

## The King's C of E Primary Academy

### EQUAL OPPORTUNITIES – MULTICULTURAL POLICY



## Living Well Together



### Vision Statement

Growing confident and aspirational children who believe in themselves and contribute positively to their community and the wider world.

### Mission

Our Mission is to ensure that:

- All children develop the **knowledge, skills and character** to live happy, healthy and successful lives
  - All children are respected and treated with **equity**
- All children are taught to be **resilient** and **aspirational**, encouraging them all to achieve their full potential
  - All children know that they have a positive role to play in the world and that their contributions are valued in the **community**
- All children are encouraged in their **personal, moral and spiritual** development within a Christian framework.

### Our Core Values

#### Kindness

Learning respectfully alongside each other, helping each other to grow through our acts of kindness.

*“Do for other people the same things you want them to do for you.”*

**Matthew 7 v 12**

#### Friendship

United as a family we bring light to our community and the wider world.

*“A sweet friendship refreshes the soul.”*

**Proverbs 27 v 9**

#### Faith

Aspiring to learn with courage and faith, believing in God, ourselves and each other so that we can live life in all its fullness

*“Faith can move mountains”.*

**Matthew 17 v 20**



## Matthew 17 v 20

### Introduction

At The King's C of E Primary Academy we value each member of our community as an individual regardless of age, gender, ethnic background, or ability.

### Aims

1. To promote justice, equality of opportunity and fair treatment for all, thereby allowing pupils to achieve whilst retaining their cultural identity.
2. To provide a supportive, safe, welcoming atmosphere to pupils, staff and parents.
3. To support the LA in its equal opportunities, multicultural and antiracist policies, and to take the appropriate action to deal with any sort of harassment in academy.
4. To provide an environment where racist assumptions, attitudes and behaviour are continually challenged.
5. To avoid reinforcing stereotypes by the careful use of language and resources.
6. To prepare children for living in a complex, multicultural society.
7. To ensure all pupils have access to and experience the full range of the curriculum.
8. To establish in the pupils a sense of responsibility for one's actions.

### Implementation

#### Gender

We aim to provide equality of opportunity for all children whatever their age, ability, gender, race, heritage or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices – in particular those relating to gender – do not prevent any child from reaching their potential.

#### Curriculum

The curriculum should:

- be built upon the respect for the culture, experiences, emotional and academic needs of the pupils.
- project positive and successful images of all family circumstances, male, female, all ethnic origins and the disabled.
- promote an understanding of a variety of cultures, valuing the contribution these make to the community, e.g. dress, hairstyles, diet.
- be accessible to all.

Teaching styles and adult-child relationships should demonstrate the academy ethos that every child is valued and that a positive self-image is fostered.

### PSHE/Citizenship

PSHE/citizenship is an integral part of the curriculum where all children are encouraged to think and talk about personal and social matters, which are important to them. Their ideas and opinions will be listened to with respect.

### Pupils

We adopt the view that cultural diversity is an advantage. Pupils are often the most valuable multicultural resource in the classroom. A pupils own experience of festivals, food, dress etc. should be shared whenever possible.

Every child in the academy should be expected to give their best effort in the work they do. Gender divisions should not be used as a method of disciplining or controlling pupils around the academy.

We hope to instil in pupils an awareness of racism and sexism and to establish an environment where academy becomes effective in reducing prejudice and raising self-esteem.

### Resources

All materials should be free of all forms of stereotyping. Displays should project a positive image of male and female, old and young, all ethnic groups and of both the able bodied and the disabled. Positive examples of famous people from a range of cultures and ethnic groups will be used to celebrate success.

### Collective Worship

These offer an opportunity to celebrate the achievements of all pupils. They can be used to promote positive images of male and female, all ethnic groups, old and young and of the disabled. Stories are taken from a range of cultures.

### Staff Recruitment

The academy values diversity amongst the staff. In all staff appointments the best candidate will be appointed based on strict professional criteria. All employees will be treated equally and fairly in all aspects of their working life from their appointment through to the ending of their employment. They will not be discriminated against unlawfully, either directly or indirectly on grounds that are not relevant to the work they are required to do. The academy will ensure that no unlawful discrimination arises, either directly or indirectly, from the management of staff and the implementation of staffing procedures.


### Special Educational Needs and Disability

This policy has been written with regard to the aims and objectives of the Special Educational Needs policy, Diversity and Inclusion Policy and the academy's Disability Equality Scheme. These policies set out the steps we will take to improve access and outcomes for pupils with SEN or disability; and where appropriate access for parents/carers and staff in all aspects of academy life.

### Complaints

Any complaints regarding equal opportunities will be dealt with in line with our Policy for Complaints and LA guidelines.

All policies are reviewed on a regular basis.

A handwritten signature in black ink that reads "S Clarke". The letters are cursive and connected, with a long horizontal stroke at the end of the word.

Sarah Clarke (Headteacher)

September 2022

To be reviewed 2023