

Equality and Diversity Policy



Normand Croft Community School

An International Family of Learners

Agreed and Adopted by:

Reviewed: January 2024

Next review: January 2025



1. Introduction

The Equality Act 2010 requires schools to publish information to show how we are working to:

- a. eliminate discrimination
- b. advance equality of opportunity between people who share a protected characteristic and people who do not share it (see below).
- c. foster good relations between groups of people.

2. Protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of the following protected characteristics:

- a. age
- b. disability
- c. gender reassignment
- d. marriage and civil partnership
- e. pregnancy and maternity
- f. race and heritage
- g. religion or belief
- h. sex
- i. sexual orientation

3. At Normand Croft, we believe that other key groups of children also require consideration:

- i. looked-after children / children who were previously looked-after.
- ii. young carers
- iii. children eligible for free school meals or living in poverty.

4. Our approach

- a. At Normand Croft, we want everyone to feel welcomed and included as we believe that children will learn better in a school where everyone feels equally safe and welcome.
- b. We recognise that each person is an individual with their own specific needs, story and contributions. We believe everyone has the same rights but may have different needs and so making school 'fair' for everyone is not about giving everyone the same things.
- c. We endeavour to achieve a safe, inclusive and welcoming environment by encouraging everyone to recognise and acknowledge what we all have in common as well as valuing and celebrating our many differences.
- d. As well as teaching the children about equality and diversity generally through the whole curriculum, and particularly through our Personal Development and Wellbeing curriculum, we also look for regular opportunities to discuss these ideas with the children in assemblies and aim to reflect these values in our day to day interactions with the children and whole school community.



- e. We have clear expectations of acceptable language and behaviour towards others, we teach children to be safe, be kind and be the best that they can be. We directly address 'put downs' and prejudicial language and our playgrounds are safe places to be (never perfect but children are confident they will be looked after if things go wrong. Our equality message is clear and strong and we involve the children in ensuring this remains so.
- f. Our previous and current school development plans have equalities and inclusion firmly embedded within them.

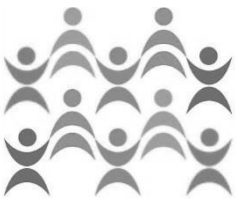
5. Disability Equality

a. What this means to us:

- i. we celebrate different abilities in many ways whilst also supporting the specific needs children may experience
- ii. we teach children to celebrate difference and that difference is not about lack or less but about rights, needs, attitude and access
- iii. we teach children that equality is not about everyone getting the same but about everyone getting what they need
- iv. if your child is joining our school and has a disability, we recognise that you will need additional time with school staff so you can tell us about your child's needs and for us to explain how we will work towards meeting your child's needs
- v. we recognise that helping your child be equally included may need specific support and we will work with you and other agencies to ensure we do this well
- vi. disabilities can affect a child's achievement or social experience in very different ways
- vii. although achievement is a major factor, we understand that a child's social experience is vital to a good education and will help your child achieve a positive social experience in a variety of ways.

b. How do we promote disability equality and help all children get on well together?

- i. We teach children about disability equality through the curriculum via specific units of work as well as our general language and attitude.
- ii. Our staff receive training in Autism awareness, Speech, Language and Communication, Medical Needs and SEMH
- iii. Occasionally, and with parental consent/involvement, we support disabled children to teach their peer group about their specific needs to enable children to support and understand those children better. Children respond to this incredibly well. Difference is often obvious to children and this benefits from being discussed and accepted openly to support positive relationships. Children have become so confident about their differences that they have been enabled (as older primary children) to talk to their whole class or the school about their own disabilities (eg severe dyslexia or autism) and this has always had a positive impact.
- iv. All children at Normand Croft have equal access to all of school life. This includes clubs (your child may need support to attend and we can provide this) and trips including residential trips.



- v. Children may become diagnosed with a learning disability during their time at Normand Croft. We have clear pathways to diagnosis of specific learning difficulties / disabilities and parents/carers will be involved with this process and given information about support offered as a result. You are welcome to discuss any concerns about your child's development at any time and will receive information about additional support at least twice a year. Please come and talk about anything you don't understand or anything about which you would like more information.

c. What we avoid/don't tolerate:

- i. We talk to the children about different skills, achievements and abilities and promote a growth mindset. We know that children/people can be competitive and avoid the 'top/bottom group' classroom set-up. Our children experience learning with all children over time in mixed attainment groupings. They are specifically taught how to include every one and how to listen to each other's ideas respectfully
- ii. We treat put downs related to ability/disability and the use of derogatory language seriously. These can include put downs pertaining to high attainment (eg: geek; nerd) or low attainment (eg: thick; stupid). Such put downs are unusual.

d. How we would like to improve our disability equality work:

- i. to increase representation of disabled people in our school. This includes curriculum developments and every day learning and teaching practice (e.g. resources; worksheets; flipchart images; displays; (e.g.) historical / scientific contributions of disabled people, Paralympics)
- ii. empower more children to talk about their special needs/disabilities and help themselves
- iii. consult with children with SEND to ensure their voices are heard
- iv. acknowledge world disability day, autism awareness week etc.

6. Family Equality

a. What this means to us:

- i. we value all family types as equally special and recognise that children need to be proactively taught that other children's families can be different to their own family type

b. How do we promote family equality and help all children get on well together?

- i. in order for all families to feel equally valued and help children from different family types get on well together, we will celebrate families in special events and within the RSE and PSHE curriculum
- ii. our hope and experience is that celebrating family diversity encourages children to share and therefore educate other children about the variety of family types in our community



- iii. we use the term 'grown ups' or 'adults' as a general term rather than 'mums and dads' to refer to children's significant adults so that children who live with one parent, 2 mums, 2 dads, foster parents or who live with extended family don't feel that their own family make-up is not included - we ask club leaders to use this language too.
- iv. we are proactive in engaging both parents to engage with school if they are separated
- v. we realise that there are financial inequalities between families at Normand Croft and aim to ensure no family or child is excluded from a school event or activity for financial reasons and that we do not add stress or embarrassment to families
- vi. in Relationships and Health Education, we teach children that babies are conceived (conception teaching formally happens in key stage 2) but questions can begin before then and will be answered in an age-appropriate way)
- vii. we recognise that children who are adopted into families or fostered often have specific needs and may need additional care
- viii. our annual international day celebrates our 'family of international learners'
- ix. we know that change and transition are sensitive times for children with attachment difficulties and will work with parents and carers to support this.

c. What we avoid/don't tolerate:

- i. we don't tolerate any put downs about families and deal with them seriously. We take any put-down as an opportunity to educate children about diversity and equality
- ii. we teach children about homophobia and homophobic put-downs
- iii. the casual use of 'gay' as a negative adjective is never tolerated and children are taught why this can never be acceptable.

d. How we would like to improve our family equality work:

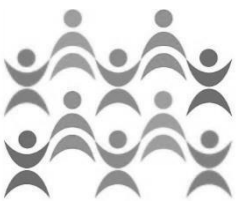
- i. Ensure our families understand the school's legal obligation to teach Health and Relationships education and to trust in our approach through communication and consultation.

7. Gender Equality

a. What this means to us:

- i. stereotyping means expecting girls and boys to behave or look a particular way. We recognise that there is still incredible pressure in society for us to conform to gender specific roles/looks and we teach children about this
- ii. we value individuality and this includes individuality in children who don't want to act or dress in a way that is 'typically like a boy' or 'typically like a girl'
- iii. we respect and support children's gender identities whether they accept, question or want to change the gender ascribed to them at birth and would work with families where necessary.

b. How do we promote gender equality?



- i. staff use language carefully to reflect gender equality (for example, we wouldn't say 'ladies first'; we would teach the children about letting each other through a door as a polite thing to do; we would talk about fire-fighters not firemen; police officers not police men or women; nurse not male nurse which suggests a man as a nurse is unusual).
- ii. adults don't ask children to get into boy and girl groups or teams in for activities and sport.
- iii. we do run girl-only sports clubs because these sporting activities are often dominated by boys and so we positively discriminate.
- iv. we make sure that there is a gender balance to our pupil surveys and representation on groups such as the School Council and Eco Committee, so that we hear the voice of boys and girls equally.
- v. we teach the children about stereotyping within the curriculum and we undertake a regular resource audit to check toys, displays and book corners.
- vi. we challenge stereotypes through the books we read to children, the choices of images we present and resources used across the school.
- vii. we analyse data by gender to check if there is an issue we need to address (e.g. improving the attainment of boys in writing).

c. What we avoid/don't tolerate:

- i. we don't tolerate gender put-downs (for example, calling a boy 'a girl' to make him feel bad; calling a girl a tomboy because she plays football)
- ii. we try to make sure reading books reflect our gender equality policy. If you find a book that you think gives the wrong message, please tell your child's class teacher – some may slip through the net and we will be able to use them to teach children about gender equality. We do have books that are obviously aimed at girls or boys because we know these appeal to children, however we are more concerned about stories that give stereotypical messages about girls' or boys' roles in the world.

d. How we would like to improve our gender equality work:

- i. ensure our staff team are confident in seeking support if unsure about teaching gender equality and are aware of resources that can support them.

8. Race and Heritage Equality

a. What this means to us:

- i. we value all our children and colleagues as individuals and value the diversity of racial and cultural heritage within our community
- ii. we feel it is especially important to value and make visible not only the races and cultures represented within our community but those that are not currently represented.

b. How do we promote race and heritage equality?



- i. we value all of the children's cultures and help children from different communities get on well together by finding as many opportunities as possible within the curriculum to teach children about other cultures and ethnicities, as well as promoting this learning through displays.
- ii. we make sure toys, displays, books etc. reflect a range of people from different cultures and avoid stereotypes.
- iii. we hold Refugee Week assemblies and teach the children about refugees as part of the curriculum.
- iv. as well as celebrating Black History Month in October, we ensure that Black British history is taught all year round throughout the curriculum
- v. we hold an annual International Day each year to celebrate communities around the world.
- vi. we use children's home languages regularly (e.g. in answering the register).

c. What we avoid/don't tolerate:

- i. we do not tolerate the use of racist comments or put-downs.

d. How we would like to improve our work:

- i. to empower the whole school community to stand up to racism
- ii. to continue to develop an anti- racist curriculum
- iii. to ensure under represented races and cultures are made visible through our curriculum.

9. Religious or Belief Equality

a. What this means to us:

- i. we value the diversity of religious belief and other philosophical beliefs (e.g. humanism) within our local and wider community. We also respect the right to have no religion or belief.
- ii. we believe that religious/belief education plays an important role in helping to keep our community a tolerant and inclusive place in which to live.
- iii. we value the beliefs of all children and our Religious Education curriculum gives children the opportunity to develop an understanding of their own and other people's beliefs.

b. How do we promote religious or belief equality?

- i. we regularly invite representatives from different faiths communities to speak in our RE lessons.
- ii. children also make regular visits to different places of worship within our local and wider area
- iii. our assemblies programme includes exploration of important ideas and stories from different faiths.



- iv. children are encouraged to ask questions and explore the big ideas raised in stories from a range of faiths within lessons
- v. we respect the right of families to celebrate key religious festivals and authorise absences accordingly.
- vi. we respect the religious wishes of families regarding participation in school celebrations (for example Christmas performances).
- vii. we recognise that the wearing of religious dress and symbols can be an important expression of an individual's religious identity.

c. What we avoid/don't tolerate:

- i. put-downs related to belief or religion are never tolerated.
- ii. children or families saying that they cannot play or work with another child because of their religion/belief

d. How we would like to improve our work:

- i. we would like to include more members of our school community to come and talk about their faith and how this affects their way of life
- ii. we would like to include more whole school celebrations of religious festivals e.g. Diwali, Eid, Holi

10. Monitoring and evaluation

- a. Senior leaders will monitor and evaluate the effectiveness of this policy through learning walks, curriculum leader forums, pupil and parent voice.