

# MARTONGATE PRIMARY SCHOOL

## HOW WE PROMOTE BRITISH VALUES

2015

We accept our duty “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of .....

- ***Democracy***
- ***The rule of law***
- ***Individual liberty***
- ***Mutual respect and tolerance of those with different faiths and beliefs.”***

The government set out its definition of British values in the 2011 Prevent Strategy. At Martongate Primary School these values are reinforced regularly in assemblies, curriculum time (SEAL, PSHCE, RE, History, Geography etc.), in the ways in which we tackle incidents and individual issues and in the following specific ways:

### **DEMOCRACY:**

This strand is picked up in the school’s Long Term Curriculum ‘Wider Curriculum’ map. So that children learn sequentially how to accept the rule of the majority. Pupils have the opportunity to have their voices heard through our School Council and pupil questionnaires. Children in each class vote for the children they want to represent them on School Council and for their Team Captains. Children are consulted and contribute to the development of school policies, for example our behaviour policy and the school aims.

In addition, children have first hand experience of democratic processes such as:

Voting for School Council

Voting for House Captains

Assemblies

Studying Democracy and Parliament (links to Nov 5<sup>th</sup>)

### **THE RULE OF LAW:**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout children’s time at school, as well as when dealing with behaviour and through school assembly themes.

A number of years ago, children had a lack of respect for the Midday supervisors at our school. This has now been largely dispelled by helping MDS's to be more effective, by raising their profile with the children and by being insistent that children treat all adults with respect. In this way they have come to respect authority generally.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our behavior policy is based on principles of respect, responsibility and fairness. When children transgress, we use principles of Restorative Practice to help children to understand the impact of their actions upon others. Visits from authorities such as the Police, PCSO's, School Crossing Patrol, Coastguard, RNLI and Fire Service are regular parts of our calendar and help reinforce this message. Year 6 pupils cover a unit of work on 'Crime and Punishment' which involves learning forensic investigative techniques, studying a 'crime scene', investigating the crime, visiting the police station and the criminal courts.

#### **UNDERSTANDING THE CONSEQUENCIES OF ACTIONS AND BEHAVIOURS:**

Restorative practice and behaviour policies are used to instil a sense of respect and fairness, but children are held to account for their actions and the following techniques are used to

- Traffic Lights for behaviour
- Effort Tower
- Behaviour Charts
- 'Detention'
- Isolation (rarely used)
- Exclusion (rarely used)
- Working on own when children can't be trusted to work with others
- Exclusion
- WOW assemblies
- Rewards for all manner of 'good' behaviours
- Attendance Awards
- Y6 Leavers awards

#### **INDIVIDUAL LIBERTY:**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Pupils are given the freedom to make choices, for example signing up for extra-curricular clubs, choosing the level of challenge in some lessons and deciding what to present at class assemblies to parents.

## **MUTUAL RESPECT:**

The development of mutual respect is a core part of the school's message and practice. All adults who work in school model respect to the children and in return expect it to be reciprocated. Indeed respect for others, permeates through the entire working of the school so that children learn to value the rights of all. Children are given many opportunities to work alongside other children so that they learn that all people have valuable and valid contributions to make. These opportunities include, School Council, Sports Council, Play Leaders, Sports Ambassadors, working with children from other classes and working with children from other year groups. Children are able to show their appreciation for others through the use of "Pupil Praise Reports" and children so nominated are congratulated during our Friday 'Celebration Assembly'.

## **TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS:**

As the school's community has limited ethnic and religious representation, we understand the importance of helping children to understand, value and respect diversity. Consequently our Long Term curriculum plan identifies opportunities for children to broaden their horizons. Children are taught how their community relates to contrasting localities in both Britain and the wider world, through their study of PE, ICT, Science, Technology, Music, RE, PSHCE, SEAL, History, Geography, Music, Art, Literature and Mathematics. Wherever possible, cultural aspects are woven into the work that children cover. For example, through inviting members of other ethnic groups in to school to share dance, art or food. Those children who are from ethnic minorities are encouraged to share their experiences with children, who listen with interest and respect. For example pupils who are from the Hindu faith recently spoke to their classes about their family life and how they worship. Children listen to music from around the world, are also shown video clips, photographs and artefacts to extend their knowledge and understanding. These images are selected to stimulate discussion about differences and similarities and also to challenge stereotypes about race, religion, disability and homophobia. Assembly themes are used to focus children on different aspects of their cultural heritage and are taught to value other cultures around the world. Annual events such as the Summer Fair adopt a cultural dimension. Recent examples include the Olympic Games, The football World Cup and the 'Tour de Yorkshire'. The school has well established links with a number of charities which range from Realaid, through the NSPCC to local charities who collect and distribute food parcels for the local homeless (Bridlington Doorstep project linked to our Harvest Festival).

India Day

Chinese New Year

Greek day

Christmas around the world

## PREVENT STRATEGY

Martongate School accepts its duty to prevent radicalisation. Key elements that demonstrate how we discharge this duty include:

- In the Summer Term 2015 three members of the governing body and the Headteacher attended briefings about the government's Prevent strategy and the school's policies have been amended to ensure that our response is robust
- The school has a values driven Wider Curriculum plan which aims to instil core moral values into children based on the British values outlined in this document
- The school helps children to develop in self-confidence so that they feel empowered to express their opinions, and not be easily swayed from their core values
- Year 5 and Year 6 pupils watch BBC Newsround as a class and read First News. These publications are used as a stimulus for discussion of the worldwide, ethical and moral issues raised in programmes
- We observe Remembrance Day each year and observe occasions such as the one minute silence in remembrance of the victims of the Tunisian terror attack of June 2015
- Racism, sexism and any form of prejudice is not tolerated, is always tackled and reported to parents and so is very rare
- the school would report our concerns if it came to our attention that a child was either exhibiting extremist views or was in an environment where extremist views were aired.
- Staff are made aware that concerns about the possible radicalisation of children or Young People by political extremist or religious groups should be referred to Senior Staff or the CPC/DSL.
- Advice will be sought by contacting the EH&SH which now includes Humberside Police Decision makers (See flow chart below).
- If there is an immediate concern of risk or emergency the school will call 999.

**DC Karen Windross , Prevent Officer, Humberside Police Hull & East Yorkshire**

[Karen.windross@humberside.pnn.police.uk](mailto:Karen.windross@humberside.pnn.police.uk)    01482 220751

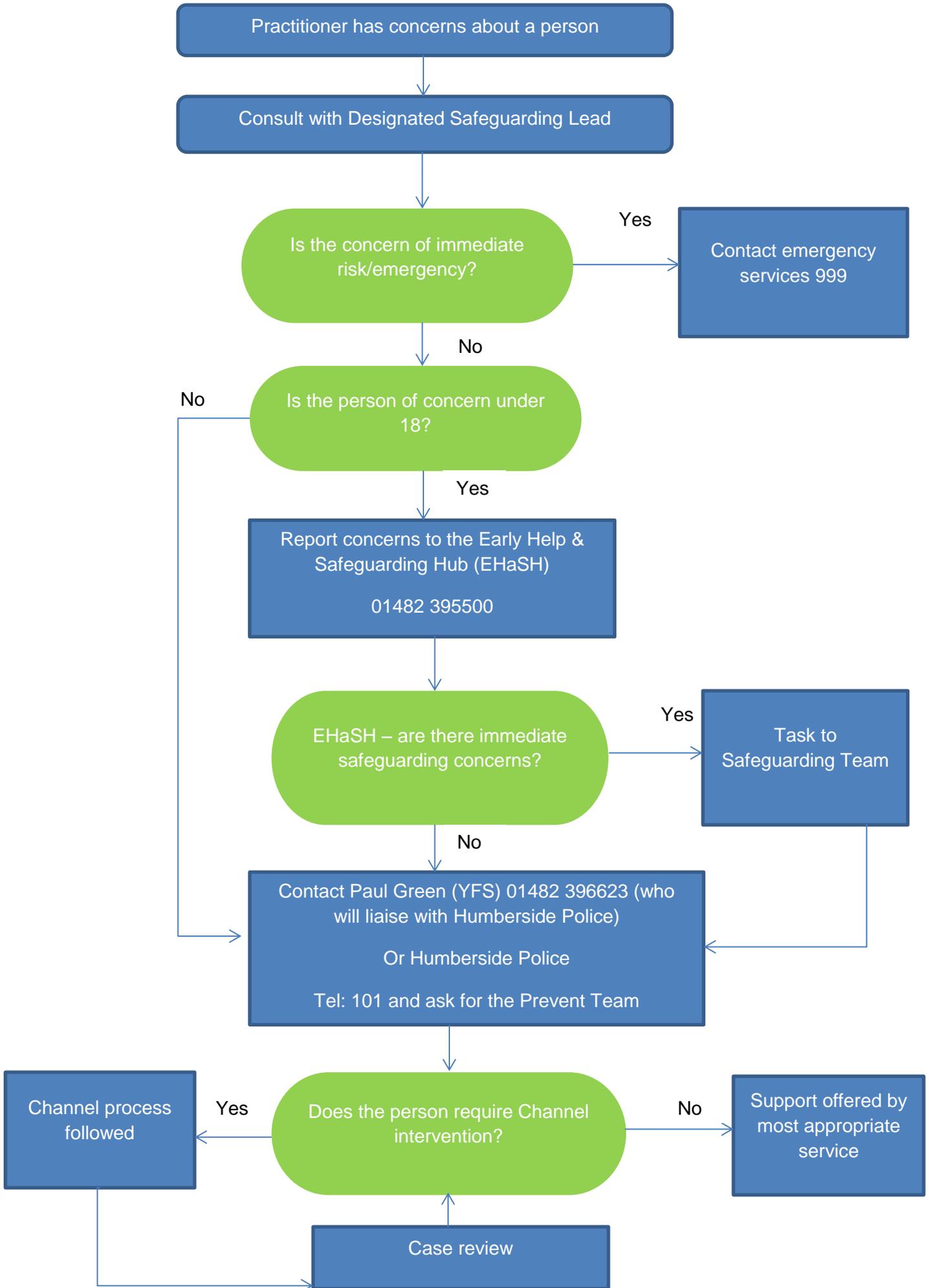
**National Counter Terrorism Hotline – 0800 789 321**

**Early Help and Safeguarding Hub – 01482 395500**

**SPOC (Paul Green) Youth and Family Support – 01482 396623**

The DfE has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

**Action to take if you have concerns that a person has or is being radicalised into extremist behaviour**



# HOW WE DEVELOP CHILDREN'S UNDERSTANDING OF

## SMSC ASPECTS OF LIFE IN BRITAIN

### SOCIAL ASPECTS

#### CHILDREN WORKING AND SOCIALISING WITH A RANGE OF DIFFERENT PUPILS:

Martongate Primary School prides itself on its inclusive and welcoming nature. We have a very good reputation in Bridlington for our inclusive approach and have a good reputation for working with challenging pupils. Indeed we often get more challenging children transferring to us as they approach the end of their primary years as parents become worried that their child is in danger of 'failing' in their current school. We see this as a real strength in our strategies to build responsibility and community cohesion. By the time that children leave our school they have been working alongside children with a range of difficulties and disabilities for many years and so they see the child rather than the disability. Consequently our children are characterised by their tolerant attitudes and whilst 'name-calling' does occur, it is unusual for it to be directed at our more vulnerable children. We recently witnessed one of our profoundly disabled EYFS pupils who has communication, learning and physical disabilities (and who finds walking very difficult without her rolator) being taught to 'dance' by some of her friends.

As a school with a great sporting and performing arts tradition, children at our school experience numerous opportunities for working with other children from Bridlington, the East Riding and (because we are so successful) children from other counties and regions. This willingness by our school staff to take children out of school is a major plank in our drive to ensure that we combat any tendency to be locally insular.

Other ways in which children are given opportunities to work with others include:

- Year 6 leading E-Safety lessons for younger children
- Summer Fair
- School 'Team' colours
- Sporting events/matches
- After school clubs
- Swapping classes for world book day
- Maths Fayres
- Year Group and Whole School Assemblies
- Class Council/School Council
- Y2 mentoring Y1 pupils
- Y2 reading partners
- Y1 Outdoor provision across year group
- Older children writing stories for KS1
- Family Learning activities
- Parent and child workshops (Writing/Maths)
- Choir singing for the elderly at Christmas

- Children singing in the Sewerby “Proclamation of Christmas”
- Children singing in the Brid Big Sing
- Children singing in the Little Brid Big Sing
- Children working with Northern Ballet and Theatre groups
- Y6 pupils working together to enter the Humberside Police project ‘Lifestyle’

#### **LEARNING TO RESOLVE CONFLICTS:**

The headteacher attended training in ‘Restorative Practice’ and this approach to conflict resolution has been incorporated into the school’s behaviour policy and practice. Staff have been briefed by the headteacher and Midday Supervisors are now expected to use the approach to model to the children how we consider the impact of their behaviour on others. Our insistence on showing respect to others has enabled the majority (and continuing to grow in number) of children to resolve most conflicts themselves. There remains though a number of children who still need help and support in doing so, and a few who still need to be disciplined as their care and consideration falls below our high standards.

#### **VOLUNTEERING/ RESPONSIBILITIES:**

All children are expected to take on jobs within the classroom. As they move through the school, they are encouraged to take on a broader range of responsibilities and to ‘apply’ for the voluntary posts as School Council members, Sports Ambassadors, Play Leaders.

- Class council which feeds into School Council
  - Advises the school of pupil opinions on key issues. They also organise events such as Comic Relief
- Every Y6 pupil has a specified job. For Example, helping in the Office or Library
- Junior Road Safety Officers work with LA Officers to raise awareness, organise campaigns etc.
- Sports Ambassadors supervise Games and organise competitions
- Play Leaders, help Midday Supervisors to organise games at Lunchtime
- House Captains
- Y6 pupils teach Cyber Bullying to younger children
- Y6 pupils support some classes with their Blog
- Y6 Business enterprise

- Children develop the class rules at the start of the year and revise them towards the end of the year so that they are next-year 'ready'
- Taking lunch trolleys
- Paper monitors
- Organising class resources
- Table monitors in classrooms
- Answering the phone in the classroom
- Year 2 Mentors
- Helper for the day in KS1
- Office and Library helpers in KS2
- Classroom 'jobs'

## **MORAL ASPECTS**

### **UNDERSTANDING RIGHT AND WRONG:**

When children err, they are routinely held to account. As part of our processes, we always seek to fully investigate the circumstances surrounding an incident so that children see the fairness inherent in our justice system. The outcomes are agreed by the perpetrator and the victim, and the victim is usually asked if they agree that the problem has been resolved to their satisfaction. One problem that we do see as a school is that a number of children go home at the end of the day and give their parents a different version of the events and outcomes as this often gets them attention and 'positive strokes' from their parents. We are working hard to overcome this by engaging in dialogue with parents, and by helping the children to understand that this is a form of dishonesty.

### **UNDERSTANDING AND RESPECTING THE VIEWPOINTS OF OTHERS:**

- Class Council
- Sports Council
- Debating moral and ethical issues in many aspects of the Curriculum
- Assemblies
- RE/PSHCE lessons
- Study of conflicts in History (eg. WW2)
- Science curriculum (the debate between religion and evolution)
- Multicultural Art including dance, art, music, poetry
- SEAL
- Staff teach children to respect the rights of others
- Discussing feelings, likes and dislikes so as to recognise our similarities and differences

- 'Circle Time' Discussions
- Emotional Literacy interventions (Sarah ledly)
- Pastoral Support from Cath Smithson
- 'Show and Tell'
- Reciprocal Reading discussions
- Peer Marking
- Hatching chicks in EYFS

## **SPIRITUAL ASPECTS**

### **DEVELOPING INTEREST IN AND REFLECTING ON THE BELIEFS SELVES AND OF OTHERS:**

- SEAL
- RE agreed syllabus
- Children talk about their own experiences and home life
- Geography – Comparisons with other countries and their beliefs
- Christian Assemblies led by local Faith Leaders
- Children recite the school prayer daily;  
***"Oh God, we ask you every day to make our school a happy and pleasant place. Show us how to be helpful and strong and keep us from doing wrong"***
- Participation in charity work and learning about how they help (Comic Relief, Sports Relief, Christmas Boxes, desks and books to Sierra Leone, Childline, Children in Need, British Heart Foundation, Marie Curie etc.)
- Harvest Festival, Chinese New Year, Diwali, Easter and Christmas Celebrations
- Assembly themes
- History themes studied
- French lessons and learning about the French culture
- French Themed Summer Fair
- ICT lessons including Christmas around the world
- Learning to speak in languages spoken by other children
- Visits to Methodist Church
- REAction day

### **CHILDREN ENJOY LEARNING ABOUT THE WORLD:**

- French lessons
- Geography field work and lessons. Comparisons between locality and the wider world
- Barnaby Bear in KS1
- History
- RE
- Visits to other places
- Visitors into school to talk to children eg. India day, Egyptian and Greek food tasting
- School Dinners
- Y2 raised money to sponsor and endangered animal
- Saying the register in a range of languages
- Y6 'World' theme

## **PUPILS ARE IMAGINATIVE AND CREATIVE ACROSS THE CURRICULUM:**

- World Book Day
- Visitors cooking with children
- Trips and visits
- Tour De Yorkshire
- World Cup
- Olympics
- Summer Fair Themes
- Big Brid Sing
- Theatre and Dance groups to work with children
- Dressing up days
- Staff member who writes books about Romans and does re-enactments with the children
- Fashion Shows
- Visits from pirates!
- Space Museum
- Dinosaur footprints
- French week, Maths week, science week
- Bridlington Poetry Festival
- Performance Poetry
- ETC!

## **CULTURAL ASPECTS**

### **LEARNING ABOUT THE EVENTS THAT HAVE SHAPED OUR CULTURAL HERITAGE:**

History.... WW2, Inventions, Crime and Punishment, Homes, Toys, Seaside, Neil Armstrong, Fashion, 1950,s, Stone age, bronze age, iron age, Romans, Vikings

Geography .... Evolution, Bridlington,

Tour De France, Tour De Yorkshire, Olympics, World Cup

Remembrance Sunday, VE day, selling poppies

Jubilee party/Coronation, Royal Family

Beverley Early Music recital

Schools 40<sup>th</sup> celebration

PSHCE

## **KNOWING ABOUT AND APPRECIATING THE RANGE OF UK/WORLD CULTURES:**

RE ..... Creation Stories, Pilgrimages, Buddhism, Judaism, Christianity

Geography ... Ancient Greece, Rain Forests, Rivers, maps, Europe, World, Rivers, Coasts, UK Settlements

Other .... India, Chinese New Year, November 5<sup>th</sup>, Christmas around the world, Polish paper cutting in Art,

## **BEING INVOLVED IN SPORTING AND CULTURAL ACTIVITIES:**

Many cultural celebrations including those outlines above:

EYFS Nativity

KS1 Nativity

EYFS Fashion Show

Y3 Harvest assembly

Chinese New Year

Christmas Fair

Summer Fair

Y6 Play

Y6 leavers event

Proclamation of Christmas

Sports Days

Competitive Sports evening

Involvement in many sports activities (with local, county and national honours)

Many after-school activities

Pantomime Trips

Teddy Bear's Picnic

Tigers' Trust events

Eco Fashion Show

World Books day

Many performances for parents in every Year group



## CURRICULUM POLICY

### LEARNING TO LIVE IN A MULTICULTURAL WORLD

The following statement is taken from the school's community Cohesion Policy and describes the broad approach that we have towards helping children to understand multiculturalism:

*"By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities, a society in which the diversity of people's backgrounds and circumstances is appreciated and valued, a society in which similar life opportunities are available to all and a society in which strong and positive relationships are nurtured and cherished.*

For Martongate Primary School, the term 'community' has a number of dimensions including:

- The school community – the pupils who attend the school, their families, the governors, the school's staff and anybody who has an interest in the school
- the community within which the school is located – Bridlington and environs
- the community of Britain and what makes our country unique
- The global community and the sense that we are all part of a world family

The curriculum of Martongate Primary School aims to promote the spiritual, moral, cultural, mental and physical development of our pupils and prepare them for the opportunities, responsibilities and experiences of later life. Through our ethos and curriculum we promote a common sense of identity and diversity, showing pupils how peoples in communities work together, and where differences exist we celebrate our uniqueness.

The school contributes to community cohesion by:

- Teaching, learning and curriculum

We explicitly teach pupils about their community (at various levels) and how they can contribute to it. Children are taught to understand others, to promote common values, to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in PSHE classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'.

A rich programme of curriculum based activities and assemblies is provided whereby pupils' understanding of community and diversity is enriched through visits and

*meetings with members of different communities. This includes a wide range of festivals and lessons aimed at developing an understanding of the world family."*

There are a great many opportunities for teachers to include a multicultural dimension into the work that we do in the classroom and teachers are expected to explicitly seek opportunities to develop children's understanding of the rich diversity of cultures and faiths that make our world so rich and vibrant.

In planning work in the following curriculum areas teachers should always consider the multicultural opportunities which are afforded, and children should be given opportunities to experience those cultures through images, video, music, first-hand experience, visitors to the school and visits out of the school. Wherever possible, displays should incorporate a multicultural dimension and opportunities grasped to transmit positive messages about multiculturalism.

## **GEOGRAPHY**

We teach children to understand the physical world and physical features, about weather and climate across the world, about the diversity of peoples across the world and how different groups of people live within their environs.

It is expected that throughout the school, children are taught about how the richness of cultures and peoples compliments their own lives on a local level, a national level and a global level.

## **HISTORY**

We teach children to understand that they are part of the continuum that is the human story. Opportunities are taken to develop that understanding that 'our' history is just one strand in a rich tapestry of world and cultural history.

The study of history helps children to recognise the errors and mistakes of the past where dominant cultures have sought to subjugate others. In doing so, children develop an understanding that all cultures have value and something to teach us.

## **ART AND DESIGN**

The richness of our artistic heritage is celebrated in Art and Design so that children experience art from cultures of other places, times and peoples. They are given opportunities to understand and respond to a wide range of art from a wide range of cultural heritage.

Rich and vibrant displays of their own and other artists work helps children to experience a rich cultural heritage.

## **PE AND DANCE**

There are many opportunities to discuss sport across the world (Olympics, Paralympics, Tournaments in other countries) and sports participants from other cultures. It is important that children learn that no one nation is 'better' than any other and that participation is as important as competition. Victory in competition is great, but it does not confer superiority. Children should be taught to win with grace and lose with dignity.

Children experience dance forms from many cultures and actively participate in dances from around the world.

## **MUSIC**

In music lessons, children experience a wide range of music and are taught to appreciate music from around the world. They learn that music is a response to both culture and environment and that even though music from other cultures may sound 'strange', it still has a validity that should be respected.

## **MATHEMATICS**

Children should be taught that mathematics is a universal language that is used to transmit information. Other cultures may present their work differently, but there is an underlying core which allows mathematicians around the world to understand each other.

Opportunities are taken to consider other cultures' approach to mathematics and the development of mathematics through time.

Where real-life problems are set, teachers draw on a wide cultural range so that contexts do not become stereotypical or mono-cultural.

## **ICT**

In ICT lessons, children are often asked to access the internet in order to support their learning and teachers will use websites to demonstrate key skills. In doing so we ensure that children experience a wide range of cultural heritage and are careful that only positive gender, racial, religious and cultural images are experienced.

## **ENGLISH**

It is important that children understand that although English is used extensively across the world, it is only one of many languages.

In learning how to use English, children are exposed to a wide range of texts and text types. Teachers ensure that cultural dimensions are apparent in the texts that they select and they ensure that positive gender, racial, religious and cultural images are experienced.

## **READING SCHEME AND LIBRARY**

When selecting books to use in school, the English Subject Leader, considers the balance of ethnicity that is portrayed in books. As with ICT and English, we endeavour to only portray positive aspects of cultural diversity.

## **RELIGIOUS EDUCATION**

Multiculturalism is integral to the RE Agreed Syllabus which is used by the school to develop positive attitudes to Religious freedom and tolerance. Teachers regularly engage children in discussion so that they have opportunities to develop their understanding. When children express views which betray a lack of tolerance, teachers are careful to challenge their views with sensitivity to their home circumstances and the views which children may hear expressed by friends and family.

## **DRAMA**

Children are engaged in drama activities in the classroom, as part of assemblies, in productions and after school activities. The subject matter for these activities is selected by teachers to ensure that

children experience a broad range of cultures. Acting out social situations can be a very powerful way for children to experience, rehearse and practice positive attitudes to race, gender and religion.

### **ASSEMBLIES**

Assembly themes are selected which ensure that children hear regular messages promoting tolerance, respect and understanding. When stories are used to illustrate the theme of the assembly, a range of cultures are used as the setting. Sometimes assembly themes are of an explicitly multi-cultural nature eg. Stories from world faiths.

### **PLAY IN THE EARLY YEARS**

When teachers are devising play activities they ensure that a range of cultural themes and references are made so that young children develop a natural awareness that there are a range of cultural identities in the world. All children are encouraged to experience these activities without any preconceived cultural, religious or gender stereotypes.

### **PSHCE**

There is a well-established programme of activities and themes in each class which are designed to develop tolerance and understanding in all children.

### **SCIENCE AND TECHNOLOGY**

Children are taught that science and technology are an approach to how people understand the world. As such no one country has a monopoly on science and technology and that our current understanding is the result of peoples across the world adding the scientific knowledge base and solving problems through the use of technology.

## **EVERYONE SMILES IN THE SAME LANGUAGE**





## MARTONGATE PRIMARY SCHOOL

### EQUALITY POLICY

Martongate Primary School is committed to an inclusive ethos based on respect for, and celebration of, diversity of all forms. Equality of opportunity is at the forefront of all the work that we do and every effort is made to ensure that our policies and our actions reflect this. Furthermore, the school actively promotes equality in all dimensions of the school's life and community so that children learn to value everybody's contribution. We acknowledge and value all ethnic and national groups represented in the school community, including Asylum Seekers, Refugees and the Travelling Community, but also understand that equality is not solely about race or culture, as factors such as disability and age can act as barriers.

We:

- Take positive action to eliminate discrimination and harassment
- Promote equality of opportunity for all members of the school community
- Promote good relations between people of different groups
- Ensure equality of opportunity for all groups

We ensure that the culture and ethos of the school places equal value on the diverse racial faith and ethnic groups, cultural and linguistic heritage represented in our wider community.

#### **Governing Body:**

The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities, including those arising from the Race Relations Amendment Act, and will maintain an overview of implementation of the Equality Policy. With assistance from the Headteacher, the Governing Body will ensure that the Policy and its related procedures and strategies, are implemented. The Governing Body will receive information about equalities in the termly headteacher's reports and will appoint a governor with responsibility for Equalities.

#### **Headteacher:**

The Headteacher is responsible, with the Governing Body, for ensuring that the Race Equality Policy and its related procedures and strategies are implemented. The Headteacher ensures that all staff are aware of their responsibilities under the Policy and that they are given appropriate training and support to enable them to fulfil these responsibilities. The Headteacher will initiate disciplinary action against staff and will appropriately discipline pupils who have been found to be discriminatory.

The Headteacher ensures that racist incidents are reported to the LA. The Headteacher also ensures that the school regularly reviews and evaluates all policies and practices in relation to equality, leading to courses of action which address aspects of inequality or disadvantage in all of the school's activities.

**PSHCE Co-ordinator:**

The PSHCE Co-ordinator ensures that race and cultural diversity issues are addressed in the implementation of the PSHCE framework throughout the school, developing attitudes and values which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge racism.

**RE Co-ordinator:**

The RE Co-ordinator ensures that religious education within the school is in line with Standard Advisory Council for Religious Education (SACRE) guidance. RE is taught in a positive, balanced way, different viewpoints are always valued and respected and stereotypical views of particular faith groups are not perpetuated but examined in an objective, relevant way.

**All teaching and non-teaching staff:**

All school staff have a responsibility to comply with this Policy. All staff are trained how to deal with racist incidents in line with the East Riding Guidelines on Racist Incidents, and are able to identify and challenge racial bias and stereotyping. Teaching staff and classroom-based assistants ensure that all pupils have the opportunity to have full access to the curriculum and are included in all activities. Through their teaching and relations with pupils, parents, staff and the wider community, they promote race equality and understanding of diversity.

**Visitors and contractors working on site:**

Every effort is made to ensure that all visitors or contractors comply with the school's broad inclusive ethos whilst on site.

**Complaints procedure and breaches of policy:**

Complaints about those not complying with this policy should be addressed to the Headteacher who will investigate and ensure that any breaches of this Policy by children, members of staff or governors are dealt with in accordance with the school's discipline and grievance procedures.

**POLICY MONITORING AND REVIEW**

Martongate Primary School will closely monitor all policies in respect of equalities, but particularly in the following aspects of our work:-

Admission

Attainment

Attendance

Racist Incidents and action taken

Selection and recruitment of staff

Staff development

Exclusions

Awards and rewards

Disciplinary sanctions

Participation in extra-curricular activities

Governing body representation and retention.

### **Racism, discrimination and harassment**

Martongate Primary School is opposed to all forms of prejudice, harassment and discrimination. Racist or discriminatory language or behaviour is not tolerated and will be challenged. All incidents are addressed and when resolution is sought, it is with the aim of ensuring that victims are supported and perpetrators helped to amend their views.

### **Celebrating and catering for diversity**

We take every care to ensure the specific cultural and religious needs of all groups are addressed in school by celebrating diversity. When necessary, advice is sought on catering for the dietary and dress requirements of different ethnic and religious groups. The school enables pupils to observe festivals and other events relevant to their particular faith and actively encourages all pupils to understand and respect such festivals and events.

### **Preparation for life in a multi-ethnic society**

We encourage all pupils to understand, respect and value peoples, cultures and faiths with which they are unfamiliar and foster a positive atmosphere of mutual respect and trust. We actively promote good personal and community relations in order to prepare all pupils for life in a multi-ethnic society.

### **Behaviour and discipline**

Martongate Primary School expects high standards of behaviour of all pupils. All pupils are treated fairly, consistently and without discrimination when being disciplined for disruptive behaviour. The school recognises that social and cultural background may affect behaviour and takes this into account. Incidents of a racist nature are dealt with firmly and consistently and all allegations of racial harassment or provocation are fully investigated.

### **Pastoral support**

Martongate Primary School's pastoral support takes account of religious and ethnic differences. Victims and perpetrators of racist incidents are always counseled and pupils are taught ways of responding appropriately to racist incidents.

For those pupils for whom English is an additional language, support is provided through the appropriate offices of the LEA and such pupils are encouraged to use and develop their home language whenever possible.

### **Learning and Teaching**

Martongate Primary School takes positive steps to ensure that all pupils can participate and feel that their contributions are valued. All teachers are aware of their pupils' cultural backgrounds and linguistic needs and teach about different cultural traditions with sensitivity.

The school encourages pupils of all backgrounds to work together with co-operation and understanding, learning from each other's varied experiences. Our teaching challenges prejudice and stereotypes and we foster pupils' critical awareness of bias, inequality and injustice to help them identify and challenge discrimination.

### **Promoting cultural diversity through the curriculum**

Martongate Primary School promotes cultural diversity in all curriculum areas through teaching a balance of positive, culturally diverse content. Principles of equality and respect for people of different racial and ethnic groups are present throughout the curriculum and pupils are given opportunities to explore issues of identity, equality and racism in the appropriate curriculum areas. We evaluate the appropriateness of the curriculum for pupils of all groups and monitor its effectiveness in promoting understanding of diversity.

### **Curriculum access**

The school makes every effort to ensure that all pupils have access to the mainstream curriculum by taking account of their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately.

### **Resources**

The school's resources and displays encourage the portrayal of positive images of a range of peoples and cultures. Appropriate resources are purchased to meet the needs of individual pupils. Resources and displays are regularly reviewed and upgraded and we use a variety of resources to challenge stereotypes and racism across the curriculum.

We seek to use role models, presenters and artistes from a range of different racial, ethnic and faith groups within the school to share a wide range of skills and experiences.

### **Recruitment and promotion**

All governors and staff involved in recruitment and selection are trained in how to ensure equality and avoid racial discrimination in the recruitment and selection process. Martongate Primary School's policy has always been to appoint "the best person for the job" and will continue to do so irrespective of gender, age creed or race. People from all sections of the school community are encouraged to stand for election to the Governing Body.

### **Parents, carers and the wider community**

Martongate Primary School endeavours to draw on the expertise, skills and knowledge of people of a range of racial, ethnic and faith backgrounds, from the local and wider community, to develop positive attitudes to cultural diversity and to challenge discrimination. Parents and carers are always informed of specific racist incidents. Parents and carers of all racial and ethnic groups are encouraged to participate in the life of the school and steps are taken to encourage greater involvement of under-represented groups. On request, information for parents can be produced in user-friendly language and accessible formats.