

# **TERRINGTON ST CLEMENT COMMUNITY SCHOOL**

## **Single Equality Scheme**

### **Foreword**

Our Equality Scheme, brings together our strategies for promoting equality for all protected characteristics. It provides a framework for actively promoting equality and diversity so we provide a quality learning experience which is fully inclusive and accessible to all children and young people.

We use the following DfE guidance in all aspects of equality in our school:

The Equality Act 2010

Schools departmental advice for school leaders, school staff, governing bodies and local authorities.

The Human Rights Act 1998

Equality and Human Rights Commission

## Values

At Terrington St Clement Community School, we make the best possible provision for all learners, parents and carers and staff regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation. Information about the nine protected characteristics can be found on the following website from the Equality and Human Rights Commission.

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

### What does this mean in practice?

**Pupils** ~ In our planning of the curriculum and in all our lessons, we think about the interests of the **age** of our pupils and their stage of development. All our lessons are carefully planned to make sure our pupils are taught the appropriate curriculum which is given us by the Department for Education for the pupils' year group. We do not adopt discriminatory practice against adults (staff, governors, parents or volunteers) according to their age. It is our responsibility to make sure individual skills and suitability for the role are the deciding factor – not age.

Our building is carefully adapted so pupils and adults with **disabilities** can get in and out of lessons and in and out of the school. No pupils are excluded from lessons, activities or educational visits because of their disability - whether physical or mental impairment. We make adjustments in discussion with parents or carers. If we find we do not have equipment which meets the needs of pupils with disabilities, we seek expert advice and support and access funding from the St Clement Cluster budget for pupils with SEND. We have nominated parking spaces for parents and visitors with the blue disabled badge and make sure these spaces are protected for those who have a right to use them. We have a nominated governor who provides us with advice on accessibility issues and identifies areas which cause difficulties for wheelchair users.

Some parents have expressed concern over young children being introduced to topics which are considered inappropriate at a young age. It is the school policy to make sure all pupils regardless of their age are informed using age-appropriate language and content should a topic arise. It is not our policy to dismiss the concerns of a pupil if they ask questions about **gender reassignment** having heard about it in the news for example or if a family member is going through gender reassignment. The topic is discussed sensitively and with respect using language which is appropriate to the age and developmental stage of the child.

In our diverse community we have a range of family groupings: single parents, married parents (both opposite and same sex marriages) pupils living with grandparents or in foster care. Children are damaged by the holding of prejudicial views so the school policy is to make sure all pupils, regardless of their age, are informed using age-appropriate language and content should the topic of family groups arise. It is not our policy to dismiss the concerns of a pupil if they ask questions about **same sex marriage** having heard about it in the news for example or if a family member is going through a **civil partnership** ceremony. The topic is discussed sensitively and with respect using language which is appropriate to the age and developmental stage of the child. In the same way, we treat with respect and equally any staff member, parent, carer or governor regardless of the family group to which they belong.

Our school will always treat with dignity and respect, parents, family members or staff who are **pregnant** or have given birth and may be **breastfeeding**. We will make sure our pupils are not

put in difficult situations where a mother wishes to breastfeed and will provide suitable accommodation for this to happen.

We make sure our curriculum promotes role models from all **races** and educates pupils about the importance of similarities and differences. Respect and tolerance is a key message in all our teaching – in lessons and assemblies.

Our religious education in school promotes Christianity (as it is the main **religion** of our country) but each term we adopt one other of the five major **faiths** to run simultaneously. This is done specifically to teach our pupils that everyone has a right to their beliefs and we must respect their beliefs and be tolerant of them. This message is repeated throughout; not only religious education lessons and assemblies but in every discussion and debate from EYFS to Y6.

**Sex** and **sexual orientation** is a sensitive topic and is approached very much dependent on the age of the pupil (s). Sex and Relationships Education is taught across upper key stage 2. This begins with lessons around relationships and how our bodies change in Y5 moving on to menstruation and reproduction in Y6. Parents are very much involved in the decisions about SRE and are invited to view the materials and withdraw their children from SRE if they prefer to address this themselves. **Sexuality** is discussed as part of the SRE programme with the same level of sensitivity and respect. Younger pupils learn about their bodies and what is appropriate or inappropriate touching using the PANTS project as part of the keeping children safe curriculum: <https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-guide-for-parents.pdf>

Our approach to the **protected characteristics** through our behaviour policy is to question pupils about their intentions if they use any of the protected characteristics in their daily language. We ask if they have used any terms to be kind or unkind. It links to our THINK approach. Is it True, Helpful, Inspirational, Necessary or Kind. We do not act in a shocked way but tell our pupils any use of language which is meant to be unkind is not acceptable. Incidents are recorded to track if there is a pattern which needs more involved work with parents or with the police. It is hoped any incidents will be a one-off in the belief we are all entitled to make a mistake and put it right. If however, a pupil repeats the incident, it is clear they are making the wrong choices and a more formal approach is adopted. In this instance the behaviour policy is applied.

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