

GENERAL POLICIES

1.9 EQUAL OPPORTUNITIES POLICY

Pupils are growing up in a multicultural and multiracial world where they are subject to various attitudes towards minority groups and also to images of these groups portrayed by the media. Racial prejudice and hostility still exists in many areas of the United Kingdom. Through its teaching, and by setting an example as a good employer, Westonbirt will promote an equal opportunities ethos against racism and all forms of discrimination on the grounds of ethnic origin, religion, gender or disability.

1. Our objectives in educating pupils about equal opportunities are to:

- 1.1 promote justice, equality of opportunity and fair treatment for everyone and thereby allow all pupils, irrespective of their ethnic origin, to achieve the level of success and self-respect which they deserve whilst appreciating their cultural identity;
- 1.2 instil in pupils an awareness of racism and to establish an environment where school becomes effective in reducing prejudice and raising self-esteem;
- 1.3 prepare children for living in a complex multicultural society;
- 1.4 promote an understanding of a variety of cultures, valuing the positive contribution these make to the community;
- 1.5 provide a safe and welcoming place for all of its members;
- 1.6 provide an environment where racist assumptions, attitudes and behaviour are continually challenged;
- 1.7 provide a curriculum that emphasises the positive aspects of all cultures;
- 1.8 take appropriate action to deal with any form of racism within the school;
- 1.9 recognise that the pupils are often the most effective multicultural resource within the classroom and that their experiences should be shared;
- 1.10 adopt the view that cultural diversity is a positive advantage.
- 1.11 avoid reinforcing stereotypical views of society.

2. The choice and use of educational resources should:

- 2.1 portray a view of the world as seen from different cultural perspectives so that pupils realise how it feels to be a member of another ethnic or cultural group;
- 2.2 be as factually accurate, realistic and up-to-date as possible, especially with maps, texts and illustrations;
- 2.3 avoid stereotyping or caricaturing any ethnic group;
- 2.4 portray all ethnic or cultural groups positively, for example by using dialect

appropriately, not for ridicule;

- 2.5 make full use of the myths and legends of different cultures.

3. Some teaching considerations:

- 3.1 Drama Care is always taken to ensure an appreciation of different customs and ways of life. Discrimination and racism are discussed and children are encouraged in their awareness of minority groups. Plays provide opportunities for many diverse cultures to be studied in GCSE and A Level classes.
- 3.2 English The aim is to use the cultural diversity within the school to broaden and deepen an understanding of the human experience. Literature provides a wide range of works from other cultures and attention is drawn to the multiethnic origins of the English Language wherever possible.
- 3.3 Geography This subject gives every opportunity to study different cultures which are always treated with respect, the international students often adding colour to discussions and explaining their customs. Geography develops cultural awareness and considers ethnic minorities through the use of books, articles, videos and TV.
- 3.4 History At various times work is deliberately aimed at the concepts of bias, discrimination and racism. Pupils are encouraged to understand that these concepts are always present in life.
- 3.5 Modern Languages All French-speaking countries are studied - these are all over the world including many in Africa. The classroom visual aids used in the middle school at present are presented by international faces.
- 3.6 Music Students are able to express themselves in music, irrespective of culture or language. Both at GCSE and A Level, girls study the music of all cultures with the help of audio-visual aids. Ethnic Music is an essential element in both syllabi; international students contribute their own knowledge and experiences to lessons.
- 3.7 Physical Education In games full integration of international girls is expected and this is enforced through groupings. In Dance the exchange of cultural traditions is encouraged.
- 3.8 Science is an international language, a point highlighted when we cover Chemical symbols, S.I. (*Systeme International d'Unites*) units and IUPAC (*International Union of Pure and Applied Chemistry*) names for substances. Wherever possible, the history of how ideas developed, emphasising the contribution made by scientists from countries and cultures other than our own, is explored.

4. Our objectives as an equal opportunities employer are to:

- 4.1 treat all employees and job applicants equally;
- 4.2 take all reasonable steps to employ, train and promote employees on the basis of their experience, abilities and qualifications without regard to race, colour, ethnic origin, nationality, national origin, religion or belief, sex, sexual orientation, marital status, age or disability;



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- 4.3 take all reasonable steps to provide a work environment in which all employees are treated with respect and dignity and that is free of harassment based upon an employee's race, colour, ethnic origin, nationality, national origin, religion or belief, sex, sexual orientation, marital status, age or disability;
- 4.4 forbid any form of harassment, whether engaged in by employees or by outside third parties who do business with the schools.