

THE NEW RUSH HALL SCHOOL

EQUAL OPPORTUNITIES POLICY

Date Policy Created: May 1997
Reviewed: October 2007

Headteacher: Mr J V d'Abbro
Chairman of Governors: Mr Greg Sage



THE NEW RUSH HALL SCHOOL



A London Borough of Redbridge School

STATEMENT

NEW RUSH HALL SCHOOL values all individuals equally and believes that the views of its members should be listened to and respected.

We recognise and respect each person's race, culture, gender, physical appearance, sexual orientation, family background, faith, age and abilities. We believe that equality means providing each individual with the opportunities to achieve her/his potential.

Disability – The school aims to promote positive attitudes towards disabled staff, pupils and parents.

Race – The school seeks to promote an inclusive school ethos to ensure that all pupils feel safe, valued and have equal access to the full range of the school's functions.

Gender – We aim to challenge stereotyping throughout the school and take positive steps to address gender inequality.

The objectives related to these aims are outlined in the school's Disability Equality Scheme.

We will also encourage everyone to appreciate that discriminatory behaviour hurts and we will take action to prevent its recurrence.

We aim to achieve this through a whole-school approach to the development of curricular and staffing policies and by ensuring an effective system of recording and monitoring.

IMPLICATIONS FOR STAFF

We, as a staff team, monitor the imbalance in the numbers of male / female pupils coming to The New Rush Hall School and work to raise awareness in other schools of this imbalance. This could be done on intake forms. Further we shall:

- monitor the gender imbalance in some roles of staff in school.
- challenge racism and sexism
- support victims
- support perpetrators
- investigate incidents

We recommend that a balance of male/female and multiracial staff be established within the organisation.

We ensure equal access to the curriculum for all pupils through an appropriate and adequately resourced curriculum within the framework of the National Curriculum.

We will raise awareness through displays, presentation in other languages, mother tongue, use of buddies/pupil mentors, use of interpreting service and training for both staff and pupils.

Cross - curricular themes can help us and are dependent upon adequate resourcing to promote positive role models and can include the use of appropriate language. We should monitor and evaluate materials / books to ensure they reflect the diversity of society.

CURRICULUM IMPLICATIONS

- Every pupil will have access to a broad and varied curriculum and a personalised learning programme.
- We have high expectations of all our pupils and will vary teaching and learning styles to match the needs of individuals.
- Schemes of work and teaching and learning materials should reflect the gender and cultural backgrounds of all pupils.
- Teaching and learning styles should reflect our commitment to anti-racism and anti-sexism.
- The school will try to ensure that grouping arrangements should not lead to inequality between different cultural or ethnic groups, or boys and girls, and work to redress the disadvantage to girls within a largely male environment.
- The needs of bilingual pupils and their stages of language acquisition should be taken into account when individual education programmes are agreed. Bilingualism should not be confused with special educational needs.
- Assessment tests should be checked for cultural, linguistic and gender bias, and materials used for assessment should be suitable for all pupils.
- Different forms of assessment should be used to enable pupils to perform to the best of their ability in a variety of contexts.
- Religious education should reflect all faiths and outside speakers from all communities and visits to different places of worship should be encouraged.
- Assemblies should reflect the different faiths of our pupils and the diversity of religious festivals should be celebrated.
- Our careers programme should reflect our commitment to equality of opportunity for all pupils.

