

REDBRIDGE HIGH SCHOOL

EQUAL OPPORTUNITIES POLICY

1 Aims and objectives

- 1.1 We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and the Race Relations Amendment Act 2000, and covers both direct and indirect discrimination.
- 1.2 We promote the principles of fairness and justice for all through the education that we provide in our school.
- 1.3 We ensure that all pupils have equal access to the full range of educational opportunities we provide in our school.
- 1.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- 1.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- 1.6 We challenge stereotyping and prejudice whenever it occurs.
- 1.7 We celebrate the cultural diversity of our community and show respect for all minority groups.
- 1.8 We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

2 Anti-racism (see also appendix 1 – Promoting Race Equality)

- 2.1 It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

- 2.2** We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
- 2.3** Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum gives due emphasis to ancient African traditions and cultures in the work that the children do on the Ancient Egyptians. In the religious education curriculum topics on religious festivals, the children study the importance of Diwali to Hindus and Sikhs.
- 2.4** Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

3 The Role of Governors

- 3.1** The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- 3.2** The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- 3.3** The governing body will, in its annual report, make reference to arrangements for disabled pupils.
- 3.4** The governors welcome all applications to join the school, whatever background or disability a child may have.
- 3.5** The governing body ensures that no child is discriminated against whilst in our school on account of sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

4 The Role of the Headteacher

- 4.1** It is the headteacher's role to implement the school's equal opportunities and anti-racist policy and he is supported by the governing body in so doing.
- 4.2** It is the headteacher's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- 4.3** The headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- 4.4** The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- 4.5** The headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

5 The Role of the Class Teacher

- 5.1** The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- 5.2** When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- 5.3** When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country's history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

5.4 All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school logbook, and draw them to the attention of the headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

6 Monitoring and Review

6.1 It is the responsibility of our governing body to monitor the effectiveness of this Equal Opportunities Policy. The governing body does this by:

- Monitoring the progress of pupils in minority groups and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Requiring the headteacher to report to governors on an annual basis on the effectiveness of this policy;
- Taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

Appendix 1

Promoting Race Equality

Redbridge High School aims to ensure that all pupils/students and adults, regardless of their racial, cultural or religious heritage or background, are allowed to achieve personally, emotionally, socially and academically. Every pupil/student and adult will be given the opportunity of realising their true potential, unaffected by racism: they should feel valued and respected within an ethos that supports and encourages individual and community development.

Under the Race equality Policy the following roles and responsibilities are identified.

- **The Governing Body** is responsible for ensuring the school complies with the amended Race Relations Act of 1976 and ensuring the Race Equality policy and its procedures are followed.
- **The Headteacher** is responsible for ensuring:
 - a) The Race Equality Policy is readily available and governors, staff, pupils and parents/guardians know about it.
 - b) The Race Equality Policy and its procedures are followed.
 - c) Regular information is given to staff and governors about the policy, and providing training for them on the policy, if necessary.
 - d) All staff know their responsibilities and receive training and support in carrying them out.
 - e) That appropriate action is taken in cases of racial harassment and racial discrimination.
- **All staff** are responsible for:
 - a) Dealing with racist incidents, and being able to recognise and tackle racist bias and stereotyping.
 - b) Promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins.
 - c) Keeping up to date with the law on discrimination, and taking up training and learning opportunities.
- **Visitors and students on placements** are responsible for:
 - a) Knowing and following the school's Race Equality Policy.

Monitoring the Policy:

- The Race Equality Policy will be an integral part of the School Development Plan.
- Each year's action plan will specify how the progress and attainment of pupils from ethnic minorities will be audited.
- Subject co-ordinators will check and monitor the schemes of work to ensure policies and curriculum promote racial equality.
- The Governing Body will ensure when recruiting staff and governors that the principle of the policy are adhered to.

- All incidents of a racial nature will be recorded in the schools incident book and dealt with by the Headteacher.

Action if the policy is breached:

- Pupils who do not follow the policy principles will be dealt with on an individual basis taking into account their ability level. Action would probably involve further individual teaching about race issues.
- Disciplinary proceedings may be taken if staff do not follow the policy principles and are proven to have acted in an unacceptable manner.

The Equal Opportunities and Race Equality Coordinator is Maire Rooney.

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The policy will be reviewed in the light of any further guidance or statutory guidance either locally or nationally or at a minimum every 3 years.

Redbridge High School