

RIVERSDALE PRIMARY SCHOOL

A nurturing, ambitious and values led school.

Equalities Policy

Date: 22nd October 2024

Review Date: 21st October 2025



Riversdale Primary School Ethos and Practice

There are many strands to the creation of a moral, spiritual or cultural dimension to a school. They are the hardest to define. Our starting point is the aims of our school. They form the basis for the development of the school today and into the future, they are there to:

- enable all children to fulfil their potential irrespective of ability, sex or ethnic origin
- promote the spiritual, cultural and moral development of all children
- develop knowledge and understanding through learning experiences which are appropriate for each child, and which prepare them for the next stage in their education
- ensure that all children develop a high level of skill, knowledge and understanding in each area of the primary curriculum
- encourage children to become well behaved, autonomous and responsible members of society
- monitor, assess and record achievement in a way that will contribute effectively to the planning of the education of each individual child
- provide an appropriate and stimulating environment equipped with the resources necessary for effective learning
- assist each child in developing self discipline, self respect, self confidence and respect for others
- review the effectiveness of the school on a regular basis, building on its strengths and overcoming its weaknesses.

The values that underpin the school aims are in essence our statements on the development of moral, social, spiritual and cultural education vital for the education of the individual to fit into and understand the society in which they are placed. They should be accepted as a starting point that forms the base. The elements that underpin our aims are the themes within the spiritual, cultural and moral dimension. Within this is our race equality policy.

As a school we seek to:

- develop an understanding of the influences of beliefs, values and traditions on individuals, communities, societies and cultures.
- develop the ability to make reasoned and informed judgements about spiritual, moral and cultural questions.
- develop a positive attitude towards other people and their right to hold beliefs different to their own and towards living in a diverse society.
- reflect on the beliefs of the individual and of others, to understand difference and diversity of culture, moral belief and spirituality.
- develop a sense of identity for the individual child which is confident, strong and self-affirming, as distinct from uncertain, ashamed or insecure.
- be receptive and generous towards other identities, and prepared to learn.

A sense of morals and social responsibility in any child involves pupils learning to make ethical choices with regard to both personal and public issues and the key concepts of justice, respect for others and caring. It also requires respect for people and property; honesty and consideration for others; trust, fairness and politeness.

The school will, through various specific and cross curricular policies, teach certain key skills: Citizenship, Community, roles and relationships, duties, rights and responsibilities, Laws and rules.

Every organisation depends on people behaving in certain ways to achieve its purposes. A school's central purpose is that children should learn. Good behaviour makes effective teaching and learning possible. Bad behaviour disrupts the processes.

Pupils at Riversdale are expected to behave in a responsible manner both to themselves and to others, showing consideration, courtesy and respect for other people at all times. We believe in working, as much as possible, on the positive reinforcement of good behaviour.

The School has already a commitment to a policy of equal opportunity for all. Behaviour or comments against the race, sex, sexual orientation or religion of another person is unacceptable. We do not tolerate bullying or fighting and any such incidents are dealt with firmly. (See Positive Behavior Management Policy)

Through our own examples as adults we provide good models of behaviour for pupils to follow and reflect upon. We do this by:

- co-operating and supporting each other
- treating one another and pupils with consideration and courtesy
- maintaining good relationships between staff and pupils, their parents and School Governors
- ensuring that pupils are aware of their rights, as set up by UNESCO's Rights of Children, and how these rights come with related responsibilities.

We actively promote and create a social and moral dimension throughout the school by the:

- the provision of a broad and balanced curriculum with wide interests, allowing equality of opportunity matched to the needs of all pupils
- encouraging pupils to report all incidents and behaviours which negate each child's right to be happy and feel valued
- having clear expectations of acceptable behaviours which are modelled and valued in the school
- having clear sanctions and systems to protect and support victims.

Being positive about pupils' behaviours, giving praise for good behaviour or for any improvement in behaviour, is essential to promote change.