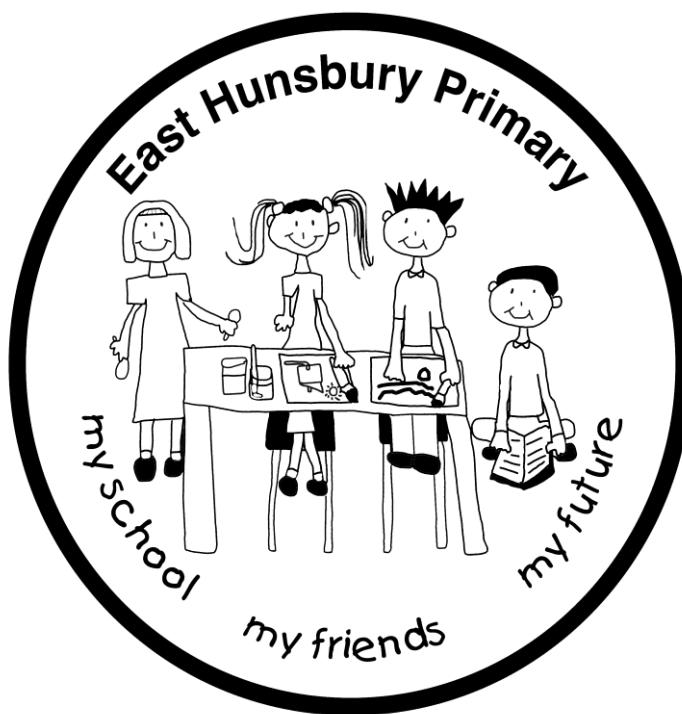


East Hunsbury Primary School



Equality Objectives

(including Social, Moral, Spiritual and Cultural Development)

Equality

Challenging stereotypes and prejudice

Preventing discrimination and misunderstanding

Raising awareness and asking questions

Allowing access and discussion

Encouraging kindness and respect

Enabling potential and progress

Celebrating difference and diversity

East Hunsbury Primary School is committed to ensuring all aspects of equality are fully addressed within an inclusive learning environment where everybody is valued and represented, so that each student has the opportunity to fulfil their academic potential alongside their social, moral, spiritual and culture development. Alongside the academic curriculum, students are taught and experience important core values and develop into healthy, critically thinking, empathic young adults who are fully prepared for life in modern Britain.

This document forms part of our mission statement in relation to The Respect Agenda and is part of our commitment to meet the Public Sector Equality Duty (PSED) and the requirement to have due regard for the need to;

- a) eliminate discrimination and prejudice,
- b) provide a safe and secure learning environment,
- c) advance equality of opportunity and ensure quality of access,
- d) challenge stereotypes, negative attitudes and discriminatory language,
- e) foster good relations between those who share protected characteristics and those who do not,
- f) foster positive mental wellbeing
- g) celebrate diversity.

It links with our Behaviour Policy, Anti-bullying policy, E-safety and Acceptable Use Policy, Child Protection Policy, Safeguarding of Young People Policy, Exclusions Policy and our Sex and Relationships Policy.

The Headteacher and the School Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with protected characteristics in almost every area of school life. The Headteacher, members of the Senior Leadership team and the SENCO are responsible for ensuring the implementation of all policies, monitoring aspects of this and the full development of a strong ethos of inclusion, within all aspects of the life of the school. Decisions

made at every level take into consideration the implications they may have for people with protected characteristics and this is regularly reviewed. It is the duty of all staff working in the school to implement the policies and continue to develop inclusive practices.

The Respect Agenda

This agenda addresses the requirement for the school to ensure that students develop into good citizens who are respectful towards themselves and others.

An inclusive learning environment and being part of a caring community means that pupils must always be reasonable and treat others and their property with respect. Pupils must refrain from unnecessary physical contact with others, using inappropriate language, name-calling and teasing. These can all cause a lot of upset and hinder progress and learning for others.

At East Hunsbury Primary School we pride ourselves in holding an Inclusion Quality Mark (IQM) flagship status and feel very strongly about inclusion for all within our school community.

Equality is the permission to be different and respected. It does not mean we are the same.

Everyone should be treated in accordance with equality and human rights legislation.

We do not allow anyone to discriminate against others because of their protected characteristics as these are all equal in law.

We challenge those who breach our code.

No one has the right to discriminate against, harass or bully other persons.

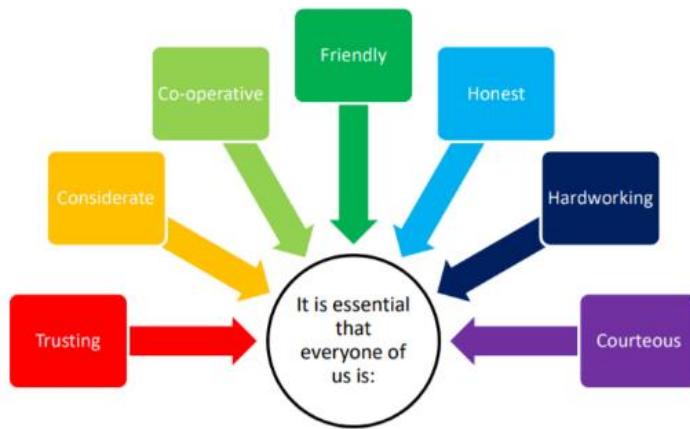
Whatever a pupils' religion or beliefs they must respect other people's religion and beliefs and whatever a pupil's religion or beliefs they must respect people identifying as lesbian, gay, bisexual or transgender.

If a pupil is being harassed or bullied in, or outside the premises, they should report it.

At EHPS we are all responsible for each other's wellbeing. We respect each other's differences and celebrate diversity.

Social, Moral, Spiritual and Cultural Development (SMSC)

It is important that our pupils develop into well-rounded individuals who adhere to British values and who develop into trusting, considerate, co-operative, friendly, honest, courteous and hardworking individuals with the ability to listen to the views of others and think critically.



SMSC Descriptors:

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise.
- interest in and respect for different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.
- Music, Dance and Art Curriculum reflect and represent different beliefs and faiths
- participation in the 'Take One Picture' National Gallery Project
- Science Outside the Classroom allowing pupils to learn in a variety of environments best suited to their needs
- participation in the RSC Project
- access to Forest School outdoor learning and forest school nurture groups
- access to our Sensory Room (ready October 2021).

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong.
- understanding of the consequences of their behaviour and actions.
- being able to understand and appreciate the viewpoints of others.
- participation in RE lessons with a wide variety of faiths, religions and beliefs covered
- following 'Jigsaw' a programme for PSCH
- participation in Nurture groups led by our SENCo and BSA
- participation in Targeted BSA interventions for specific pupils
- exposure to the international SMILE project and the SMILE curriculum based on emotional literacy taught to all pupils.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of communities and social settings, working well with others and being able to resolve conflicts effectively.
- participation in Jigsaw during PSCHÉ lessons,
- access to our SMILE curriculum focusing on emotional literacy
- ability to apply for School Council
- opportunities to be Young Sports Leaders
- participation in our Health and Fitness Fortnight
- participation and access to a wide range of Extra Curricular Clubs
- inclusion between Mainstream and Unit
- use of Makaton Sign Language across the whole school
- participation in Forest School
- access to Outdoor Learning and an outdoor classroom.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- understanding of a wide range of culturally diverse topics in Geography, History, Art, and RE lessons
- access to a wide range of literature by different authors from varying cultures and backgrounds interwoven into their curriculum.

