



Whole School Approach to EQUALITY AND DIVERSITY FRAMEWORK

Our pupils have the right to think and believe what they choose, have their right to privacy, and not be discriminated against regardless of their background or appearance (Article 2, 13, 14, 16, 34, 39)

Oldcastle Primary School is committed to ensuring the opportunity for every child to develop the Four Purposes of the Curriculum for Wales and embedding the United Nations Conventions on the Rights of the Child.

Approved by Governors on : July 2023

Review Date : July 2025

Our Values and Mission - Inspire, Motivate and Educate

We are an ambitious school where learning values underpin excellence; individuals are valued; achievements are celebrated, and where our pupils, staff and community are happy and safe and learn together through a lively and innovative curriculum.

Our visions and values are at the core of everything we do. They underpin our teaching and learning and provide an environment that prepares our pupils as confident, happy citizens. At Oldcastle, we are proud of each other and ourselves. We nurture all of our community so that we grow as confident, responsible and happy people. Oldcastle School is more than just learning.

We strive for our pupils to become:

- ★ Ambitious, capable learners
- ★ Ethical, informed citizens
- ★ Enterprising, creative contributors
- ★ Healthy, confident individuals



Related policies:

[Equality Act 2010](#)

[Diversity and Inclusion School Report](#)

[LetterBox Library](#)

[NAHT Equality Calendar](#)

[Pran Patel - Decolonise the Curriculum](#)

[Black, Asian and Minority Ethnic representation within the school workforce in Wales](#)

[Relationships and Sexuality Education Code](#)

Our Community at Oldcastle

An excellent way to raise our inclusion profile is through education, widening our teachers' perspectives on why this is important, even if the school they work in is monocultural. We are not a monocultural society. We are working to create a workforce for the future that needs to feel valued and included, so we need to think about what future we are preparing our children for.

Terminology :

Equality

Equality ensures everyone has an equal opportunity to make the most of their lives and talents.

Equity

Equity is achieved when each individual receives what they need to be on equal footing with others in the same environment. In the classroom, that might mean extra time, different supports, and unique resources for some students to achieve their learning goals.

Diversity

Diversity is about what makes us unique and includes our backgrounds, personality, life experiences and beliefs, all of the things that make us who we are.

Inclusive Education

Inclusive Education is when a school educates children of all abilities and backgrounds.

Minority Ethnic Groups

These terms usually refer to racial and ethnic groups that are in a minority in the population. In the UK, they usually cover all ethnic groups except White British.

Gender Equality

The gender a person “identifies” with or feels themselves to be.

LGBTQIA+

An acronym used to signify Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual people collectively.

Microaggressions

Microaggressions are defined as patterned behaviours by individuals in a majority group that undermines, stereotype, or insult those in minority groups.

The Curriculum and Representation :

“Reflection and action upon the world in order to transform it.” (Freire, 1972)

At Oldcastle, we ensure that all of our community and our young people feel represented throughout our teaching and learning. We explore the lives of others and use stories, pictures and extracts to explore these perspectives in detail. Equality and diversity, sometimes called multiculturalism, is the concept of accepting and promoting people's differences. The fundamental goal when promoting equality is to raise awareness and make sure that all individuals are treated equally and fairly.

Decolonising is a way of thinking that interrogates how colonisation shapes the way we think, our education system and the curriculum. The legacy and ongoing impact of the ideas that shaped

colonisation and the actions of the British Empire contribute to contemporary racial inequalities. A representative and relevant education system should reflect Black children's histories, achievements, culture and politics. All children deserve to see themselves reflected in their books, schools and communities, and to achieve this, we must rethink both curriculum and assessment.

Racial Literacy :

Racial literacy refers to the capacity of teachers to understand the ways in which race and racism work in society. It also involves having the language, skills and confidence to utilise that knowledge in teacher practice. Focusing on racial literacy means that issues pertaining to race and racism become the responsibility of all teachers. (Runnymede, 2020)

Racial literacy allows young learners to develop the courage to discuss their own cultural experiences and knowledge, have a commitment to being an anti-racist learner and develop a strong kindness for others. If an outstanding curriculum is the lived experience of our students, then racial literacy (as the lived racial and cultural experiences of our students) is key to achieving that goal.

Pedagogy - How We Teach at Oldcastle

At Oldcastle, we ensure the use of explicit inclusive teaching strategies that values experiential knowledge and looks at the cultural context. This leads to facilitating productive class discussions about race and respectful dialogues about controversial topics to ensure students encounter a variety of perspectives.

We follow our Walkthrus, Voice 21 (discussion/talk approaches) and professional learning strategies in the classroom to ensure we teach fairly and inclusively. We continually have continued professional development sessions to improve our practice and develop new effective classroom approaches.

Promoting cultural diversity through the curriculum :

We have as an aim the recognition and understanding of cultural diversity in all curriculum areas; through teaching a balance of positive, culturally diverse content. Principles of equality and respect for people of different sexual orientation, gender, physical and intellectual ability and of different racial and ethnic groups are present throughout the curriculum and pupils are given opportunities to explore issues of identity and equality in the appropriate curriculum areas. We evaluate the appropriateness of the curriculum for pupils of all groups and, have as an aim, where appropriate, to monitor its effectiveness in promoting understanding of diversity.

Curriculum access :

We make every effort to ensure that all pupils have access to the mainstream curriculum by taking account of their individual cultural backgrounds and linguistic needs, physical and intellectual abilities and by differentiating work appropriately.

Resources :

Our resources and displays portray positive images of a range of people and cultures. We have as a central aim that appropriate resources are purchased to meet the needs of individual pupils including those for whom English is an additional language, travellers and refugee and asylum seeker children. Resources and displays are regularly reviewed and upgraded and we use a variety of resources to challenge stereotypes and all forms of discrimination and prejudice across the curriculum.

Book-Based Literacy Curriculum

Books have a way of sparking empathy, drawing readers into the lives of characters who may be different from themselves or other characters in the story. A good book can help you understand what it's like for people who don't share your race, religion, sexual orientation, or socio-economic status. At Oldcastle, we use a range of books to explore different perspectives and discover more about our specific units of work. From progression steps 1-3, we allow the young learners to engage in different literacy books, approaches and discussions, exposing our children to thought-provoking and meaningful conversations.

Examples of our books :



Our Values :

Equity: Fairness in access, opportunity, experience and outcome.

Justice: Fairness and non-discrimination, safety and security.

Inclusion: Belonging and feeling relevant and involved.

Voice: Representation, participation and the power to affect decisions.

Respect: Enabling and protecting personal, community and cultural dignity, enabling truthful histories, and destigmatising communities.

Wellbeing: Improving physical, mental and emotional well-being that is so often damaged by racism.

Our Focus at Oldcastle :

Ethnically Diverse Groups: being represented in the curriculum and their voices being heard.

Pupils in many schools enjoy learning about local and Welsh history and culture. They particularly enjoy activities where they learn about the significance of local events and individuals within the context of Welsh, British and global history. When given the opportunity to study Minority Ethnic history, many pupils enjoy studying the contribution of individuals to history.

As they mature, pupils appreciate how their understanding of history and culture will help them develop as ethical, informed pupils of Wales and the world. Pupils enjoy handling artefacts and first-hand evidence, reading novels based on historical events, using digital resources and preparing and presenting arguments when considering different perspectives.

Promoting equality, diversity and inclusion in the classroom helps to ensure that each student is able to learn in an environment where all aspects of their identities are recognised and respected and where they feel safe and secure.

Understanding of LGBTQ+ and Gender Equality within education

Terminology we are using (in line with the Welsh Government) :

Sexual Orientations -

- Lesbian - a woman who is attracted to other women
- Gay - Men who are attracted to other men
- Heterosexual - also known as 'straight' someone attracted to people of another gender
- Bisexual - someone who is attracted to people of more than one gender
- Asexual/Ace - a person who experiences no sexual attraction
- Pansexual - a person who experiences attraction to all gender identities
- Queer - a term for all non-heterosexual orientations

"A young person has used a term to describe themselves I'm unfamiliar with. What do I do as a teacher?"

- **THANK** the young person for sharing this information with you
- **BE HONEST** if you've not heard the term before
- **ASK** the young person for more information. "I've not heard that term before. What does that term mean to you?"
- **OFFER SUPPORT** to the young person (i.e. managing conversations at home, signposting to local LGBTQ+ youth groups)
- **RESEARCH** this new term and seek additional support if needed

Similar but Different :

We can think of sex, sexuality and gender as one large concept, but they are very distinct. Gender identity is a way to describe how someone feels about their gender.

How to support young people at Oldcastle and enable human rights :

- **Respect their name and/or their pronouns.**

- Have respectful conversations around presentation
- Signpost to further support

Gender terms -

- Cis - a term for people whose gender identity matches their assigned sex at birth
- Intersex - when someone's sexual characteristics (e.g. genitals, chromosomes, hormones) are not clearly male or female. This affects between 0.5% and 1.7% of people worldwide.
- Non-Binary - an individual who does not identify as male or female but somewhere "in-between" or outside those categories
- Trans - when someone's gender identity is different from the sex they were assigned at birth

Young People with Disabilities: how we adapt our teaching

Additional Learning Needs

We ensure at Oldcastle that all children feel supported and included in the school environment as well as our curriculum. Oldcastle aims to:

- Actively involve teachers, children, parents and governors in the education of the children who have additional educational needs.
- Assess and provide for children with additional needs according to their needs.
- Ensure all children develop to their full potential with help from the teacher and ALNCo.
- Ensure all children have access to a full and balanced curriculum.
- Have a positive, supportive attitude from staff.
- Ensure the Code of Practice is successfully implemented.
- Develop partnerships with all concerned.
- Develop a climate of warmth and support in which confidence and self-esteem can grow without fear of criticism.
- Develop well-organised and planned teaching and learning, and assessment processes.

RVE (Religion, Values and Ethics) Curriculum at Oldcastle

Learning Strands :

- who we are
- being a good citizen
- our life experience

RVE within our school can offer a distinctive contribution to the realisation of the four purposes for all learners. As such, RVE prepares learners in our community for life and work in a fast-changing and diverse world as responsible and informed citizens.

RSE (Relationships and Sexuality Education) Curriculum at Oldcastle

The Welsh Government committed to covering the following themes in RSE: relationships; rights and equity; sex, gender and sexuality; bodies and body image; sexual health and well-being; and violence, safety and support.

Learning Strands :

- ➔ relationships and identity
- ➔ sexual health and well-being
- ➔ empowerment, safety and respect

Human Rights At Oldcastle (UNCRC / UNCRPD)

At Oldcastle, we ensure that we explore Children's Rights (UNCRC/ UNCRPD) throughout our assemblies and morning thoughts sessions each day. We highlight good citizenship, children's rights and the values we should demonstrate throughout our lives.



Oldcastle Primary School Values

Time is allocated within the timetable to deliver values education.

Staff should plan discussions, sharing of opinions and views and debates based on the celebrations, values and UNCRC and UNCRPD. As part of the Curriculum, pupils must be aware of and understand the purpose of the UNCRC and UNCRPD; this should be explicitly taught.

Throughout our RSE work and our whole-school curriculum, pupils will explore feelings and emotions, friendships, gender norms in society, gender equality and equity, positive relationships. Gender, sexuality and relationship rights, body image and consent. [The Curriculum for Wales - Relationships and Sexuality Education Code](#)

Mandatory Articles - **highlighted**

Inner Development Goals - **Citizenship**



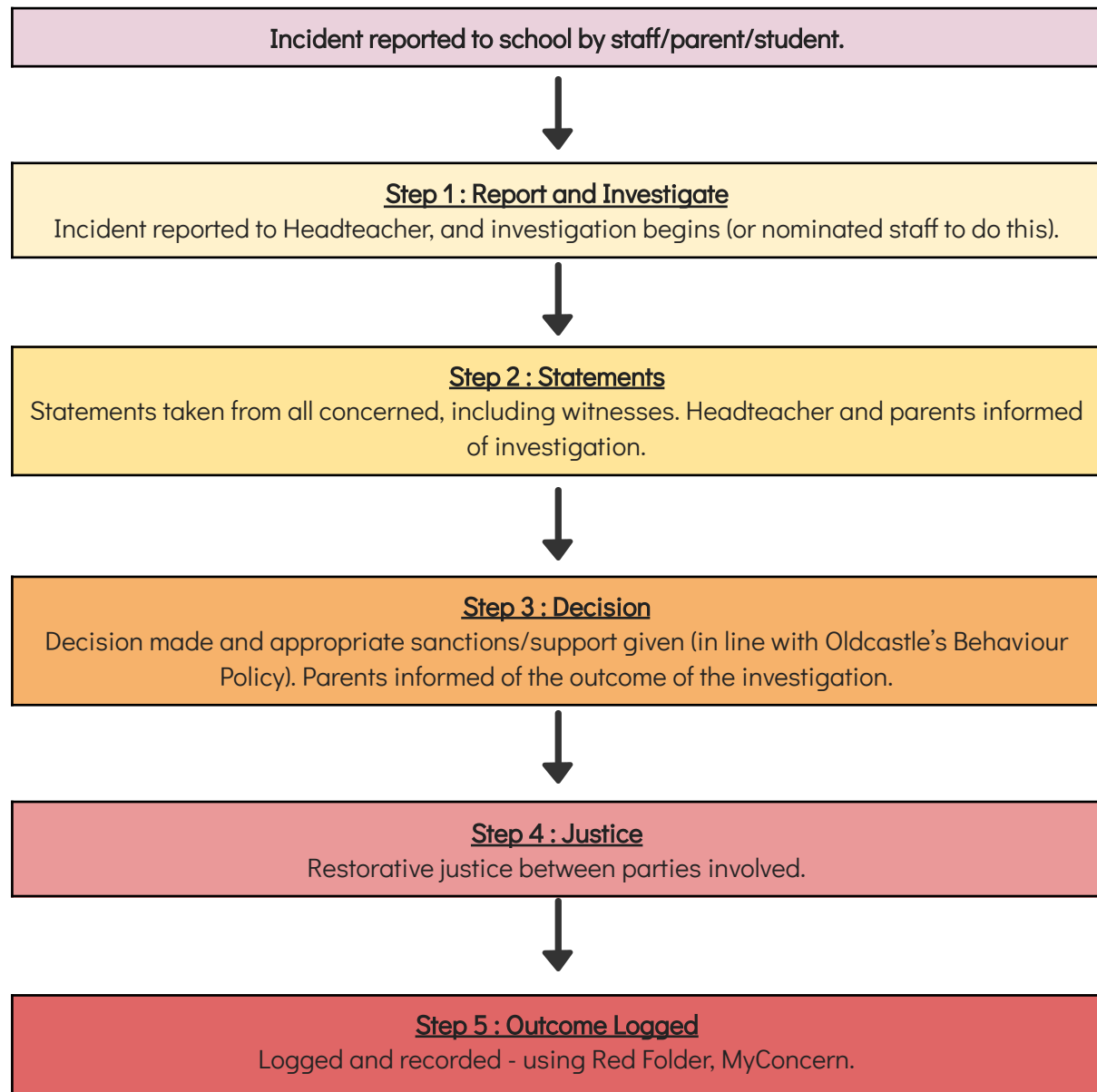
Month	Celebrations	Human Rights : UNCRC/ UNCRPD	Four Purposes	Outcome/Purpose	Values / Assemblies
September	→ National Fitness Day (21st) → Rosh- Hashanah (25th - 27th) → Recycle Week (19th-25th) → European Day of Language (26th) → International Day of Peace (21st)	Article 29 (goals of education) Article 14 (freedom of thought, belief and religion)	Healthy, confident individuals Apply knowledge about the impact of diet & exercise on physical & mental health in their daily lives. Know how to find the information & support to keep safe & well. Take part in physical activity. Have the skills & knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives valued members of society.	Pupils will: • Manage change more effectively • Develop coping strategies to manage change • Recognise that change helps us to grow and develop • Realise that the world is an ever-changing place • Understand that change happens in many situations • Develop resilience when faced with challenges • Know who to ask for help from and what support different people can offer	Managing Changes Determination and Perseverance
Alignment with the RSE curriculum:			→ Understand how identity, relationships and sexuality are informed by biology, technology and social, cultural and religious norms and that these may change over time. → Exploring how physical changes have an impact on well-being and relationships ensuring the representation of LGBTQ+ experiences and lives. → Understand change and conflict and recognise the impact of these on relationships, and where appropriate seek help and support.		
October	→ Black History Month → World Mental Health Day (10th) → Diwali (24th) → Harvest Festival	Article 29 (goals of education) Article 14 (freedom of thought, belief and religion) Article 13 (freedom of expression) Article 27 (adequate standard of living)	Ethical, informed citizens Understand & exercise their human & democratic responsibilities & rights. Understand & consider the impact of their actions when making choices & acting.	Pupils will: • Respect others around them • Respect their environment, including resources • Take responsibility for their own belongings • Take responsibility for their actions and accept	Respect and Responsibility

Place of Worship

At Oldcastle, we ensure that there is a private, comfortable and inclusive area available at any time for pupils to pray or worship in line with their religious beliefs and duties. This area is available for all pupils and staff who wish to have this time during the day.

Anti Racism, Anti-Homophobic Procedure

“Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based or perceived on a person’s race (colour, ethnicity or place of origin) /gender/sexuality”



Commitment and Courage

At Oldcastle we ensure we demonstrate anti-racist practice. As a school we reflect on these statements :

I promote and advocate for policies and leaders that are Anti-racist

I sit with my discomfort

I speak out when I see racism in action

I educate my peers on how racism harms our profession

I don't let mistakes deter me from being better

I yield positions of power to those otherwise marginalised

Behaviour and Discipline

We expect high standards of behaviour of all pupils. All pupils are treated fairly, consistently and without discrimination when being disciplined for unacceptable behaviour. The school recognises that cultural background may affect behaviour and takes this into account. (An example of this is fasting). Incidents where the principles of this policy are transgressed are dealt with firmly and consistently and allegations of discrimination and harassment or provocation are fully investigated.

Appendix 1 - Children's Rights

A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



ARTICLE 1 (definition of the child)
Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)
The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child)
The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)
Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)
Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name, nationality, care)
Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation of identity)
Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)
Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)
Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)
Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association)
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)
Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)
Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)
Both parents share responsibility for bringing up their child and should always ensure that what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)
If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)
Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)
A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)
Every child must be free to express their possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)
If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

ARTICLE 26 (social security)
Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)
Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)
Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)
Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)
Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)
Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (inhumane treatment and detention)
Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)
Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma and reintegration)
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)
A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)
If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights)
Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43-54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45
Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS
There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to unicef.org/uk/orclop

Appendix 2 - Our Human Rights at Oldcastle