



Together We learn, Together We Achieve

Equalities Policy

Date approved by the governing body	April 2022
Date for full implementation	April 2022
Date for Review	Spring 2024
Status	Statutory

1 Introduction and context

1.1 Why we have developed this Equality Policy

This Equality Policy for Rusper Primary School brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes **all the protected characteristics** covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Reference should also be made to other school documents such as:

Behaviour Guiding Principles
Positive Behaviour and Anti-Bullying Policies
Safer Recruiting Policy
Safeguarding and Child Protection Policy
Behaviour at Work Policy
Staff Code of Conduct + Low Level Concerns Policy
Confidential Reporting Policy
SEND Policy and SEND Information Report

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies.

The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- foster good relations between groups and to promote community cohesion
- advance equality of opportunity and
- eliminate discrimination, harassment and victimisation;

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

1.2 Our school within the wider context

As a school we are committed to having knowledge of our school community and frequently analyse data which provides evidence of the backgrounds of the members of our school community and the attainment and wellbeing of our pupils and groups of pupils. We place high priority on the voices of pupils, staff and parents. We use this data to plan improvements that will benefit our school community.

Current contextual data is recorded in the school's Self Evaluation document and includes reference to ASP data. Attendance is monitored and reported to governors.

1.3 Our vision statement about equality

Equality is promoted through our school's Core Values



Collaboration: is being part of a team that works co-operatively in partnership



Independence: is the ability to make informed choices and decisions, and the confidence to judge the impact of these



Respect: accepts unique and distinctive characteristics, allowing them to be nurtured and celebrated



Curiosity: is the demonstration of imaginative, innovative and original thoughts or ideas



Enthusiasm: is a journey to discover a sense of purpose and identity, rooted in a set of values

We seek to foster accessible, welcoming and respectful environments, which allow us to question and challenge discrimination and inequalities, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.

1.4 Overall aims of our Equality Policy

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities. We recognise and accept our equality duties as set out in the Equality Act 2010 and seek to involve the whole school community in order to ensure better outcomes for all. We aim:

- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, sexual orientations, abilities and ethnic origins.
- To promote equality of access and opportunity within our school and within our wider community.
- To eliminate discrimination, harassment and victimisation.

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or a member of staff by treating them less favourably if they have protected characteristics:

- age (staff only),
- sex,
- race (inc language)
- disability
- religion or belief (inc culture)
- sexual orientation
- gender reassignment
- pregnancy or maternity

We have produced an accessibility plan which addresses our statutory duties to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

This is published on the school's website and is included as an appendix to this document.

2 Our approach to Equalities

2.1 Introduction

As well as the specific equality objectives that we are working on and are set out in appendix 1 to this document, the school takes a whole school approach to equality, community cohesion and spiritual, moral, social and cultural development. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities in and outside of the curriculum to embrace the following key concepts:

- ⇒ Shared humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality
- ⇒ Valuing difference and **diversity**. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- ⇒ Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- ⇒ Social cohesion within our school and within our local **community**
- ⇒ Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world.
- ⇒ Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities
- ⇒ Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

These concepts are specifically addressed through our values learning.

2.2 Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. We also aim to support their spiritual, moral, social and cultural development. Pupils learn school values through every element of human interaction in school (adult to pupil, pupil to pupil, adult to adult). Values are also directly taught through PSHE lessons, foundation learning and assemblies. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by the protected characteristics (where possible) and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider;
- Seek to involve all parents/carers in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

2.3 Support for pupils / students

Consideration is given to appropriate grouping, use of equipment and physical aspects of the classroom environment based on the needs of individuals.

The SENCo works with staff and external agencies to meet the needs of specific identified groups.

The Designated Safeguarding Lead team work together, with staff and with external agencies to ensure the most vulnerable pupils and families receive appropriate support.

The school employs an ELSA / Learning Mentor to support the emotional and pastoral needs of pupils.

2.4 Admissions

Our admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics.

The Local Authority is the school's admissions authority.

2.5 Exclusions

Internal exclusions and formal suspensions will be issued based on the school's Behaviour Policy, and will always be a last resort. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

2.6 Religious observance

We respect the religious beliefs and practice of all staff, pupils/students and parents/carers, and comply with reasonable requests relating to religious observance and practice.

The school is part of the local community and enjoys links with the local church. Although the school is not a faith school, the vicar visits regularly to lead assemblies, and services are held in the church at appropriate times of the year to celebrate Christian festivals. Pupils are introduced to other faiths through the RE curriculum.

3 Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant (unless specific requirements are intrinsic to the role) until a job offer has been made.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination, recognising that our staff may be either victims or perpetrators.

Reference should be made to the school's Staff Code of Conduct & Low Level Concerns, Behaviour at Work and Confidential Reporting policies.

We interpret our duties positively; and will make reasonable adjustments to avoid disadvantage and we will work hard to ensure a safe, positive and inclusive environment.

Via the Human Resources service purchased from our HR Provider, West Sussex County Council, we have access to advice and guidance on equality matters relating to staff through advice given by HR professionals in the WSCC Schools' Human Resources Guide.

4 The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available

- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it
- Take appropriate action in cases of harassment and discrimination
- In partnership with governors deal with breaches of this policy

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that key objectives arising from the policy are linked to the School Improvement Plan (SIP)
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy and the objectives every 3 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- provide a lead in the dissemination of information relating to the Policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP

Our pupils/students will:

- have a voice
- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy

Our parents/carers will:

- have a voice
- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child

Our school staff will:

- have a voice
- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- model good practice by recognising and challenging prejudice and stereotyping
- promote equality and avoid discrimination against anyone for reasons of ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class.
- respond to and report any equality related bullying and incidents in line with school policy
- make known any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy
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5 Responding to harassment, victimisation and bullying

Reference should be made to the school's Staff Code of Conduct & Low Level Concerns, Behaviour at Work and Confidential Reporting policies for staff for related incidents.

Reference should be made to the school Behaviour for Learning and Exclusion Policy and Anti Bullying Policy for issues relating to pupils.

5.1 Definitions

We recognise that hate incidents and prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, transphobia, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

Our school Anti-Bullying Policy defines bullying in the following way:

- Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

We define 'Prejudice related / hate incidents' in the following way:

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice related incident. In some settings prejudice-based incidents are referred to as Hate Incidents.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore and understand the complexities of equality issues. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

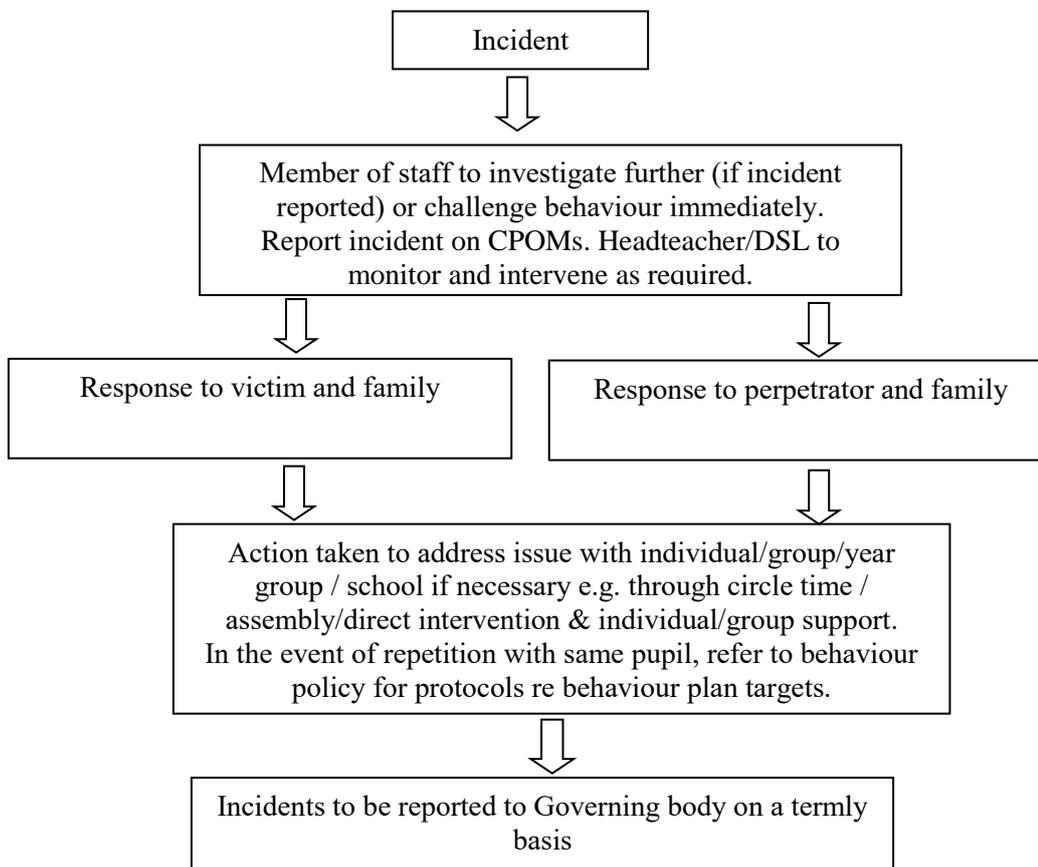
Hate incidents and anti-social behaviour can also be reported directly to the police by calling 101 or 999 in an emergency or to West Sussex County Council at SussexHateIncidentReport@victimsupport.org.uk or to the Hate Incident Reporting Line on 08081 689 274

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or gender identity, religion or belief;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic, transphobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, gender identity or sexual orientation, religion or belief;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability gender identity or sexual orientation, religion or belief.

5.2 Reporting, recording and responding to prejudice based bullying and incidents

Reference should also be made to the school's Behaviour Policy.



6 Involving the school community in the development of our Equality practice

The development of this policy and of our equality objectives involves the whole school community. We endeavour to involve and listen to a wide range of individuals and groups.

- **Our pupils/students**
The School Council is consulted on appropriate matters. Pupil views are sought through annual wellbeing questionnaires, pupil interviews by subject leaders and through suggestion boxes posted in each classroom and by weekly dialogue between headteacher and the School Council.
- **Our staff**

Staff are consulted on appropriate matters through daily updates on Teams platform, weekly briefings, regular meetings, both as individuals with a Line Manager or in larger groups. Policies are published on the school's network for information. Staff also have confidential access to the governing body.

- Our school governors
Equality issues are posted on governing body agendas and are also addressed through governor monitoring of the implementation of the school's core values.
- Parents/carers
Governors provide varied and frequent opportunities for parents to feedback and to raise any concerns with the school eg by attending parent's evenings and holding forums and consultations as required. Where a pupil has specific needs, support is provided and efforts are made to engage the family in regular liaison.

7 How we identify our equality objectives

In line with our statutory duties we publish annually equality information and publish and report on equality objectives. Some data is suppressed to protect the identity of those affected. We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty.

Our equality objective-setting process has involved gathering evidence as follows:

- ⇒ Data analysis to identify differences in attainment and progress of different groups of pupils
- ⇒ Questionnaire to parents/carers to identify relevant people and to gather suggestions for improvements

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

OfSTED inspectors visit us regularly and report on equality issues during our inspection.

We also value more qualitative information which may be given to us through pupil voice mechanisms, less formally or even anonymously.

We evaluate learning and specific events, inviting comments from participants and these contribute to our overall picture. Staff are invited to share their views through a well-being questionnaire issued by the governing body.

In West Sussex there are a range of services which support the equality agenda and help us to identify our strengths and those areas requiring action.

These include the Special Educational Needs and Inclusion Service, Learning Behaviour Advisory Team, Autism and Social Communication Team, Ethnic Minority and Traveller Achievement Service, Mental Health Support In Schools etc

We have established good links with our local and our wider community. We welcome them into our school and make visits out into the community. By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required. We have established partnerships with the PCSO, St Mary Magdalene Church, Rusper; Durrants Village, Crawley Open House, Horsham Schools (our locality); ASSH (Association of Small schools Horsham)

8 Implementation, monitoring and reviewing

This policy will be actively promoted and disseminated through publication on our website.

Implementation, monitoring and review are the responsibility of our Senior Leaders and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

Appendix 1 – Equality Objectives 2022-2025

Objective 1: To challenge disrespect or bullying regarding the protected characteristics of age, gender reassignment, marriage, pregnancy, disability, race, religion, sex or sexual orientation; and regarding those characteristics related to special educational need and physical appearance.

Why We Have Chosen This Objective:

To ensure our school community understands that we live in a diverse country; a country that recognises, tolerates and celebrates different groups of people.
To promote the celebration of diversity within our community.

To Achieve This Objective We Plan To:

- Proactively challenge any disrespectful behaviours within our that are motivated by prejudice of any kind.
- Ensure accurate record keeping and reporting of all prejudiced /bullying incidents to governors and the local education authority as required.
- Ensure that knowledge and understanding of all elements cultural diversity is promoted through our curriculum.

Progress We Are Making Toward this Objective:

- Reviewed an updated our Anti-Bullying Policy with the engagement of pupils and stakeholders.
- Train staff in recognising and dealing with (including whistle blowing) on ant disrespectful behaviours
- Promoted Anti-Bullying Week and acts of kindness via key texts eg 'How Full Is Your Bucket?
- Reviewed our Curriculum Policy to ensure that Diversity and Community are central drivers in the personalisation of our curriculum.
- Celebrated diverse cultural events via assemblies and our RE curriculum.
- Promoted greater understanding of diversity and individual choice via our PSHE curriculum.
- Beginning to audit of book and physical resources to ensure greater diversity representation.

Objective 2: To promote equality of access and improved outcomes for pupils from disadvantaged backgrounds

Why We Have Chosen This Objective:

To provide a sustained positive approach to countering the negative impacts of disadvantage on our most vulnerable pupils.

To Achieve This Objective We Plan To:

Working towards our 3year Pupil Premium Strategy, focussing on the following targets

1. Improving vocabulary and oracy
- 2-4. Improving phonics, reading and maths outcomes
5. Improving behaviour
6. Improving attendance

Progress We Are Making Toward this Objective:

1. Selected pupils in YR + Y1 are working effectively on NELI intervention programme.
Developing/prioritising/monitoring the teaching of Tier 2 and Tier 3 vocabulary across all curriculum subjects.
- 2-4. Providing high quality first teaching to all groups of pupils.
Providing School led tutoring + targeted adult intervention to selected pupils

5. Supporting disadvantaged pupils to experience success in all elements of social development as required.
6. Regular attendance reviews, with specific focus on disadvantaged pupils. Proactive engagement with families to monitor and improve attendance

Objective 3: To support and promote positive mental health for all within the school community.

Why We Have Chosen This Objective:

To emphasise the Rusper Primary commitment to positive growth, development, mental health and wellbeing in line with national priorities at this current time.

In recognition that poor mental health has far reaching negative impacts on the development and performance of pupils and staff.

To Achieve This Objective We Plan To:

- Maintain our whole school nurturing approach
- Train and deploy a school mental health lead
- Ensure teachers promote pupil voice and positive engagement with learning
- Seek and monitor regular mental health assessments for all
- Provide avenues of targeted adult support for all

Progress We Are Making Toward this Objective:

- ELSA Mental Health lead training undertaken
- Assessments in the form of pupil and staff well-being questionnaires undertaken
- Pupil referral systems put in place for teachers to use
- Learning Mentor, ELSA, Time to Talk and Fegans Counselling interventions provided for targeted pupils
- Wellbeing staff meeting undertaken to respond to staff concerns raised.

Appendix 2 – Behaviours to Promote Equality

Building on our core values, we strive to demonstrate the following behaviours as evidence of our commitment to equality:

All staff, parents and governors will be informed of our policy for equality

- Include a statement in the prospectus
- Be pro-active and identify good and poor practice
- Ensure the policy document is available to parents
- Reflect the same respect when communicating with parents, and be sensitive to the correct form of address, surname and marital status

All staff within school will provide a positive role-model regarding attitudes, language, expectations and behaviour

- Expect the highest standards of positive behaviour and attitudes from all adults, when it is to be expected from the children
- Speak to one another with respect and courtesy
- Encourage co-operation throughout the school
- Value the role and contribution of everyone in the school team
- Ensure that children and parents understand and value the different roles
- Be positive and avoid sarcasm, put-downs and belittling remarks
- Ensure staffing policies and decisions promote equality of opportunity and do not exclude anyone on the basis of a category
- Ensure our written and spoken language promotes positive attitudes towards all people
- Challenge and discourage all sexist, racist and derogatory remarks
- Address all staff by the name and title of their choice

- Have high expectations of all our children
- Involve visitors to the school who have broken the traditional pattern of roles
- Actively promote and plan for the provision of developing positive esteem.
- Let children see that we encompass many attitudes or beliefs.
- Ensure that sanctions are constructive – striving for reflection, personal responsibility and restoration

There will be equal access for all children to the full life of the school

- Fulfil the statutory requirements across the whole curriculum
- Identify the individual needs of all children
- Value languages other than English
- Ensure that children with special needs have a programme of support to help them achieve positively in all areas of the curriculum
- Ensure limited skills (eg writing) in one area do not prevent access to other areas eg science
- Respond to and support the needs of the more able
- Ensure that the space and equipment of the playground, field, computers, role-play areas are not dominated by one gender or specific groups
- Ensure that after school activities are made available to all children within the target age group and based on enthusiasms and commitment
- Make every effort to prevent children being disadvantaged by transport difficulties or cost
- Match tasks to abilities
- Communicate and liaise with home to address family cultural and religious implications
- Ensure provision so that physical disability does not become a handicap
- Ensure that games and activities at play times encourage play and involvement for all
- Ensure that sports day reflects mixed-gender activities
- Provide an environment and resources that actively promote the development of positive attitudes
- Ensure that our broader curriculum includes personal and social education in which children develop responsibility and self esteem

All children will be expected to fulfil responsibilities towards themselves, other people and their environment

- Foster a belief that children can achieve, both for themselves and others
- Have high expectations of them
- Make explicit our expectations of behaviour
- Foster their sense of belonging and pride
- Develop their sense of corporate responsibility
- Make sure they understand the consequences of their actions
- Encourage children to comfort and look after the injured party of playground incidents and accidents
- Develop an accurate awareness of more national and global issues such as the environment, famine, drought, homelessness
- Support and encourage the children's interests and initiatives in fund raising for charities
- Teach them that individual campaigns cannot provide all the solutions, yet every journey of a thousand miles starts with a single step
- Develop the skills for independence in their learning
- Plan co-operative and collaborative activities
- All learn to become good listeners and hear what is being said
- Standardise routine procedures so children develop a sense of order and continuity
- Negotiate rules and contracts with the children
- Enable them to express their opinions and to listen to those of others
- Help them to realise that being different or having a different opinion is not wrong
- Develop mutual tolerance, trust, respect, understanding and restraint
- Ensure that children are aware of their personal safety and that of others
- Defuse and channel aggression and crises and then enable children to resolve them

Children will be encouraged to develop independent critical thinking and make their own choices and decisions

- Talk to children regularly about their own work in a constructive, diagnostic way
- Plan opportunities for formal evaluations

- Give children clear criteria to critique their own work and that of their peers
- Ensure they have daily opportunities to make informed choices and appropriate decisions
- Reinforce, explain and praise the appropriateness of their choices and decisions
- Discuss problems and hypothetical scenarios to air opinions and draw conclusions
- Provide stimulating, challenging displays, assemblies, and activities that encourage an active response
- Draw upon a variety of teaching techniques to promote thinking
- Enable children to question, research, answer, analyse, change their minds and explain their reasons
- Encourage children's initiatives within and beyond the school
- Have high expectations that children will take responsibility for their own resources, work space, actions
- Encourage children to listen to others' points of view
- Broaden and develop children's horizons and knowledge
- Have high expectations and confidence in their abilities to be independent

Positive self-esteem will be promoted

- Value the children as individuals
- Foster and maintain positive attitudes and respect
- Show pride in our school community and value everyone's role within it
- Develop their sense of identity and belonging
- Be aware of individual needs, interests and abilities
- Ensure that all children experience success
- Teach children that mistakes are a positive learning experience
- Share and celebrate successes publicly
- Help children to realise that being different or having a different opinion is not wrong
- Provide regular diagnostic, constructive feedback and feedforward via Live Marking
- Praise and reward regularly and appropriately
- Have high but realistic expectations of all children
- Build teaching and learning on what the children know

Areas for learning, books and all other resources will be chosen to reflect diverse aspects of culture and society

- Encourage speakers and visitors from all walks of life
- Ensure that visitors are aware of and reflect this principle when they talk to our children
- Be alert and consistent in our choice of materials
- Ensure that children have ready access to a wide range of books and literature that promotes diversity including fact, fiction, cultures, times
- Highlight similarities in different cultures and beliefs
- Identify differences as an interesting feature of life without making them appear bizarre
- Ensure that all children have equal access to the full life of the school and be vigilant about access to resources such as the computer, the playground, field, technology and teachers' attention and time
- Provide additional resources when appropriate to ensure equal opportunities
- Ensure equal access to specific areas of the curriculum, eg PE, music
- Ensure that role models are balanced - not all scientists are male, not all nurses are female
- Ensure that aspects within curricular areas are informed by other cultures eg patterning could reflect Rangoli and Islamic designs
- Illustrate cultural diversities and similarities throughout history
- Identify and give reasons for different ways in which people and events have been represented
- Ensure opportunities to reflect and evaluate emerging attitudes and values
- Ensure that we can draw upon a range of resources from other traditions, cultures, conventions, times
- Use correct terminology such as Traveller, Inuit, First Nation American
- Ensure displays reflect aspects of our culturally diverse society

Opportunities will be given for all children to take on different roles and responsibilities

- Avoid using gender as an organisational category (registers, lining up)
- Draw upon a range of grouping arrangements including ability, mixed-ability, gender, social, friendship, age, team, random - and choose appropriately
- Develop the range of roles within group work such as scribe, organiser, leader, spokesperson, presenter, monitor

- Have the same expectations of all children regards neatness, fluency, creativity, noise, assertiveness
- Promote mixed sports
- Encourage all children to become poets, musicians, dancers, technologists, mathematicians, etc
- Plan for co-operative, collaborative activities
- Allow children to develop their own identity
- Give specific roles and responsibilities to children and ensure they are fulfilled and changed

Groupings of children will be in appropriate response to their needs and the task

- Provide a balanced range of grouping strategies including whole class, large and small groups, pairs and individuals
- Use a range of groupings including ability, mixed ability, gender, social, friendship, team, age, random, interest
- Be flexible in the formation of groups
- Use a mixture of teacher and child-selected groups
- Target additional support appropriately
- Ensure that registers, queues etc, are organised by alphabet, year or class groups, or randomly

Derogatory and negative remarks intended to discriminate or victimise will be challenged using agreed strategies and procedures (see behaviour policy)

- Be seen to take a stand against sexist, racist, bullying or derogatory behaviour
- Ensure that all children, staff and parents know and understand the school's agreed strategies and procedures
- Apply the policy consistently
- Encourage children to report incidents rather than suffer in silence or take inappropriate action such as revenge
- Take complaints seriously
- Address incidents and issues through drama, role-play, circle time
- Reinforce positive behaviour and turn negative behaviour into a learning experience
- Give reasons and explanations for inappropriate and unacceptable behaviour
- Challenge such incidents calmly, rationally and quickly
- Use sanctions and loss of privileges appropriately
- Ensure that the Headteacher is kept informed, if not involved
- Encourage apologies and restoration
- Avoid public confrontations
- Inform and involve parents in our actions
- Use positive intervention as early as possible to prevent tensions becoming crises
- Be aware that bullying often masks low self esteem
- Make it clear that it is the negative behaviour that is unacceptable and not the child
- Ensure that the children know the consequences of their actions