



Whittingham
C of E PRIMARY SCHOOL

Whittingham C of E Primary School Policy for Equality and Inclusion

Introduction

This document was developed during the Spring Term 2021

It was approved by the governing body in the Spring Term 2021

This policy will be reviewed within the policy cycle and will next be reviewed 2025.

A schedule for the review of this, and all other policy documents is set out in the school's cycle of policy reviews.

Our School Vision

The children know these as the 3R's:

'Hand in hand together we will become **resilient**, **respectful** and **responsible** citizens of our community and the wider world.'

Our School Aims and Values

To provide an open, secure and welcoming Christian environment for each pupil. This is expressed through daily worship which acknowledges the presence of God in our lives.

To further develop and value the partnership that exists between school and the local churches, in particular, through sharing weekly worship and to encourage an appreciation of the Christian faith and a familiarity with the local Christian heritage.

To care for each pupils' safety, happiness and well-being.

To value our pupils as individuals, developing their ability to take responsibility for themselves and their actions, promoting confidence and self-esteem, and respect for others and their environment.

To equip our pupils with the knowledge to make informed choices about having a safe and healthy lifestyle.

To offer opportunities for our pupils to become involved in the daily life of the school and to prepare them to play an active role as citizens locally and in the wider world.

To provide a learning environment, which is challenging and stimulating yet ordered and disciplined.

To provide a broad and balanced curriculum, setting realistic targets for each pupil.

To extend and reinforce our pupils learning, making expectations clear, and raising achievement levels.

To develop and maintain a mutually supportive partnership between home and school.

Statement of Intent

At Whittingham C of E Primary School, we believe that everyone is equal, and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio- economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

As a small, rural school the main equalities challenge we recognise and face is the relative lack of opportunity some pupils may have to engage with role models from urban and minority communities (LGBT, BAME, disabled people, people of different faiths).

We recognise the important role that our school is expected to play in opening up the children's perspectives 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, RHSE and PSHE lessons 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, religion and belief, how democracy affects us and global and national political and environmental campaigns.

When visits are possible our children experience visits to places of worship in culturally diverse, religiously plural contexts in the north when we visit the Gurudwara in Newcastle and Synagogue in Gosforth.

Our school celebrate Pupil Parliament Week and some of our elected pupils are part of a Pupil Parliament group who work with other schools in our partnership to debate topical issues.

Visitors to school represent local cultural heritage and faith groups, including the local church

We have links with two large inner-city schools in Newcastle and Leeds which have a more diverse school community. These links are developed through visits, google meets and letter writing.

We are aware of the need to develop our children's global citizenship and have spent the last two years working towards a Global Leaders Qualification and hope to achieve this award very soon. We are starting our journey as a Unicef Rights Respecting School and look to using this to developing our equalities work with children.

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, gender reassignment, race, religion, sex and sexual orientation.

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

Our approach to equality is based on the school vision, aims and values which are outlined at the beginning of this policy.

Development of the policy

This policy was developed in consultation with staff and the policy committee of the governing body.

Links to other policies and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

Pupils' progress, attainment and achievement

Pupils' personal development and wellbeing

Teaching styles and strategies

SMSC, RHSE and PSHE

Admissions and attendance

Staff recruitment, retention and professional development

Care, guidance and support

Special educational needs

Behaviour, discipline and exclusions

Bullying and addressing prejudice related bullying

Working in partnership with parents, carers and guardians

Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included on our school web site and newsletters.

Our actions - *To eliminate discrimination, harassment and victimisation*

We meet our legal duty and live out our guiding principles listed above by:

We oppose prejudice and prejudice related bullying, taking account of equality with regards to the way the school provides facilities and services, taking account of equality with regards to attendance policies, actively promoting equality and diversity and we aim to create an environment of dignity and respect.

To advance equality of opportunity between different groups

We meet our legal duty and live out our guiding principles listed above by:

We are extremely mindful of the potential impact of any negative, prejudicial language or behaviour on particular pupils and groups of pupils.

To foster good relations

We meet our legal duty and live out our guiding principles listed above by:

Through our curriculum we aim to prepare pupils to live well together, respect diversity and equality, challenge discrimination and prejudice and listen to and treat others with dignity and respect.

Other ways we address equality issues

We maintain records of training relating to equalities and inclusion, we review and update our single equality statement at least every 4 years and we have an inclusion and equalities governor who supports the work that we do and acts as a 'critical friend' ensuring that we not only fulfil our legal duties but ensure that this policy is implemented effectively and has a positive impact on the whole school community.

Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to our pupils. This policy, our equality objectives and data are all available on our school website.

Roles and responsibilities

It is the role and responsibilities of each member of the school community to uphold the principles and actions of this policy. These members include:

The governing body
The headteacher and senior leadership team
Teaching and support staff
Pupils
Parents and carers
Visitors.

Staff development and training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. We are currently being accredited for the Christian Aid Global Leaders Award and are Stonewall School Champions. Being a member of Stonewall enables our staff to access resources and attend training. We also access support from our local authority and for resources and information access

https://nlandeducation.padlet.org/gill_finch2/autumn20

https://nlandeducation.padlet.org/gill_finch2/objectives

Breaches of the policy

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

Monitoring and evaluation

Working with our inclusion and equalities governor school evaluates the equality objectives and equality data. Our equality objectives are reviewed every four years and our public sector equalities data must be published annually and the link to our school website can be found here:

https://whittingham.eschools.co.uk/website/important_information/221926.