



CHOLLERTON CHURCH OF ENGLAND AIDED FIRST SCHOOL

Be the best you can be through:

challenge, nurture, inspiration, respect, happiness, inclusion, in a safe, loving Christian family.

EQUALITY, DIVERSITY and INCLUSION PRINCIPALS

The Governors and Staff at Chollerton C. of E. First School believe that all children are entitled to aim for excellence in their particular aptitude and enthusiasms.

As a Christian School we follow the teachings from the Bible – Mark 12:30 “Love your neighbour as yourself”

It is important that the teaching taking place in school reflects the diverse nature of our society and the world at large. It is essential that the curriculum does not reinforce stereotypes of gender, race, social class or disability.

We teach children about their rights, about respect for one another and the wider communities to which they belong. We celebrate individuality and the unique talents and characteristics of each child.

Teaching about ethnic groups which are different from our own will not be done in isolation but as a natural inclusion throughout the curriculum. Aspects of different religions and traditions will be included throughout our various topics where appropriate.

Reading materials will include stories from many ethnic backgrounds and those books with gender stereotyping will be avoided.

Both teaching and non-teaching staff will be made aware of the school policy on equal opportunities.

Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

Discrimination on the basis of colour, culture, origin, sex or ability is unacceptable in this school.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Our disadvantaged pupils, in respect of whom we receive the *Pupil Premium Grant* are reported on as a discrete group in order to demonstrate the effect of the grant funding on diminishing the differences in outcomes for these students compared with their peers. We use the funding to effectively offer academic supports and guidance.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised

We represent, discuss and welcome family diversity and the positive aspects of individuality in families that don't conform to stereotypes. We audit resources and displays, letters home and the language we use for intentional and unconscious bias and aim to develop the capacity of the entire workforce to embody the school's inclusive, rights-respecting ethos.

Our school uniform policy is flexible and the guidance does not discriminate against any child on the basis of gender, race, disability, gender identity or belief.

The school has data on its composition broken down by types of disability and special educational need. Our school has clear protocols and targeted provision to support these pupils who are on the SEND register. The SEND Local offer is on our school website.

A small number of pupils have communication issues. We address this through individualised intervention plans the support of speech and language therapists.

The school is an accessible building with ramps, accessible toilets and wheelchair accessible routes.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and
- an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and
- with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- Gay people as well as straight.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

We keep our equality objectives under review.

The Curriculum

All pupils must have access to the curriculum.

This school will ensure that equal opportunities are offered to all pupils including children with special needs in all areas of the curriculum.

- a) We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect our principles for equal opportunities.
- b) Every pupil, teacher and other members of staff will strive to uphold our principles by contributing personally towards creating a happy and caring environment and by sharing respect for and appreciation of each other as individuals.
- c) Our primary objective in Chollerton First School will be to educate, develop and prepare all our pupils whatever their sex, colour, culture, origin or ability, for their future life.
- d) All staff (teaching and non-teaching) will practise this equal opportunities philosophy.
- e) This school recognises that preparation for life in a multicultural society is relevant to all pupils and should permeate every aspect of the curriculum.
- f) We see the limited opportunities many of our children have to experience the wider UK and urban contexts that exist outside Northumberland and prioritise a programme of learning including planned visits and visitors to broaden the understanding of the wider multicultural, multi-faith context of modern Britain.

Ethos and organisation

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance

- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

Any form of discrimination by any person within the school environment will be treated seriously. Note will be made of any incident in the playground, corridor or teaching areas.

It will be made clear to offending individuals that such behaviour is unacceptable.

Pupils - if there are subsequent incidents the appropriate member of staff should be informed (Headteacher) and parents informed.

Racist symbols, badges and insignias are forbidden in school.

Parents are informed of the school's commitment to equal opportunities through School Prospectus.

Staff - The Governors have received L.E.A. "Equal Opportunities in Employment" Policy and are aware of its content. Staff complete WRAP training and recognise the relationships between hate crime and radicalisation or extremism.

The school values diversity amongst the 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.

Support and advice is available from L.E.A. Multicultural Support Service.

There is guidance on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

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

Staff development and training

We ensure that all staff, including support and administrative staff, receives appropriate training and opportunities for professional development, both as individuals and as groups or teams.

We recognise the rurality of our communities and the relative lack of opportunity our pupils experience to engage with role models from minority communities (LGBT, BME, disabled people and people of different faiths). We recognise the important role that the school can play in opening up the children's lives to the wider context of the UK beyond rural Northumberland, in preparing them for adult life and an appreciation of the wider diversity of the UK and beyond.

Through the curriculum, PSHE and assemblies we will continue to extend the range of opportunities the children have to engage with themes such as family diversity, disability equality, anti-discriminatory language and behaviour, tolerance and mutual respect, the role of the bystander and the legal context with regard to hate crime and hate incidents.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

The effectiveness of this policy will be monitored and it will be reviewed regularly.

Date approved by the Governing Body:

Signed by the Chair of Governors

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This policy was reviewed: Autumn 2022

Date of next review: Autumn 2024

Appendix

AREAS TO BE AWARE OF IN CARRYING OUT EQUAL OPPORTUNITIES POLICY WITH CHILDREN

- Registration – Pupils names are accurately recorded and correctly pronounced.
- Grouping Children
- Textbooks
- Story Books
- “Choosing” Children for Tasks
- Disciplining Children
- Movement around the School
- Pastoral Care – (Do we treat all children same?)
- Assembly
- Colour Choice of resources / materials – we aim to provide for all pupils according to their need, irrespective of gender, ability and ethnic origins.
- Play / Opportunities / Choice
- Home Language (Value Language and Dialect)

All our staff will ensure that resources used in all curriculum areas and non-curriculum areas are multicultural and non-sexist and promote positive images of all groups.