support the Equality Policy;

7.5.3 Be informed of any incident related to this Policy which could directly affect their child.

7.5 Failure to comply with the Equal Opportunities Policy

7.7.1 External job applicants who feel they have been subject to unfair discrimination can make a complaint directly to the Head of Human Resources.

7.7.2 Employees who feel they have been treated unfairly in accordance with this Policy can raise the issue either with their line manager, Head of Department, or in accordance with the School's Grievance Procedure.

7.7.3 If it is believed that a member of the Senior Leadership Team is involved, or it is felt that a satisfactory response to the concern has not been provided, employees should approach the Principal.

7.7.4 Any individual or organisation working with the School but who are not directly employed by the School who commits an act of unjustified or unlawful discrimination, or

allows discrimination to occur without taking appropriate action, may have their contract terminated.