

## **New Hope Christian School (NHCS) Equal Opportunities and Cultural Diversity**

### **Vision Statement**

We are committed to developing a learning environment which is: -

- Happy
- Safe
- Caring
- Exciting
- And full of opportunities

NHCS is dedicated to pursuing excellence through: -

- A stimulating and well resourced environment
- Enthusiastic and energising staff
- The development and encouragement of everyone at NHCS
- Raising self esteem and awareness of others
- Encouraging respect

We aim to deliver an exciting and relevant curriculum through: -

- Excellent and enthusiastic teaching
- Innovation
- Encouraging reflection and thinking skills
- Providing opportunities to broaden creativity and self-worth
- celebrating achievements with each member of our school community,

every step of the way

### **POLICY STATEMENT**

#### **School Context**

It is important for us to have an understanding of the context in which the school is set, including the needs of the community, in order to meet successfully the needs of all pupils.

At NHCS, we expect all children to achieve, regardless of pupil mobility and regardless of how much or little schooling in our children may have had prior to entry and what social conditions are affecting them. We take a child and build upon what he or she brings from home, from another school, from another culture.

We will do our best to provide children with opportunities to achieve at the highest level.

#### **Respect for all people implies Equal Opportunities and an awareness of all abilities and cultural diversity**

We are committed to implementing a policy to provide Equal Opportunities for All. We recognise that preparation for life in a multicultural society is relevant to all pupils and should permeate every aspect of the curriculum and be part of the spirit and ethos of the school. This policy should be seen in the areas of gender, ethnicity, religion, ability, social circumstances, sexual orientation, admissions and assessment. It is applicable to pupils, staff, governors, and day visitors and anyone connected with the school.

#### **Practice**

##### *1. Admission*

NHCS USES A DIGONISTIC testing programme that evaluate a child individual learning level and no child is discriminated in anyway .NHCS admissions policy will not permit sex, race, colour or disability to be used as criteria for admission.

##### *2. Registration*

Pupils' names should be accurately recorded and correctly pronounced.

Pupils should be encouraged to accept and respect names from other cultures.

### *3. Discrimination*

All forms of discrimination by any person within the school are to be treated seriously. A record must be kept of such incidents, whenever they take place in the school. It should always be made clear to offending individuals that such behaviour is unacceptable - the school aims to recognise and counter racial prejudice. All forms of racial abuse must be reported to either the Head or Deputy who will record the incident and formally reported in line with policy.

#### *3.1 Pupils*

If there are subsequent incidents, then the appropriate senior staff member should be informed and consideration given to involving the parents. Racist symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti should be immediately removed. Parents should be aware of the school's commitment to equal opportunities through the school prospectus and parent information evenings.

#### *3.2 Staff*

The school values diversity amongst the staff. It aims to provide equality of opportunity for all staff. In all appointments, the best candidate will be appointed, based upon strict professional criteria.

All staff should be aware of possible cultural assumptions and bias within their own attitudes. In order to understand the background and experience of ethnic minority pupils and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the authority's multicultural support service. The school's pastoral care organisation should be used, particularly with regard to home/school liaison and for dealing with any situations of discrimination or harassment.

### *4. The Curriculum*

The curriculum must be balanced, objective and sensitive, and must not highlight sexual and cultural diversity.

It will provide a broadly based and balanced curriculum of the highest quality, which enables pupils to achieve high standards and which makes provision for developing the particular abilities and full potential of each pupil/adult as an individual. Boy/girl assessment results will be monitored and strategies agreed to help address issues that arise.

The school will ensure good practise and positive action with regard to equal opportunities in all areas of curricular and extra curricular activities.

It should open the minds of the pupils to other traditions and other ways of viewing the world, and challenge attitudes which breed racial prejudice and discrimination. The aim is to enrich children's experiences and understanding of the world in which they live.

### *5. Language*

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use. Pupils and staff must feel that their language or dialect is valued.

### *6. Resources*

The school's aim is to provide for *all* pupils according to their needs, irrespective of sex, ability or ethnic origin. Whenever possible, staff should ensure that the resources used in all curriculum areas are multicultural and

non-sexist containing positive images of all groups.  
Variety should be evident in the stories and information offered to children.  
Pupils should have access to accurate information about similarities and differences between cultural groups.

### **CONCLUSION**

It is the staff who must give the lead to pupils, as all forms of discrimination are socially divisive and hinder individual and community development.  
We believe that staff and pupils should treat each other with respect by being: Sensitive, Caring and Considerate.

All staff need to be positive role models and actively discourage discrimination, prejudice and stereotyping. What is seen to be and what is acceptable for teachers/adults will be the markers for what is acceptable for pupils.

This policy must be reviewed regularly. Every member of staff should consider strategies for making this policy effective and implement systems for monitoring equality of opportunity and cultural diversity.

### **HOW WILL IT WORK IN PRACTICE?**

#### **Statements of Principle**

1. Discrimination on the basis of colour, culture, origin, sex or ability is unacceptable in this school.
2. Every pupil and teacher will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of each other as individuals.
3. The primary objective of this school will therefore be to educate, develop and prepare all our pupils whatever their sex, colour, culture, origin or ability, for life in a multicultural society.

This policy will be practised by all staff.

We believe that this policy should work within:

Grouping of pupils

Teaching plans and methods

Instruction given to pupils, members of staff, day visitors etc.

Expectations of staff in children's work

Language used in any area of the School's activities

Appointments made of any members of staff

Extra-curricular activities

All school activities

All other school policies and written materials used in school or sent home, in fact, all documentation. It will permeate every aspect of the curriculum and be part of the spirit and ethos of the school.

#### **Appendix 1**

#### **This policy will be based on the United Nations Charter for the Rights of the Child.**

This Policy aims to ensure that every child has the right:

not to have to fight

- to expect people to be kind
- not to be made fun of
- not to be made sad
- not to be scared of the teachers
- not to be scared to come to school
- to have friends
- be safe