



Promoting Equality in the Curriculum

At William Stockton we promote and encourage Equality and Diversity. We prepare children for life in 21st Century Britain by developing their knowledge and understanding of the 9 protected characteristics - age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

	How are the 9 Protected Characteristics Embedded and How are the Principles met at William Stockton?
Principle 1: All learners are of equal value	At William Stockton Primary School all learners are valued and supported to achieve their potential across all areas of the curriculum. Children are supported to reach the expectations for their age through carefully planned lessons that meet the needs of all pupils. The Curriculum supports all learners to reach their potential and be the best that they can be.
Principle 2: We recognise and respect difference	At William Stockton Primary School we recognise, respect and celebrate differences. We believe in 'Being Different and Belonging Together'. Through the PSHE and RE curriculum children explore differences. Monthly school values including 'Respect' are explicitly taught through assemblies and PSHE lessons. Resources in use across all curriculum areas represent all ages, disabilities, races, genders, cultures and beliefs.
Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging	At William Stockton Primary School we foster positive attitudes and relationships both inside and outside school. We play an active role in the community and encourage a sense of belonging and cohesion. We work closely with parents and they are invited into school at regular opportunities to share in the children's learning. Curriculum opportunities to work together with a shared sense of cohesion and belonging are enhanced through visits with our Federated school, the support of our local church, and parents being actively involved.
Principle 4: We observe good equalities practice in staff recruitment, retention and development	At William Stockton Primary School our staff recruitment, retention and development is based upon equal opportunities for all. All staff appointments are regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. Practices for staff recruitment, retention and development are regularly reviewed. All staff are supported through an appraisal and supervision cycle so that they develop and contribute to the William Stockton Team.
Principle 5: We aim to reduce and remove inequalities and barriers that already exist	At William Stockton Primary School we support the whole child. We believe that no child should be disadvantaged because of any inequality or barrier that already exists. Curriculum opportunities are exploited to show positive role models who have overcome barriers in order to achieve. Examples of this include; in PE we celebrate a range of athletes who have triumphed in spite of barriers or inequalities. We celebrate the work of Scientists from different backgrounds, ages, ethnicities and genders who have achieved.
Principle 6: We consult and involve	At William Stockton Primary School we work closely with our Federated School and Federated Governing Body to consult. We find it important to work with schools that are both similar in character to William Stockton and increasingly different. For example

widely	working with local high schools where children are older, working with schools with different religious and ethnic groups, schools where barriers are different for the children upon starting school. We are proactively involved in local cluster groups including those founded by Cheshire West and Chester and the Ignite Teaching School Alliance. We continually review our practice and engage in work with other schools to consult and improve.
Principle 7: We address prejudice and prejudice related bullying	At William Stockton Primary School we are proactive in addressing prejudice and prejudice related bullying. We have systems in place should any incidents occur to ensure that they are resolved promptly and effectively. Our Learning Mentor effectively supports our pupils in this area. We hold an annual Anti-Bullying Week to raise awareness with pupils and parents. Staff are alert to any incidents of prejudice and are proactive in responding to them and preventing their recurrence.
Principle 8: Society as a whole should benefit	It is our aim at William Stockton Primary School to produce children who are ready to contribute to 21st Century Britain in a positive and effective way regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. Children leave aged 11 years old with the Knowledge, Understanding and Skills to make a positive contribution to society.
Principle 9: Objectives	<p>At William Stockton regardless age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation, all children are supported to achieve their full potential.</p> <p>We aim for ALL children to reach their age related expectations.</p> <p>Teaching styles and learning opportunities are matched to the age of the pupils. A dedicated SENCO and Inclusion Team monitor and support the attainment and achievement of any children with Special Educational Needs and / or disabilities. Our Learning Mentor supports families from all backgrounds and is proactive in sign posting and seeking the support of other professionals where necessary. All children and families regardless of race, religion / belief or sexual orientation are supported to attend and get the most from school. Children are supported regardless of their gender, our staff tailor teaching to follow and engage children's interests whilst meeting the requirements of the National Curriculum.</p> <p>Our overarching objective: 75-85% of children in all groups to achieve age related expectations. We review each Key Stage, Gender, SEN, EAL, GRT and Pupil Premium children.</p>