

# NEWLANDS GIRLS' SCHOOL

## POLICY DOCUMENT



# Equal Opportunities

<b>LAST UPDATED</b>	(by) School and Community	(date) Nov 11
<b>LAST REVIEWED</b>	(by)	(date)

<b>POLICY TYPE</b>	Statutory / Voluntary
<b>REVIEW FREQUENCY</b>	Annually

<b>RESPONSIBLE</b>	
Management Team	
Governing Committee	

*At Newlands we create confident and responsible young women equipped with the skills they need for the twenty first century. We empower all students to realise their potential as part of a community committed to lifelong learning.*

Newlands Girls School

Equal Opportunities Policy

**School Description**

Newlands is a girls' 11-18 Comprehensive School, Technology College and Training School. Our single sex status results in our having a much wider catchment area than many secondary schools. Each year we take pupils into Year 7 from over thirty primary schools, some of which are across boundaries in Buckinghamshire and Oxfordshire. In the immediate vicinity the school serves several housing estates of varying character including private and council houses and more prosperous suburbs. Our pupils come from a variety of ethnic and religious backgrounds: all the major Christian denominations are represented, as are most of the other major world religions, with a significant number following Islam. We are an inclusive school.

**Philosophy**

The staff, pupils and governors of the school are committed to the principle of equality of opportunity for all members of the school community. This includes both the education provided for the pupils, whatever their ability, disability or ethnic background, and the employment of staff whatever their age, status or gender. We endorse the philosophy enshrined in the LEA Equal Opportunities policies in respect of both education and employment through our inclusive practices.

**Aims**

In accordance with the aims of the school, staff and governors believe that all pupils are entitled to a stimulating educational environment which provides opportunities for them to develop self-confidence, to make better academic progress, to develop their talents in a range of spheres and to prepare them to become good citizens.

We also aim to foster an ethos based on respect for all members of the school community and where hard work and high expectations go hand in hand with enjoyment.

Every opportunity is taken to celebrate the achievements of pupils and to recognise their successes in a wide range of activities.

Signed:..... Date:.....

Chair of School and Community Governor's Committee

Review date:.....

PRINCIPLES: *What do we believe?*

PRACTICE: *What do we do?*

PERFORMANCE: *What is the evidence?*

## 1. PRINCIPLE

**All pupils are entitled to a curriculum which is broad, balanced and which provides continuity of educational experience.**

### PRACTICE

The scheme of work for each department will make explicit how within the constraints of the National Curriculum, the topics selected are appropriate to the ages, abilities, backgrounds and needs of the pupils.

Departments will ensure that their teaching approaches and classroom resources are differentiated to provide access to the curriculum for pupils of different groups. Classroom activities will be designed to encourage participation by all pupils.

In addition:

For pupils who are identified as having special educational needs, the requirements of the SEN Code of Practice will be implemented to provide appropriate support for individuals.

For pupils who have long term illness access to an appropriate curriculum will be provided in conjunction with home, school and hospital liaison.

For pupils with English as an Additional Language appropriate support will be given through frame working and specialist teaching support.

For pupils who are disaffected and at risk of exclusion in addition to in school strategies, the school will make use of the Federation, other support agencies and LEA facilities.

### PERFORMANCE

Schemes of work are in the appropriate departmental handbook.

Departmental handbooks and schemes of work detail approaches and resources.

The SEN Policy documents all procedures in full.

The Medical Needs Policy documents all procedures in full.

Departmental schemes of work give details of approaches and resources. Pupils are identified and monitored by departments and by the specialist teachers.

The Behaviour Policy details all support.

2. PRINCIPLE:

**All pupils are entitled to recognition for their achievements, encouragement to develop their talents and an environment in which they can learn.**

PRACTICE:

Golden Rules and system of rewards as outlined in school Behaviour Policy.

Individual achievements noted in assembly and in newsletters to parents. Information passed to press.

Programme of extra-curricular activities open to all to extend provision of timetabled curriculum.

Assessment for Learning and target setting

School Council involved in development of whole school policies & practices.

School Council able to raise issues and offer practical solutions

Prefect system ensures development of skills in organisation, cooperation and leadership.

Students as leaders programme.

PERFORMANCE:

Documents e.g. Policy, Prospectus statements. Commendations recorded on reports

Newsletters, school cuttings book, notice board.

School calendar and termly schedule of extra-curricular activities. Pupils' Pastoral work folders.

Staff and pupil records

Behaviour Policy, Homework Policy, Equal Opportunities Policy, Drugs Policy, Sex and Relationships Policy, Anti-bullying Policy.

Presentations to Governors, pupils and staff e.g. new school uniform; water fountains around the school, proposals for a new school canteen.

Work of head girls, deputy head girls and prefects with individuals, year groups and other members of the school community.

Sport and subject leaders; students as leaders conferences; students as researchers.

3. PRINCIPLE

**We will seek to eliminate prejudice and discrimination in any form and to promote tolerance of all human beings regardless of age, status, gender, ethnic and faith groups, sexuality, ability or disability.**

**PRACTICE:**

The programme of activities for Collective Worship will reflect the cultural and religious diversity of the school.

Opportunities will be provided for pupils to talk about their faith to the rest of their class and to practise their faiths.

Classroom displays will reflect the cultural and ability range of the pupils. Tasks set will allow for cultural and religious variation.

Adoption of class, year group and whole school charities will reflect the range of different groups.

**PERFORMANCE:**

Programme of weekly topics and supporting resource material.

Talks in RE and pastoral lessons. Islamic Club, Christian Union,.Quiet reflection area

Displays.  
Worksheets and schemes of work.

See Charities log book.

4. PRINCIPLE:

**Members of the school community, parents and visitors should be treated with respect whatever their age, status, gender, culture, needs or points of view.**

**PRACTICE:**

Bullying and Racism will be challenged and dealt with swiftly.

Positive steps will be taken to encourage all parents to be involved in their daughter's education by attending parents' evenings, school events etc.

Respect for others highlighted as one of three areas in Golden Rules.

Expectations of behaviour, including reception and treatment of visitors reinforced through activities within pastoral curriculum.

Stereotypes in respect of age, gender etc. will be challenged through activities in subjects including English, the pastoral curriculum and Citizenship.

**PERFORMANCE:**

See Policies.

Letters sent in other languages where appropriate; availability of translation service for parents evenings, meetings etc.

Golden Rules.

Pastoral schemes of work.

Schemes of work; Citizenship statement.

5. PRINCIPLE:

**The Governors and senior management of the school are committed to equality of opportunity in their employment practice.**

PRACTICE:

Advertisements for posts will comply with Equal Opportunities legislation and the LEA's Equal Opportunities Policy.

PERFORMANCE:

Advertisements as evidenced in the press and/or on staffroom board.

Job descriptions will be framed in accordance with the requirement of the post. Job descriptions.

Staff will be appointed on the basis of the suitability of their previous experience and on their ability to meet the requirements of the post.

Post and person specifications sent to potential applicants, appointments made. School staff list.