



## EQUALITY AND INCLUSION POLICY

Updated April 2020

As a Silver Rights Respecting School, we promote the rights of the child as laid down by UNICEF's Convention of Rights of the Child (CRC). As participants in this scheme we:

- Ensure that coverage of any relevant UNICEF Articles is undertaken.
- Listen to the views of the children in our school regarding equality, diversion and cohesion.
- This policy recognises the child's right to Article 2: All children have the right to be protected against discrimination.

UNCRC Article 28: All children have the right to an education.  
Policies and practice in Whinfield Primary School respects children's dignity.

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This Policy has been drawn up by parents, staff, children, governors at Whinfield Primary School following related guidance.

### **Equal opportunities for all**

'An entitlement to learning must be an entitlement for all pupils'

Our school uses the Equality Act 2010 to treat everyone equally and fairly regardless of: age; disability, gender, gender identity, race and nationality, religion or belief, pregnancy, marriage or sexual orientation.

### **Introduction**

All pupils at Whinfield Primary School have an equal right to develop and achieve their potential. Equality of opportunity underpins the school curriculum and the work of the school. Pupils of Whinfield Primary are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

The Education Reform Act entitles all pupils in school to a national curriculum, which is balanced and broad based. The national curriculum includes cross-curricular dimensions such as equal opportunities for pupils regardless of gender identity, multicultural education and special educational needs. Wherever possible the curriculum will develop children's knowledge and understanding of different beliefs. Cultures and needs.

At Whinfield we aim for an atmosphere of trust and respect among pupils as well as between teachers and pupils. The citizenship element of our PHSE and HRE program of study is about how we treat each other and, more importantly, how we learn to respect one another and ourselves as citizens of the world. It also fosters an understanding of the diversity of cultures and needs that exist in school and in the wider community.

### **Pupils**

It is the right of every pupil irrespective of age, race or nationality, religion or belief, disability, class, gender, sexual orientation, gender identity, special needs or ability to achieve their full potential. Each pupil should have access to an education, which will enable them to utilise their talents to the full and achieve their potential. We must develop pupils to become sensitive to, and aware of, ways in which equality of opportunity is denied and how this might affect them in society.

### **Parents and Carers**

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We will introduce and communicate the equal opportunities policy to parents and carers through the school prospectus, admissions meetings with parents and carers and on parent and carer's evenings. We will consult with parents about what they think is important for their child to learn and their views are included in this policy.

### **Staff**

It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children. They will endeavour to establish an atmosphere within school that effectively reduces prejudice and raises self-esteem, so that all students can develop independence, freedom of choice and knowledge of their right to take on whatever roles they choose, no matter what their background, gender or ability.

As a staff we have to remember that we are role models. We must recognise and challenge discrimination as and when it occurs. (Also see anti-bullying policy)

### **Aims**

At Whinfield we aim that every individual within our school achieves their full potential and has equal opportunities. We want every pupil to have access to the best possible level of achievement appropriate to their age and ability through differentiated work. We think staff, parents, carers and pupils should be informed and educated, and reminded of the issues to ensure a continuity of approach throughout the school. We want prejudice to be recognised and challenged to build positive attitudes to difference. Understanding and mutual respect of all pupils regardless of differences, are promoted. We want contributions from various cultures to be included and acknowledged in the planning and teaching of the full range of national curriculum subjects, resources and school displays. We should raise the awareness of the unfairness and injustice of stereotyping and any form of bullying, including verbal, physical, psychological, digital, homophobic, biphobic, transphobic ageist or ableist bullying, by any group or individuals is challenged and addressed. We aim that high levels of acceptable group and individual behaviour are promoted by ensuring that all the school community is informed of school expectations and procedures. All racist, sexist, homophobic, transphobic, biphobic incidents and bullying will be recorded and monitored.

We will do this by giving pupils time to talk in class discussions to give everyone the opportunity to voice an opinion and discuss how they are feeling. We will encourage the sharing of experiences - encompassing all equality issues- and building opportunities for this into teaching, homework, and classwork. We will review and update resources and displays so that positive equality messages are presented to the pupils. Staff on playground duty will identify loners and negative physical contact and offer support or intervention. We will involve students in rule-making in the classroom such as group agreements and at a whole-school level through the school council. We will use some

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assembly time and themes to reinforce equal opportunity issues and ensure that all students have equal access to resources some needing more direction in the use of them. We will give students a voice and share in religious celebrations throughout the year.

### **The Curriculum**

All students will have equal access to all aspects of the curriculum and school life. We will need to monitor our practises to achieve this. Pupils will be given the opportunity to make choices without rejecting any as being inappropriate for example sport, roles in drama, dress up role play costumes, jobs etc. They will also access a curriculum that has been reviewed and updated on a regular basis in order to utilise people with the protected characteristics detailed in the Equality Act 2010. Examples such as Caster Semenya (Trans) for sport, Alexander the Great (gay) in History, Emily Blunt (stutter) English actress (Mary Poppins Returns) Stevie Wonder (blind) musician. The resources including, books, power points, worksheets and images will promote equality and diversity wherever appropriate. Resources will be allocated fairly. Displays (hidden curriculum) will show positive role models from all backgrounds covering the protected characteristics of the Equality Act 2010. Teachers will include opportunities to discuss and counter prejudices and hidden beliefs within their classes. Pupils' individual characteristics and feelings will be respected and valued.

### **LGBT+ Inclusive Curriculum**

As a whole school we need to be mindful of the things we do that make LGBT+ invisible and make our children think that they can't talk about them. We must take care not just to split classes into boys and girls, or read books that only portray families with a mum and dad or wrongly assuming girls will want pink and boys, blue. We must include all families by addressing parents as 'parents or grown-ups' rather than mums and dads. We must include all children by making some things gender neutral. For example our uniform will suggest children wear not girls/boys wear.

In the Prevent and Tackling Bullying Document from the DfE, it suggests that prevention is the key.

'The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.'

In the statutory guidance for HRE it is suggested that schools should teach their pupils about LGBT+ in a sensitive and age appropriate way and ensure that the content is fully integrated into the curriculum instead of stand-alone lessons.

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'Schools are free to determine how they do this and we expect all pupils to have taught LGBT content at a timely point as part of this area of the curriculum.'

At Whinfield we use lessons from the LGBT+ charity Stonewall and begin talking about different families in Early Years. We continue to teach lessons and integrate teaching about LGBT into the rest of the curriculum when appropriate. We will include stories that promote the protected characteristics and we adapt displays appropriately.

Our school will celebrate LGBT and Gay pride through celebrating how we are all different and we should each be proud of ourselves.

#### Staff Training

Active participation of all school personnel is necessary for a successful policy. Staff meetings will take place as a means of monitoring and evaluating the policy. Also, awareness raising sessions will be planned. All staff have a responsibility for promoting equal opportunities.

#### Success Criteria

Equal opportunity will be recognised or highlighted in the following areas.

Assessment results

Playground and classroom interactions

Displays in school

Perceptions of governors and parents/carers

Teaching styles

Use of resources

Adopted by the governing body April 2020

Policy to be reviewed April 2021

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