



Choppington Primary School  
- a happy place to be -

# Choppington Primary School

2022-23

# Equality Information and Objectives Statement

## Opening statement

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

## Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and

controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

### **Dealing with prejudice and celebrating diversity**

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

### **Equality and dignity in the workplace**

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

### **Diversity and representation**

We have been working hard to redesign and develop our curriculum to be as representative of the world and our community as possible. We aim to celebrate diversity and promote acceptance and respect. We want a curriculum that allows our children to regularly learn about, and be inspired by, individuals of all abilities from all backgrounds, cultures, genders, sexualities, religions and ethnicities. It is really important for us as a school, that the celebration of differences is embedded in our lessons and discussed frequently at every opportunity possible throughout the year. Weaving diversity throughout our curriculum is an on-going project.

### **Inclusion**

At Choppington Primary School, every member of the school community is regarded as being of equal worth and importance. Inclusion recognises differences; meeting the needs of individuals and taking positive action, so that everyone has equal access to the educational opportunities offered by the school this includes regularly monitoring individual progress and achievement.

## **Inclusive Education**

We aim to achieve this through:

- all children learning together;
- adapting systems and structures to meet the needs of children whatever their disability, learning difficulty or personal circumstances;
- fully involving all children in the learning process;
- enabling children to participate in the life and work of this school to the best of their abilities, whatever their needs;
- recognising and valuing the diversity of cultures, languages, religions, opinions and beliefs in society as a rich resource to support everyone's learning;
- fostering and sustaining relationships between our school and the local community;
- setting and monitoring achievable targets that challenge the learning capabilities of all children.

We will work towards this by:

### **1. Creating inclusive cultures through building a community ensuring that:**

- everyone is made to feel welcome to the school;
- children help each other;
- staff work together to include everybody;
- staff and children treat each other with respect;
- staff work in partnership with parents;
- staff and governors work together to include everybody;
- all local communities are be involved with the school.

### **2. Establishing inclusive values ensuring that:**

- there are high expectations for all children;
- staff, governors, children and parents share a belief in inclusion;
- children are equally valued;
- staff and children are seen as individuals;
- staff seek to remove all barriers to learning and participation in school;
- the school strives to remove all discriminatory practices;
- supportive friendships are actively encouraged.

### **3. Producing inclusive policies through developing a school for all will ensure that:**

- staff appointments and promotions are fair;
- all new staff are helped to settle into the school;
- the school seeks to admit and retain all children from its community;
- the school seeks to make its buildings physically accessible to all people;
- all new children are helped to feel settled;
- parents are encouraged to participate in the life of the school.

### **4. Organising support for diversity ensures that:**

- all children have access to appropriate support;
- all forms of support is co-ordinated;
- staff development activities help staff to respond positively to diversity amongst children;
- the Special Educational Needs and Disability (SEND) policy is an inclusive policy (See SEND Policy);
- the SEN Code of Practice (2014) is used to reduce barriers to learning and participation for all children;
- pastoral and behaviour support policies are linked to curriculum development and learning support policies;
- barriers to attendance will be reduced;
- the school actively works to eliminate bullying;
- support for those learning English as an additional language (EAL) will be co-ordinated with learning support.

#### **5. Evolving inclusive practices through orchestrating learning ensuring that:**

- learning is responsive to diversity amongst children;
- learning is accessible to all children;
- learning develops an understanding of difference;
- children are actively involved in their own learning;
- children are encouraged to learn collaboratively;
- assessment encourages and recognises the achievement of all children;
- classroom rules are based on mutual respect;
- practitioners plan, review and teach in partnership with their colleagues, pupils and parents;
- practitioners support the learning and participation of all children;
- Learning Support Assistants (LSAs) support the learning and participation of all children;
- parents are encouraged to work in partnership with the school to support the learning and participation of all children;
- homework contributes to the learning of all;
- all children have access to all learning activities outside the classroom as well as access to extracurricular activities;
- all children are given access to an assessment system that is able to demonstrate their progress and achievements.

#### **Mobilising resources**

- School resources are distributed to support inclusion.
- Community resources are identified and support or other resources utilised.
- Staff expertise should be fully utilised.
- Diversity amongst children and families should be used as a resource for teaching and learning.
- Staff should develop resources to support learning and participation.

#### **Closing statement**

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.