

Heron Way Primary School Equality Statement Policy

Date	Review Date	Coordinator	Nominated Governor
September 2017	September 2020	Head Teacher	Rowan Chaplin

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We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation: See Appendices for School Specific Practice and Guidance

- Human Rights Act 1998
- The Education (School Performance Information) (England) Regulations 2001
- Gender Recognition Act 2004
- Equality Act 2010

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We believe it is our legal duty under the Equality Act 2010 to minimise the distress and disruption to those pupils and school personnel who are transgender by ensuring we eliminate all forms of discrimination, advance equality of opportunity, promote good relations between different people and to support the rights and needs of trans people to live their lives in their true gender.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all pupils in order for them to achieve their expected targets.

We are opposed to any member of the school personnel or others connected with the school being victimized, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

In order to achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in this school.

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We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To introduce and put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To minimise the distress and disruption to those pupils and school personnel who are transgender.
- To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- responsibility to comply with all aspects of the Equality Act 2010;
- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;

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- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility to set equality objectives every four years;
- responsibility to have in place a school accessibility plan in order to provide full access to the school building/s for all disabled people;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- has the responsibility to monitor achievement of equality targets;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
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- responsibility for the effective implementation and the annual monitoring and evaluation of this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility to annually publish the School's compliance with the Equality Act 2010.

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensuring that this policy is embedded into the culture of the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality inclusion and community cohesion;
- record and deal with incidents of racism, bullying and other inappropriate behaviour;
- seeking advice from appropriate agencies in order to ensure that this policy is kept up to date;
- have high expectations of all pupils from across the ability range;
- provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all pupils in order for them to achieve their expected targets;
- ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- monitor and analyse the performance of different groups of pupils within the school;
- regularly reporting to the Governing Body on the standards achieved by different groups within the school;
- highlight and share positive activities that help to tackle educational disadvantage;
- ensure the accessible is carefully monitored and reviewed annually;
- recording, reporting and addressing all racial incidents;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:

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- scrutinising teachers planning
- scrutinising pupils work
- observing pupils throughout the school day
- classroom monitoring of pupil progress
- analysis of questionnaires and surveys with pupils, parents/carers and school personnel
- analysis of pupil data

Role of School Personnel

School personnel will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour; racial harassment and bullying;
- have high expectations of all pupils;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all pupils;
- provide challenge for all pupils;
- promote equality through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils;
- provide specialised resources for pupils with disabilities;
- create a positive classroom ethos and is welcoming to both sexes;
- ensure pupils feel valued and have individual targets;
- be open to the views of pupils;
- encourage pupils to share their experiences of different cultures and different religions;
- provide positive classroom displays of pupils work;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- recognise that they have a role and responsibility to promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- work to promote anti-bullying strategies;

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- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
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- tackle bias and stereotyping;
- insist on good pupil conduct;
- be alert to signs of participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform;
- liaise with the school council;
- take part in questionnaires and surveys.

Recruitment Process

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Complaints

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school personnel.

Any case of harassment will be dealt with by the school's disciplinary procedure.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;

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- be asked to take part periodic surveys conducted by the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Ethos
 - Equal opportunities
 - Inclusion
 - Anti-bullying
 - Assessment
 - Curriculum
 - Pupil Behaviour & Discipline
 - Sex & Relationships
 - Teaching & Learning
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Through the implementation of this policy we will ensure that every adult, child or young person will have access to the necessary support required to enable them to reach their highest potential and that the school's procedures for management of staffing, learning and behaviour are fair, effective and equitable.

To do this, the school's leadership will, in the cycle of monitoring and self-evaluation highlight possible and actual inequalities in standards, provision and leadership and management, investigate why they take place and remove any unfairness and disadvantage.

When drawing up and reviewing this policy, governors and staff at this school have discussed and understand disability can be an experience or a condition. In other words, a person with an impairment may become disabled if reasonable adjustments are not provided in relation to the impairment. The proposed actions set out as objectives, and the terminology used, reflect this understanding.

The objectives drawn up should be specific, measurable and realistic with accountability and timescales made clear.

We will take action to ensure that, where possible, the adults and volunteers (including governors) working in our school reflect the diversity of the communities that the school serves.

The School Recognises That:

- some people hold negative attitudes, stereotypes and myths about youth, ageing, younger and older people that can lead to people becoming socially and economically disadvantaged, excluded or marginalised.
- some members of our society have stereotypes for both women and men and both can deny or lose opportunities because of these stereotypes.
- people can face discrimination because of the attitudes of some parts of society towards the faith communities to which they belong or do not belong
- there is a need to protect workers and learners from unlawful discrimination, harassment and victimisation on the grounds of sexual orientation
- all forms of bullying and discrimination by or towards learners or staff are unacceptable and will not be tolerated
- community cohesion is a process that should take place in all communities to ensure that different groups and individuals work and get on well together and promotes the capacity of new and existing residents to adapt to each other

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- good relations should be fostered between people who share a protected characteristic and those who do not share it.

In promoting equality we are committed to:

- challenging stereotypes and prejudice within and beyond the school
- acquiring or managing resources to guarantee effective implementation of this policy
- making the whole school environment welcoming to all
- spreading expertise among the staff
- providing opportunities for all adults and children to learn and to establish strong and positive relationships with their peers
- establish and maintain links between the school and its local and wider communities

Equality of opportunity is based on the premise that:

- ⇒ All people are of equal value and to be respected regardless of gender, race, ability, social background, physical characteristics, faith, language or culture
- ⇒ All people should have equal opportunities, entitlement and access to the full life of the school
- ⇒ Equality of opportunity does not mean the same treatment for all and individuals will be responded to as individuals

Children, staff, governors, parents and carers and other stakeholders from the school community have been consulted when drawing up this policy and will continue to be involved in its review and evaluation.

Our core values reflect our commitment to promote equality:

Teamwork: 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

Risk-Taking: together we take ourselves outside of our comfort zones and recognise the feelings of challenge.

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

Aspiration: we all aim high and we all have a right to achieve and learn.

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

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Together we explore these values, identifying and teaching key skills that learners will need to demonstrate each value in practice.

The context of our school

Heron Way Primary School is situated in a residential area on the east side of Horsham. The school, opened in 1968, was based on an infant school design although it was opened as a primary school. The accommodation consists of eight classrooms in the main building and a further three temporary classrooms plus a small portacabin for small group work.

Race: The ethnic composition of pupils and staff is almost entirely white UK heritage. There are currently 19 pupils with English as an additional language. This reflects the immediate local community. The school seeks to celebrate cultural diversity and prepare children for life in a multicultural society.

Gender: The pupil population is broadly 50% male and 50% female.

In this school we:

- ⇒ Ensure that all pupils and staff are encouraged and able to achieve
- ⇒ Respect and value differences between people
- ⇒ Prepare pupils for life in a diverse society
- ⇒ Acknowledge the existence of racism and discrimination and take steps to prevent them
- ⇒ Make the school a place where everyone, irrespective of their ability, gender, race, colour, ethnic or national origin, feels welcomed and valued
- ⇒ Promote good relations between different groups within the school and within the wider community
- ⇒ Oppose all forms of racism, racial prejudice, racial harassment and discrimination relating to gender or disability
- ⇒ Are pro-active in tackling and eliminating unlawful discrimination
- ⇒ Deal with all forms of bullying and harassment promptly, firmly and consistently, in line with the school's discipline policy
- ⇒ Ensure that all incidents of harassment are recorded and monitored

Admissions

As a community school, we follow the admissions policy of West Sussex County Council. We do not discriminate against children seeking admission or with regard to how pupils are treated, on grounds of sex, race, disability, religion or belief.

Racist/hate incidents

Incidents of a racist or hate nature are recorded in a log and reported to the governing body regularly. Discussions are held with the pupil(s) concerned and parents are informed.

Reporting and reviewing this policy

In line with requirements we will produce an annual report on the progress of any plans and review and revise the single equality policy every three years.

The annual report will be in the form of a report to the governing body by the Provisions and Outcomes committee.

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Aspects of our school life that are examined for their relevance to equality		
	Who is accountable and involved	How is it monitored?
The school's core values	<i>Staff and P&O</i>	<i>Policy review</i>
Equality priorities in the school's improvement / development plans	<i>GB</i>	<i>When drawn up</i>
Equality statements evident in all policies but particularly: behaviour, attendance, collective worship, target setting, teaching and learning, performance management	<i>P&O</i>	<i>Policy review</i>
Ethnicity, disability, gender equality reflected in language and images in school documents / website/ SEF/ classroom displays	<i>Head/P&O</i>	<i>Learning walks</i>
Tolerance levels of inappropriate language or behaviour clear in staff handbook / GB protocols with processes for challenging inappropriate language or behaviour (Confidential Reporting policy adopted and known to all)	<i>L&M committee</i>	<i>Policy review</i>
Opportunities for different viewpoints to be expressed and voices to be heard are part of the school's staff and governors' corporate culture	<i>Head/Chairs of committees</i>	<i>Staff meeting and GB meeting minutes</i>
The curriculum themes and content reflect diversity Events and activities set up to celebrate diversity	<i>Head/P&O</i>	<i>Long Term Plan</i>
Respect for others is consistently evident and promoted in daily school life as well as in RE, PSHE and citizenship.	<i>Head/GB</i>	<i>Observed on visits</i>
Educational visits, school trips and out of school activities	<i>(EVC)</i>	<i>Samples from Evolve</i>
School links and partnerships	<i>Head/GB</i>	<i>HT report to Govs</i>
The processes for monitoring and supporting the learning of all pupils raises questions and evaluates any actions used to address disadvantage or unfairness The performance data presented for moderation takes account of the needs of individuals and groups who might be subjected to barriers in their learning	<i>Lead teacher for data</i>	<i>Data analysed for target setting meeting</i>
Processes and planning for differentiation / personalisation in lessons plans making all learning opportunities meaningful and relevant to all pupils.	<i>Class teachers</i>	<i>Planning to HT and P&O</i>
The processes for monitoring and supporting inclusion / avoiding exclusion for all pupils	<i>SENCO/Head</i>	<i>Questionnaire Inclusion Policy</i>
Issues of interpretation and translation for those not fluent in English	<i>SENCO</i>	<i>GB questionnaire</i>
Policy on school uniform, particularly allowances for cultural identity	<i>GB</i>	<i>P&O minutes</i>
Parental participation / hard to reach groups or individual families regarding their children's progress	<i>P&O</i>	<i>HT reports</i>
Parental participation and engagement in other aspects of	<i>P&O/PTA</i>	<i>HT reports</i>

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school life		
Ethnic diversity and welcoming people with disabilities in workforce and GB.	Head/L&M	Recruitment policy
Monitoring all aspects of employment, including recruitment, disciplinary issues and complaints	L&M	Policy review
Monitoring allocation of responsibilities, professional development and progression of all staff with specific consideration of the need to have any objectives to address the causes of any gender pay gap	L&M	When restructuring staffing or recruiting
Prominence of ethnicity/ disability equality in staff training and professional development	Head	CPD records
Pupil representation and participation in all aspects of school life	School council	Gov report
When reviewing this policy, staff, governors and other stakeholders discuss the importance of terminology and understand the distinction between "People with disabilities" (social model of disability) and "disabled people" (medical model of disability) . Seek advice when there is disagreement or confusion over medical and social models of disability	P&O	Policy review
With specific reference to the Race Relations (Amendment) Act 2000: <ul style="list-style-type: none"> • tackle unlawful discrimination by keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how these are responded to • deal with complaints of discrimination and harassment speedily, notify complainants of the outcomes and action taken and inform WSCC 	P&O	Logs
With specific reference to the duty to promote community cohesion: The GB and staff take action to identify which aspects of school life already contribute to this, agree where there are areas of development, set targets and evaluate impact. Reflect or collate the progress made in the school's own reporting systems, highlighting any actions taken to removing barriers within or beyond the school	GB	SEF

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The legislation governing the school's responsibilities:

Area	Legislation`
Gender (sex)	Sex Discrimination Act 1975, as amended Equality Act 2006
Gender (reassignment)	Sex Discrimination (Gender Reassignment) Regulations 1999.
Race	Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000
Disability	Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001 Disability Discrimination Act 2005
Sexual orientation	Employment Equality (Sexual orientation) Regulations 2003, as amended
Religion or belief	Employment Equality (religion or belief) regulations 2003, as amended Equality Act 2006
Age	Employment Equality (Age) Regulations 2006

Overview of the school's responsibilities

	Illegal: <ul style="list-style-type: none"> • Discrimination • Harassment • Victimisation 	Duty to promote	Applies to:			Duty to monitor	
			Staff	Pupils	Curriculum	Overall	Specific incidents
Gender	✓ Since 1975	✓	✓	✓	✓		✗
Gender (reassignment)	✓ Covered by 1975 act		✓	✗	✗	✗	✗
Race	✓ Since 1976	✓	✓	✓	✓	✓	✓
Disability	✓ Since 1995	✓	✓	✓	✓	✓	✗ (except bullying incidents)
Sexual Orientation	✓ Since 2003	✗	✓	✗	✗	✗	✗
Religion or belief	✓ Since 2003	✗	✓	✓	✗	✗	✗
Age	✓ Since 2006	✗	✓ unless objectively justified	✗	✗	✗	✗

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GUIDELINES FOR GOOD PRACTICE

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

- Fulfill the statutory requirements across the whole curriculum.
- Identify the individual needs of all children.
- Value languages other than English and promote bilingualism.
- 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.

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- 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.

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- 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 feed forward.
- 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.

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- 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.

Heron Way Primary School

- 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