

Rusper Primary School

Single Equalities Policy

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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

Behaviour Policy

Safer Recruiting Policy

Child Protection Policy

Behaviour at Work Policy

Confidential Reporting Policy

SEN Policy

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.

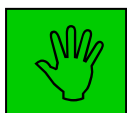
1.2 Our school within the wider context

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 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 RAISE Online and FFT data. Attendance is monitored and reported to governors through the provision and Outcomes committee.

1.3 Our vision statement about equality

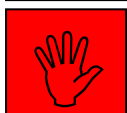
Equality is promoted through our school's Core Values:



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



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



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



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

We seek to foster warm, 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 have 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,
- disability,
- religion or belief
- 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

2.1 Introduction

As well as the specific equality objectives that we are working on and are set out in an appendix 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. 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 school employs a 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

Exclusions will always be based on the school's Behaviour Policy. 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 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 the objectives arising from the policy are part of the School Development Plan (SDP)
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 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:

- 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:

- 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:

- 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

5 Responding to harassment, victimisation and bullying

Reference should be made to the school's Behaviour at Work and Confidential Reporting policies for staff related incidents and the Behaviour 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 Behaviour Policy defines bullying in the following way:

"Rusper Primary School adopts the definition of bullying as given by the DfES in its publication *Bullying: Don't Suffer in Silence (2002)*:

The Nature of Bullying

There are many definitions of bullying, but most consider it to be:

- ⇒ deliberately hurtful (including aggression)*
- ⇒ repeated often over a period of time*
- ⇒ difficult for victims to defend themselves against*

Bullying can take many forms, but three main types are:

- ⇒ physical - hitting, kicking, taking belongings*
- ⇒ verbal - name calling, insulting, making offensive remarks*
- ⇒ indirect - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones*

Name calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability."

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.

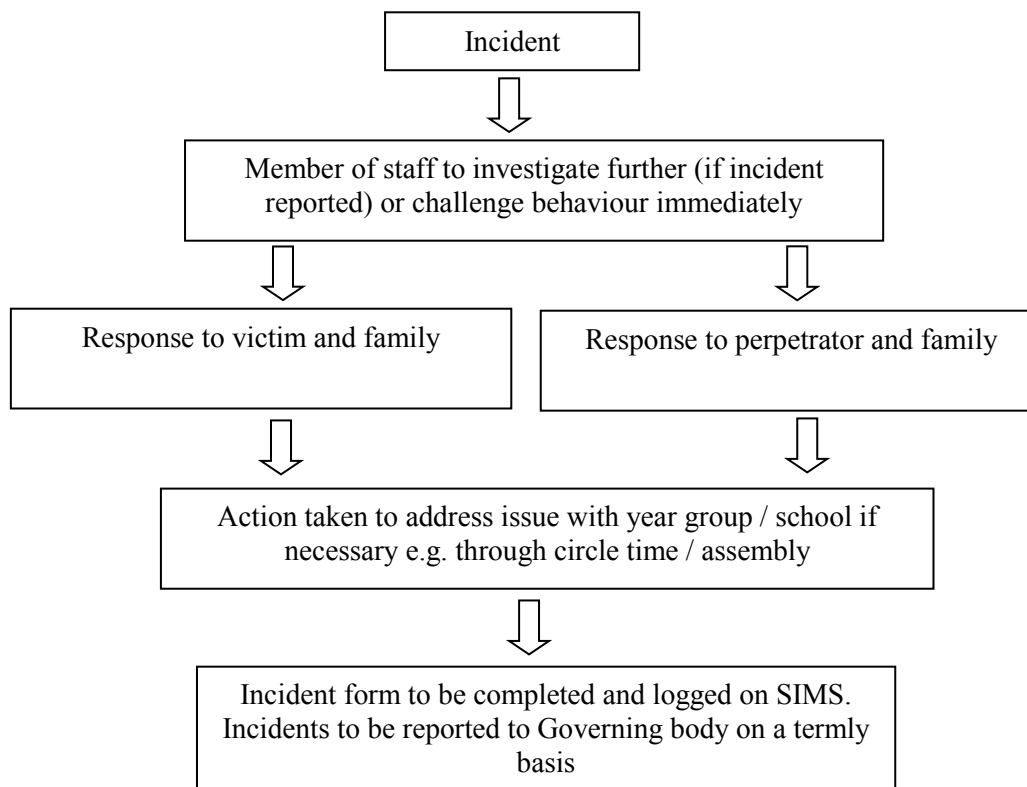
Hate incidents and anti-social behaviour can also be reported directly to the police by calling 101 or 999 in an emergency or to West Sussex County Council at SussexHateIncidentReport@victimsupport.org.uk or to the Hate Incident Reporting Line on 0845 0751 021

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 in general ways through curriculum pupil interviews by subject leaders and through suggestion boxes posted by the School Council.
- **Our staff**
Staff are consulted on appropriate matters through 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

Governor forums for parents are held to discuss specific issues. Parents are encouraged to raise any concerns with the school. 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 Ethnic Minority Achievement Service; Healthy Schools' Team, Special Educational Needs team; Sensory Support team and the Traveller Education team.

We have established good links with our local and our wider community. We welcome them into our school. 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; HELP schools (our locality); University of Brighton

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 Leadership Team 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 – Accessibility Plan

RUSPER PRIMARY SCHOOL—ACCESSIBILITY PLAN				2014—2017
TARGETS	TASKS	OUTCOME	RESOURCES	TIMESCALE
Increase the extent to which disabled pupils can participate in the school curriculum	Review policies and practices Make available training opportunities	Policies and practice do not disadvantage those with a disability Staff have appropriate knowledge and skills	Staff meeting/Governor meeting time INSET days/staff meetings/supply cover	In accordance with SDP rolling programme of review When available
Improve the physical environment of the school	When redecorating/refurbishing, take into account the needs of all existing/potential members of the school community eg: <ul style="list-style-type: none"> Where possible, lower light switches to aid access Choose colour schemes appropriate for visually impaired Choose floor coverings to aid wheelchair users Ensure any new builds comply with regulations Provide physical aids to allow those with disabilities to access education Change layouts of classrooms as appropriate	Those with disabilities are able to access education appropriately	SBS allocation to redecoration/refurbishment programme Devolved Formula Capital Grant Local Authority grants SBS	As available As necessary As necessary
Improve the delivery of information to disabled pupils	Make information available in alternative formats eg large print, coloured paper, using ICT, orally. Liaise with external agencies for specific advice	Disabled pupils able to access all necessary information	Administrator time SENCO time/supply cover	As required As required

Adopted on 3 October 2014

Appendix 2 - Equality Objectives 2015-2016

Objective	Success Criteria	Monitoring
To monitor the achievement of pupils from low income and disadvantaged families (those eligible for Pupil Premium)	Pupils in this group make similar progress to pupils in other groups	Progress and attainment is tracked by the P&O committee
To promote spiritual, moral, social and cultural development through a range of rich experiences	Provision of a curriculum appropriate to local need Pupils display understanding of equality issues	Curriculum planning monitored by P& O committee Discussions with pupils by P&O committee

Appendix 3 – Behaviours

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 punishments do not include sitting children with the opposite sex.

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
- 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
- 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 accurately 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 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, native American Indian
- 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

- 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 peace-offerings
- 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 behaviour that is disliked and not the child
- Ensure that the children know the consequences of their actions