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Thongsley Fields Primary & Nursery School

# Pupil Equality and Diversity Policy

Inclusion

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Pupil Equality & Diversity Policy

### Statement of intent

Thongsley Fields is part of The Cam Academy Trust and upholds the core principles and values of the Trust.

Children can only achieve **excellence** in their education if the barriers that lead to unequal outcomes are successfully removed. Education can be only truly **comprehensive** if every child has an equal chance to thrive at school. This can only be achieved by effective **partnership** with key external organisations and strong links through the local **community**. It is only with a genuinely **international** outlook that children will truly understand and value global diversity.

Thongsley Fields forms an inclusive school family serving a diverse community where children speak many different languages and have experience of a range of cultural backgrounds.

The Equalities Act of 2010 identified nine protected characteristics: Disability, Race, Sex, Gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage and civil partnership and age. As **one school family** we have made a commitment to teaching about these characteristics in an age appropriate way and demonstrating, through our actions, inclusion for children and their families who live with these protected characteristics.

### Aims

- We aim to eliminate discrimination, harassment and victimisation for children and their families in our school
- We will advance equality of opportunity for children who share a protected characteristic and those who do not
- We will foster good relationships between children who share a relevant protected characteristic and those who do not

We will publish general information which demonstrates our compliance with the need to have due regard for the three aims above and also, where appropriate, publish specific and measurable objectives which we will pursue to help us achieve these aims.

These objectives are:

- To continue to improve the attendance of disadvantaged children so the gap narrows between them and their non-disadvantaged peers
- To continue to improve the progress of disadvantaged children so that any gap between them and their non-disadvantaged peers is reduced
- To improve the progress and attainment of children who have had social care involvement

These objectives will be monitored by our Local Governing Body and by the Trust.

Below we will set out how we meet our responsibilities to pupil equality and diversity through the work of the school.

### 1. Our Curriculum

We are continually developing our curriculum so that it promotes the celebration of diversity and prepares children for a life in a rich and varied society. Our teaching, through multi-cultural stories,

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Religious Education (RE), Personal, Social and Health Education (PSHE) and other subjects, is a significant part of what we do. In assemblies, through values based teaching, we show our children that we are all different and that that is a good thing! We celebrate our differences in many ways and all children are encouraged to be proud of their talents. All types of families are celebrated in assemblies and a range of resources are used to support our message that all families are different.

Children are taught mainly in mixed gender groups and classes and with a mixture of prior attainment and individual needs.

## **2. Removing Barriers to Learning**

We recognise that some children will require extra support to fulfil their potential. We believe in **equity to ensure equality** and achieve this through ensuring that:

- our learning environments are inclusive: that children are provided with extra aids where necessary to support their learning and that they are able to access and move freely around our physical site
- our children have equitable access to the curriculum along with their peers: some children will require additional tailored support which for some, will mean they need additional support beyond the classroom environment
- children and their families are encouraged to celebrate cultural and religious festivals without damaging their educational opportunities
- we make reasonable adjustments for the particular, individual needs of our children
- our other school policies are rooted in the same inclusive ethos and aim to promote equality e.g. supporting disadvantaged children with uniform and access to opportunities available to all.

Further information about our approach can be found in our SEND Information Report which can be obtained on our website or via the school office.

## **3. Challenging discriminatory behaviour, harassment and bullying**

We ensure, through our explicit teaching and day-to-day modelling of behaviour, that prejudice based behaviour will not be tolerated in our school. Adults in school are mindful of the responsibilities that comes from working in an inclusive primary school and with young children who often mirror the behaviour of their known adults. In order to challenge prejudicial views and behaviours witnessed or learnt through other means, we recognise the importance of teaching children another narrative: that this behaviour is wrong and is a crime.

We will actively support any child who is a victim of prejudice based behaviour and work with them and their families to ensure that it stops. We will work with the perpetrator(s) of such behaviour and their parents to ensure that they change, understanding the impact and consequences of their actions. Any incidents of prejudice based behaviour will be reported to the Local Governing Body and the local authority and/or police where appropriate.

Further information can also be found in our Anti-Bullying Policy which can be obtained from our website or via the school office.

## **4. Evaluating the Impact of Policies and Practice**

Our policies and practices are kept under constant review. We track groups of children to ensure there are no patterns to disadvantage associated with protected characteristics. The Local

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Governing Body and Trust challenge the school regarding the progress and attainment of children in various groups e.g. boys/girls, disadvantaged/non-disadvantaged, children with SEND/children without SEND, EAL children/children who are not EAL and other protected characteristics.

This policy is regularly reviewed with staff, with the Leadership Team being responsible for monitoring the day-to-day effectiveness. The policy will be reviewed every 3 years.