



# Easton Royal Academy

## Equalities Policy 2024 - 2025



# 1. Introduction and context

## 1.1 Why we have developed this Equalities Policy?

This Equality Policy for Easton Royal Academy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which we wanted to consider and protect as a school community.

We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global contexts. Our school embraces the aim of working together with others to improve children's educational and health and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child. One of our core school values is 'no-outsiders'.

This policy needs to be read alongside our Anti-Bullying Policy; RSE policy and Equalities Statement.

Our Equalities Policy is inclusive of our whole school community – children, staff, parents/carers, visitors and partner agencies.

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **foster good relations between groups and to promote community cohesion - eliminate discrimination, harassment and victimisation;**
- **advance equality of opportunity**

It explains how we aim to listen to and involve children, staff, parents and the community in achieving better outcomes for our young people.

## 1.2 Our vision statement

*'Excellence & Adventure: Helping each other be the best we can be and stepping together into the exciting and the unknown'*

This means our vision is closely linked with equality: helping everyone to be the best they can be means that we need to think carefully about where we are giving **everyone** an equal opportunity and the support, care and encouragement that they need. Stepping out together into the exciting and the unknown means having an open mind and viewing differences as exciting and enriching of our lives and our school.

## 1.3 Our school

Easton Royal Academy strives to be a welcoming, caring and happy learning community where the talents of all are nurtured and everyone has a voice. A learning community is one in which everyone has responsibility for their own and other's learning and for the climate of the classroom.

The school strives to be at the heart of our wider community; to imaginatively engage all its members, supporting their well-being and offering guidance to all those who need it, both during the school day and beyond. Through clear shared values and an inclusive vision,

we strive to break down barriers, challenge inequality and inspire children to become life-long learners.

## 1.4 Our learners

We aim for:

- **Engaged Learners**, who are independent thinkers with a love of enquiry and challenge; who are equipped with the skills to regulate their own learning in order to make excellent progress and achieve their full potential. In addition to excellent subject knowledge and skills, children who have learned through the Easton Royal curriculum are confident in the skills that they need to become life-long learners. They ask big questions and set their own goals based on outstanding feedback about their learning; they can evaluate their own learning and outcomes and overcome challenges in order to succeed.
- **Creative & Confident individuals**, who are able to lead safe, happy and fulfilling lives and are able to express their thoughts, feelings and ideas in a range of different ways. Children who have learned through the Easton Royal Curriculum are effective collaborators and are able to take on a range of roles within a team; they are able to use their confidence to support, encourage and advocate for the the success and development of others.
- **Active & Critical Citizens**, who are engaged in their local and global communities. Children who have learned through the Easton Royal Curriculum recognise and value difference and diversity and respect others for who they are. They understand and value different beliefs and cultures and they appreciate the natural world. The curriculum gives children a developing understanding of how the world works economically, politically, socially, culturally, technologically and environmentally.

## 1.5 Our Parents and families

We strive to work closely with all our parents and families to support their childrens' attendance, progress and love of learning.

We aim to ensure that all parents and families feel part of the school community and influence and share its values so that all the children can reach their full potential.

## 1.6 Our curriculum

Our curriculum and the resources, images, people, histories, inspiring acts and cultural artefacts within it, reflect diversity in all it's forms.

It will be founded on exciting personalised learning programmes which reflect the diversity in our community. Audience and purpose will be strong. We seek to foster a warm, welcoming and respectful environment, which allows us to question and challenge discrimination and inequalities, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. **We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs.**

## 1.7 Overall aims of our Equality Policy

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities. We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in order to ensure better outcomes for all. We aim:

- To eliminate discrimination, harassment and victimisation;
- To promote equality of access and opportunity within our school and within our wider community;
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins;

We recognise that it is unlawful to discriminate against a pupil, prospective pupil or member of staff by treating them less favourably if they have protected characteristics:

- Sex;
- Race;
- Disability;
- religion or belief;
- sexual orientation;
- gender identity;
- pregnancy or maternity.

Other groups of pupils we believe it is also important to consider are:

- Looked-after pupils / children who were previously look-after;
- Young carers;
- Pupils eligible for free school meals or living in poverty

We have produced an access plan in which addresses our statutory duties to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improve the availability of accessible information to disabled pupils.

## 2 Our approach

The school takes a whole school approach to equalities. We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities in and outside of the curriculum to embrace the following key concepts:

- Shared humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality;
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better;
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other;
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere;
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities;
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

### 2.1 Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by the protected characteristics (where possible) and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of the protected characteristics, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

## **2.2 Support for pupils / students**

### **2.2a Auxiliary Aids**

The Equality Act requires schools to provide auxiliary aids and services to disabled pupils. Easton Royal Academy is committed to providing reasonable, recommended aids and services to all children in need (with and without a protected characteristic).

### **2.2b Pastoral Support**

Easton Royal Academy offers a comprehensive range of pastoral support for vulnerable pupils:

- Emotional Literacy Support (ELSA) mentoring sessions;
- Circle of Friends – self-esteem and social skills guidance;
- Counselling;
- Early Help plans and creation of a team around the child;

## **2.3 Admissions**

Our admissions arrangements are fair and transparent, and do not discriminate on any of the protected characteristics.

## **2.4 Exclusions**

We are anti-exclusions and have not excluded a child for many years. We do, in our Behaviour Policy, retain the right to exclude a child as there could be a situation where this is deemed to be in the best interest of the child.

## **2.5 Religious observance**

We respect the religious beliefs and practice of all staff, pupils/students and parents/carers, and comply with reasonable requests relating to religious observance and practice.

## **2.6 General Approach**

At Easton Royal Academy, we place equality as a theme throughout all of our school values and 'equity' is one of our 7 named core values. We are producing separate appendices for children and adults about the work we do to promote equality; to eliminate discrimination and to foster good relationships. Here is a brief list of some of our work:

- Curriculum – we have a high quality PSHE/SEAL curriculum which teaches children about many aspects of equality (eg disability; different families) and also helps children develop the skills to tackle prejudice and discrimination. Our curriculum and resources avoid stereotyping and promote positive images;
- Assemblies – we have a wide range of assemblies throughout the year. Every week we learn and think about a range of key values, the most important of which is our core value 'no outsiders'. We also have a weekly assembly looking at different faiths and beliefs and another with a focus on diverse and inspiring individuals.
- All clubs and trips are available to all children and we provide support to enable this (eg adult support for a club or visit; no child is left out of a trip due to financial reasons).

- 1:1 physical training on stamina, strength and agility for key children.
- Visitors and school speakers who can talk to children about their lived experiences (e.g a visit from a deaf sign-language user with an interpreter to talk to children about deafness).

### **3. Our Staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and trainee teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

### **4. The roles and responsibilities within our school community**

#### **Our Headteacher will:**

- ensure that staff, parents/carers, children, visitors/contractors and extended service providers are engaged in the development of and/or informed about the Equality Policy;
- oversee the effective implementation of the policy;
- ensure staff have access to training which helps to implement the policy;
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information;
- ensure that governors and EAT leaders are kept up to date with any development affecting the policy or actions arising from it;
- Take appropriate action in cases of harassment and discrimination;
- In partnership with governors deal with breaches of this policy.

#### **Our governing body will:**

- designate a governor with specific responsibility for the Equality Policy;
- ensure that the objectives arising from the policy are part of the Equality Action Plan;
- support the Headteacher in implementing any actions necessary;

- engage with parents and partner agencies about the policy;
- evaluate and review the policy bi-annually and the objectives every 4 years

### **Our pupils/children will:**

- be involved in the development of the policy and will understand how it relates to them, appropriate to age and ability;
- be expected to act in accordance with the policy;
- be encouraged to actively support the policy.

### **Our parents/carers will:**

- be given accessible opportunities to become involved in the development of the policy;
- have access to the policy through a range of different media appropriate to their requirements;
- be encouraged to actively support the policy;
- be encouraged to attend any relevant meetings and activities related to the policy;
- be informed of any incident related to this policy which could directly affect their child

### **Our school staff will:**

- be involved in the development of the policy;
- be fully aware of the Equality Policy and how it relates to them;
- understand that this is a whole school issue and support the Equality Policy;
- take appropriate action in cases of harassment and discrimination;
- in partnership with governors deal with breaches of this policy;
- model good practice by recognising and challenging prejudice and stereotyping
- promote equality and avoid discrimination against anyone for reasons of ethnic or national origins, language, culture, religion or belief, disability, gender, sexual orientation or social class;
- respond to and report any equalities related bullying and incidents in line with school policy;
- make known any queries or training requirements

## **5. Responding to harassment, victimisation and bullying**

### **5.1 Definitions**

We recognise that hate incidents and prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, transphobia, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

A hate incident is defined as 'any incident which may or may not constitute a criminal offence, which is perceived by the victim or any other person to be motivated by prejudice or hate.'

Through our school ethos and curriculum, we want our children to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We



will address the experience, understanding and needs of the target, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record prejudice/hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

### **5.2 Types of discriminatory incidence that can occur are:**

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or gender identity;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic, transphobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, gender identity or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability, gender identity or sexual orientation.

### **5.3 Responding, recording and reporting incidents**

Easton Royal Academy has clear systems and processes for responding to, recording and reporting prejudice based incidents or bullying:

- Anti-Bullying Policy with a step-by-step anti-bullying pathway;
- Prejudicial Incidents – all staff understand the need to report and record these incidents to the headteacher and they are recorded and monitored. We analyse data regularly and plan to address any emerging patterns of behaviour.
- We work closely 1:1 and in small groups to help children find a way back from a problem; this includes circle of friends strategies and ELSA.
- We take responsibility for helping the perpetrator of the prejudice change his or her behaviour. We contact parents/carers immediately and discuss next steps;
- We take responsibility for both keeping the victim safe and helping the victim feel safe as well as reaffirming his/her sense of belonging. We contact parents/carers immediately and discuss next steps.

## **5.4 Involving the school community in the development of our Equalities practice**

The development of this policy and of our equalities objectives involves the whole school community. We endeavour to involve and listen to a wide range of individuals and groups.

- Our pupils/children
- Our childrens' voice is heard via the school council and we also survey our children each year. Responses are analysed by group to help detect any issues for particular sections of our pupil community.

### **Our staff**

Most staff are involved in the development of this policy and have a chance to suggest changes and improvements.

### **Our school governors**

School governors have been invited to contribute to the formation of this policy and a named governor has responsibility for overseeing equalities' policy and practice

### **Parents/carers, including minority, marginalised and potentially vulnerable groups**

We consult our parents on the policy when it is reviewed, at the point they join the school and also on issues of equality as part of our annual survey.

### **Equalities objectives**

In line with our statutory duties, we publish equalities information annually and publish and report on equalities objectives. We have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. This is currently published on our school website's equality page.

### **Implementation, Monitoring & Review**

Implementation, monitoring and review are the responsibility of our headteacher in partnership with Excalibur Acaemies Trust Equalities Group and our governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

# Appendix 1: Disability Equality at Easton Royal Academy

## What this means to us:

- We celebrate different abilities in many ways while also supporting the specific needs children may have. We teach children to celebrate difference and that **difference is not about lack or less but about rights, needs, attitude and access. We teach the children that equality is not about everyone getting the same but about everyone getting what they need.**
- If your child is joining our school and has a disability we recognise that you will need additional time with school staff so you can tell us about your child's needs (you are the expert) and for us to explain how we will work towards meeting your child's needs
- We recognise that helping your child be equally included may need specific support and we will work with you and other agencies to ensure we do this well
- Disabilities can affect a child's achievement or social experience in very different ways. Although achievement is a major factor, we also are clear that a child's social experience is vital to a good education and can help your child achieve a positive social experience in a variety of ways

## How do we promote disability equality and help all children get on well together?

- We teach children about disability equality through the curriculum via specific units of work and assemblies as well as our general language and attitude
- Occasionally, and with parental consent/involvement, we support disabled children to teach their peer group about their specific needs to enable children to support and understand those children better. Children respond to this incredibly well. Difference is often obvious to children and this benefits from being discussed and accepted openly to support positive relationships. Children have become so confident about their differences that they have been enabled (as older primary children) to talk to their whole class or the school about their own disabilities (eg severe dyslexia or autism) and this has always had a positive impact
- All children at Easton Royal Academy have equal access to all of school life. This includes clubs (your child may need support to attend and we can provide this) and trips including residential trips in KS2.
- Children may become diagnosed with a learning disability during their time at Easton Royal Academy (eg dyslexia). We have clear pathways to diagnosis of specific learning difficulties / disabilities and parents/families will be involved with this process and given information about support offered as a result. You are welcome to discuss any concerns about your child's development at any time and will receive information about additional support at least twice a year. Please come and talk about anything you don't understand or anything about which you would like more information

## What we avoid/don't tolerate:

- We talk to the children about different skills, achievements and abilities. We know that children/people are prone to social comparison and so we avoid the 'top/bottom group' classroom set-up via our 'Learning Community' practice – this means that children experience learning with all children over time in mixed attainment groupings. They are specifically taught how to include every one and how to listen to each other's ideas respectfully
- We treat put downs related to ability/disability seriously. These can include put downs pertaining to high attainment (eg: geek; nerd) or low ability / attainment (eg: thick; stupid). Such put downs are unusual.



# Appendix 2: Gender Equality at Easton Royal Academy

## What this means to us:

- **Stereotyping** means expecting girls and boys to behave or look a particular way. We recognise that there is still incredible **pressure** in **society** for us to conform to gender specific looks and ways of behaving and we need to teach children about this.
- We want all children to feel that the world is their oyster. We don't want children of any gender to limit themselves to fit in a particular box.
- We value **individuality** and this includes individuality in children who don't want to act or dress in a way which conforms to society's construction of gender (e.g 'like a typical boy' or 'like a typical girl').
- We respect and support children's gender identities whether they accept, question or want to change the gender ascribed to them at birth.

## How do we promote gender equality?

- Staff use **language** carefully to reflect gender equality (for example: we wouldn't say 'ladies first' or 'man up', we would teach the children about letting each other through a door as a polite thing to do; we would talk about fire-fighters not firemen; police officers not police men or women; nurse not male nurse which suggests a man as a nurse is unusual).
- We use affirming language about gender and gender identity (for example: we say 'he/she/they were ascribed male/female at birth' rather than 'he/she/they used to be a boy/girl' when talking about trans people).
- Teachers don't ask children to get into boy and girl **groups** / teams in (for eg) PE
- We make sure that there is a **gender balance** to our pupil surveys; school councils etc so that we hear the voice of boys and girls equally
- We teach the children about **stereotyping** within the curriculum and we are conscious of stereotypes in our images, resources, materials and expectations.
- Our toilets can be used by any child and the same rules of conduct apply in every area of the school, including toilets.
- We challenge stereotypes through the books we read children; choices of images/works of art/versions of history we present etc
- We analyse all our **data** by gender to check if there is an issue we need to address (eg improving the attainment of boys in writing).

## What we avoid/don't tolerate:

- We don't tolerate gender put-downs (for example: calling a boy 'a girl' to make him feel bad; calling a girl a tomboy because she plays football; asking people to 'man-up')
- We try to make sure reading books reflect our gender equality policy. If you find a book that you think gives the wrong message, please tell your child's class teacher – we won't be offended (some may slip through the net and we will be able to use them to teach children about gender equality). We do have books that are obviously aimed at girls or boys and we know these appeal to children – we are more worried about stories that give stereotypical messages about girls' or boys' roles in the world.



# Appendix 3: Religion or belief equality at Easton Royal Academy

## What this means to us:

- We value the diversity of religious belief and other philosophical beliefs (eg humanism) within our local and wider community. We also respect the right to have no religion or belief.
- We believe that religious/belief education plays an important role in helping to keep our community a tolerant and inclusive place in which to live

## How do we promote religious/belief equality?

- Our Religious Education curriculum gives young people the opportunity to develop an understanding of their own and other people's beliefs and therefore helps young people live in a diverse society
- Children make regular visits to different places of worship within our wider community
- Our assemblies programme includes exploration of important ideas and stories from different faiths
- We are in the process of developing an agreed Language Code for staff and we also intend to share this with parents. For example: we don't refer to 'Christian names'; we use BCE (Before Common Era) /CE (Common Era) alongside BC/AD; we would always say "some people believe ....."
- We respect the right of families to celebrate key religious festivals and authorise absences accordingly
- We respect the religious wishes of families regarding participation in school celebrations (for example Christmas performances and birthday assemblies)
- We recognise that the wearing of religious dress and symbols can be an important expression of an individual's religious identity
- We teach children about diversity of religion and belief but also diversity within religion and belief.

## What we avoid/don't tolerate:

- Put-downs related to belief or religion are never tolerated.



# Appendix 4: Race & Heritage Equality at Easton Royal Academy

## What this means to us:

- We value all our children as individuals and value any diversity of racial and cultural heritage within our community.
- As a school with comparatively little diversity in this area, we feel it is especially important to value and make visible not only the different types of heritage and cultures represented within our community but those that are not currently represented – and to do this in a planned and proactive way.
- We understand that race is a social construct.

## How do we promote equality and anti-racism?

- We teach children the skills they need to be critical, to look at purpose and opinion and bias and to think about what makes people powerful in different contexts.
- We teach children about privilege.
- Through our curriculum planning, we find as many opportunities as possible to teach the children about other cultures and ethnicities.
- We teach children about Gypsy, Roma and Traveller cultures in the curriculum and assemblies and include trailers / vans in discussions (and play resources) about 'homes'.
- We make sure toys, displays, books etc reflect a range of people from different cultures and avoid stereotypes
- We teach the children about refugees as part of the curriculum and in assemblies
- Our curriculum celebrates the expertise, importance, contribution and joy of people of colour through every subject.
- We continue to work on and develop a history curriculum which now includes elements of our history such as The Bristol bus riots, Black Tudors, British black Panthers.
- Good To Be Me weeks and PSHE units help all children understand and respect a range of identities

## What we avoid/don't tolerate:

- We teach children about GRT insults (pikey; chav being the most common) and do not tolerate their use; racist comments / put-downs are never tolerated.
- We avoid stereotypes about the people of different countries and teach clearing the difference between traditions and modern day.
- We teach children a 'social justice mentality' rather than a 'charity mentality'. How can we help others to challenge injustice?



# Appendix 5: Family Equality at Easton Royal Academy

## What this means to us:

- We value all family types as equally special and recognise that children need to be proactively taught that other children's families can be different to their own family type.
- Children come from families with a mum and a dad, blended families, single parent families, families with 2 dads or 2 mums, families where extended family members are in a parenting role, families who live over more than one household and many more. Different families: same love.

## How do we promote understanding and awareness of different families?

- We will celebrate families in special 'Good To Be Me' sessions regularly over your child's time in our school and within the PSHE curriculum. Our hope and experience is that celebrating family diversity encourages children to share and therefore educate other children about the variety of family types in our community.
- We use books, stories and resources which represent a range of family types.
- We use the term 'grown ups' as a general term rather than 'mums and dads' to refer to children's significant adults so that children who live with one parent; 2 mums; 2 dads; foster parents or who live with extended family don't feel that their own family make-up is not included. We ask club providers to use this language too. Not only do we avoid certain language, we also actively talk about different family types and children regularly hear all family types recognised in our language.
- We include separated parents equally and are proactive in engaging both parents to engage with school.
- We realise that there are financial inequalities between families at Easton Royal Academy and aim to ensure no family or child is excluded from a school event or activity for financial reasons and that we do not add stress or embarrassment to families
- In Relationships and Sex Education\*, we teach the children that babies are conceived in different ways (conception teaching formally happens in key stage 2 but questions can begin before then and will be answered in an age-appropriate way).
- We recognise that children who are adopted into families or fostered often have specific needs and may need additional care. We know that change and transition are sensitive times for children with attachment difficulties and will work with parents/families to support this. We can also celebrate fostering or adoption days if children would like to do so.

## What we avoid/don't tolerate:

- We don't tolerate any put downs about families and deal with them seriously – we take any put-down as an opportunity to educate children about diversity and equality
- We teach children about homophobia and homophobic put-downs. The casual use of 'gay' as a negative adjective is never tolerated and children are taught why this can never be acceptable
- We never leave children out of trips because their grown-ups can't afford to pay for them and we provide a free place in each fee-charging club.
- We consider our use of language carefully (for example we say a child 'was' adopted rather than 'is' adopted; recognising adoption as an event rather than an identity.) We take children's/family's lead on names of family members and do not assume labels such as 'step parent' without checking, recognising that children do not always use/need these definitions.

