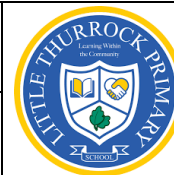


Little Thurrock Primary School



Equality, Diversity and Inclusion at Little Thurrock Primary School.

Our principles

We see our first task as equipping pupils with an awareness of an increasingly diverse society. On such foundations, pupils will develop a sense of their own place in, and contribution to, a pluralistic society. Little Thurrock Primary School acknowledges the complexity of society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society. Thus,

1. Discrimination on the basis of colour, culture, origin, sex, ability, political and religious belief is unacceptable in this school.
2. Every pupil, member of staff and Governor will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for, and appreciation of, each other as individuals.
3. The primary objective of this school will therefore be to educate, develop and prepare all our pupils, whatever their sex, colour, culture, origin or ability, for life.
4. An equal opportunities philosophy will be practised by all staff.

Aims

Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation.

The Governing Body of Little Thurrock Primary School (the School) is responsible for ensuring that the School meets the requirements of the Equality Act.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times) .
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies) .

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum.

This includes

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our junior governor board has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups such as Learning Workz who have specialist knowledge

about particular characteristics, which helps inform and develop our approach

Equality and Diversity in the Little Thurrock Curriculum

English

- We ensure, where possible, pupils' own identities and those of their families and communities should be reflected in the characters and authors that you teach, as well as in author visits and displays around school
- While we recognise it is important to make sure our pupils see themselves reflected in our curriculum, we remember that literature is diverse. Our English curriculum reflects this.
- When writing as a class, we vary the names and pronouns we use in examples, so that all pupils see a range of people reflected in whole-class writing activities
- We ensure resources or textbooks enable our pupils to see a range of genders and identities reflected in the activities they complete
- The books that we read and teach present a diverse view of gender and families, free from stereotypes
- We are aiming to develop and review our Library to consider that diversity is present in terms of topic, plot and author. Our aim is for the library to contain a diverse selection of books to avoid implicit segregation

Geography

- In Geography we aim to find examples of cultures that treat different genders, gender expression or LGBTQ+ people in a different way from the UK when looking at different cultures around the world.
- We aim to reflect on the diversity of our local area when teaching local geography by talking about people in the local community.
- We discuss different types of families and don't assume or imply that families in homes are always heterosexual married couples.

History

- We aim to include women's history and the history of LGBTQ+ rights are reflected broadly across our curriculum and within all topics.
- We consider where there's scope to represent more female and/or LGBTQ+ individuals.
- We try to represent the stories of ordinary women, like ordinary men – not just queens.
- We include discussions of historical figures whose contributions and achievements are not only related to their gender or sexuality.

RE

- We explore attitudes to, and representations of, gender and sexuality within religious and faith traditions.
- We use examples of religious practices that come from a variety of societies and cultures (e.g. showing how the same religious festival is celebrated differently around the world)
- We teach values that are common to all or most faiths (e.g. kindness, charity) to show how there are ideals that are shared by most humans
- We use examples of religious festivals or practices that do not discriminate against the LGBTQ+ community (e.g. giving equal weight to gay and straight marriage in the Christian faith)
- Pupils learn how religions explore social and moral issues, with links made to equality and acceptance (e.g. the importance of the equality of all human beings in Islam)
- Use moral stories from different faiths to teach about struggles for justice and tolerance
- Make cross-curricular links with our PSHE curriculum here.

Art and Design

- We ensure female and LGBTQ+ artists well-represented in the artists we study

- We make cross-curricular links with our history and English curriculums here, discussing why historical artwork, particularly portraits, may show more men than women (e.g. the different positions of power held by men vs women historically)
- We discuss what the central female and male figures are doing in pieces of art and how this differs from our modern society.

Music

- In music we discuss the historical privileges given to men and the opportunities they had compared with women
- We talk about the social history of the music period being studied.

Design Technology

- We ensure female and LGBTQ+ designers/engineers/architects are represented when teaching Design and Technology.
- We make sure the activities we set, materials we use and examples we draw on are suitable for a wide range of users
- We talk about adaptations that might be needed for different users

Modern Foreign Languages

- We aim for diversity when representing speakers of the French language.
- We talk about pronouns and what it might mean for something to be labelled 'feminine' or 'masculine'

Maths

- We make sure representations of people engaged in maths reflect a broad range of people of different genders and sexualities
- We make sure teachers vary the names and scenarios they use, and the images they include in resources, so that all pupils see a range of identities and settings reflected in maths lessons

Science

- We aim to represent female and LGBTQ+ scientists all year round
- We make sure representations of scientists (e.g. the default image of 'a scientist') reflect a broad range of people of different genders
- We highlight diversity and variation within the natural world by showing as much diversity as possible.

Computing

- We aim to represent female and LGBTQ+ figures within the fields of computing and technology, all year round – including historical pioneers and current leaders in these fields in our lessons
- We make sure representations of people interacting with technology reflect a broad range of people of different genders.

Physical Education

- We adapt your lessons on fitness, health and diet to different genders by ensuring children know and are aware of the different health and fitness needs of boys and girls
- When looking at famous athletes, we ensure we are referring to athletes of different genders and sexualities.
- We encourage pupils of all genders to take part in a range of sporting activities by not offering different sports and PE options based solely on a pupil's gender

PSHE & Citizenship

- We ensure respect, equality and diversity are key features of our PSHE curriculum by exploring issues such as prejudice, discrimination, injustice, sexism, homophobia and transphobia.
- Our pupils revisit these themes regularly (rather than just at certain times of the year)

- We give pupils opportunities to reflect on how behaviour, attitudes and biases affect others and how to recognise and challenge prejudice, stereotypes and discrimination.
- Our policies and procedures relate to our pastoral care and support (e.g. anti-bullying and safeguarding policies) to ensure we have a clear, whole-school approach to tackling sexual, sexist and/or homophobic incidents
- We make sure pupils understand what our schools' processes and protocols are for incidents of sexual harassment, homophobia etc., if they are a victim, persecutor or witness (e.g. who to tell, how this is recorded, how it will be dealt with and what will happen next)
- We use resources and examples within your lessons that reflect a diverse and modern British society and pupils' own experiences.
- Issues around gender identity are explored as pupils have opportunities to explore, express and celebrate aspects of their own identity.