



Our Vision & Values		Curriculum		Protected Characteristics																																																																																											
<p>Our vision promote equality, diversity & cultural development: Rainbow Forge is a school where everyone is encouraged to have the confidence to take risks in pursuit of their goals, discover new talents and become resilient learners. We aim to be an exceptional school with our Rainbow values at the very heart of the community, where:</p> <ul style="list-style-type: none"> children are happy, safe and secure creativity can flourish behaviour is excellent and everyone learns to take responsibility for their own actions success and achievement is celebrated families work in partnership with us to ensure the best for the children diversity is celebrated and acceptance is fostered independence and perseverance are encouraged and mistakes are learned from self-belief is nurtured cooperation and mutual support is promoted <p>Our values promote equality, diversity & cultural development: We are: articulate, resilient, team workers, tolerant, confident, creative, determined, risk takers.</p>		<p>Our commitment to fulfilling the PSED is reflected in our curriculum which is designed to fully embed diversity as well as address the protected characteristics. This includes:</p> <ul style="list-style-type: none"> PSHE which is age appropriate & progressive covering a variety of family groupings. RE Teaching of world religions – tolerance, respect for people of faith including Christianity, Islam, Judaism, Hinduism, Buddhism & Sikhism; visits to places of worship & visitors from different religious communities. Comparative studies between different beliefs & styles of worship are made. Expanding learning beyond local and national boundaries, e.g. teaching world History and Geography, literature, Music & the Arts from diverse authors, composers & artists. Giving teachers the opportunity to embed a diverse range of literature in their subjects. Challenging misconceptions & stereotypes Focussing on current affairs to encourage discussion & wider world views as part of assemblies & use of a variety of resources including Picture News & Newsround. 		<p>Teachers take care to integrate & embed PSED appropriately into the curriculum, rather than address separately or in one-off lessons wherever possible including conversations about family diversity, etc. All content is designed to embed age-appropriate knowledge and understanding of protected characteristics.</p> <p>We help pupils understand what the protected characteristics through:</p> <ul style="list-style-type: none"> Assemblies, Focus on Inspirational People purposely chosen from a wide variety of backgrounds, genders, disabilities, etc. PSHE Curriculum using the Sheffield Scheme RSHE Curriculum which has age-appropriate resources focussing on a variety of family dynamics. Anti-bullying Ambassadors who are aware of those factors which may be an issue & focus of bullying & support peers. Anti-racism & anti bullying work, including work as part of the Diana Award Black History Month Focussed events, days & weeks to celebrate various festivals, cultural & religious events. The wearing & adaptation of uniform, religious items & hairstyles which takes into account the religious and cultural background of the wearer. 																																																																																											
School Context		RSHE		Cultural Development																																																																																											
<table border="1"> <thead> <tr> <th rowspan="2">Pupils</th> <th colspan="4">Gender</th> <th colspan="6">Socio-Economic</th> </tr> <tr> <th colspan="2">Boys</th> <th colspan="2">Girls</th> <th colspan="2">FSM</th> <th colspan="2">PP</th> <th colspan="2">Non PP</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>182</td> <td>50%</td> <td>179</td> <td>50%</td> <td>176</td> <td>49%</td> <td>178</td> <td>49%</td> <td>183</td> <td>51%</td> </tr> <tr> <th colspan="2"></th> <th colspan="4">Ethnicity</th> <th colspan="5">Special Educational Needs</th> </tr> <tr> <th>All</th> <th>EAL</th> <th colspan="2">Non WBRI</th> <th>SEN</th> <th colspan="2">SEN K</th> <th colspan="3">SEN ECH</th> </tr> <tr> <td>361</td> <td>21</td> <td>6%</td> <td>56</td> <td>16%</td> <td>73</td> <td>20%</td> <td>61</td> <td>17%</td> <td>12</td> <td>3%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">Staff</th> <th colspan="4">Gender</th> <th colspan="4">Ethnicity</th> </tr> <tr> <th colspan="2">Male</th> <th colspan="2">Female</th> <th colspan="2">EAL</th> <th colspan="2">Non WBRI</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>2</td> <td>4%</td> <td>49</td> <td>96%</td> <td>1</td> <td>2%</td> <td>4</td> <td>8%</td> </tr> </tbody> </table> <p>What we do to ensure that both staff & pupils are given due regard & protected:</p> <ul style="list-style-type: none"> Follow the PSED requirements & have an Equality Statement, Policy & objectives. Embedded in policies, curriculum & practice. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010 		Pupils	Gender				Socio-Economic						Boys		Girls		FSM		PP		Non PP		All	182	50%	179	50%	176	49%	178	49%	183	51%			Ethnicity				Special Educational Needs					All	EAL	Non WBRI		SEN	SEN K		SEN ECH			361	21	6%	56	16%	73	20%	61	17%	12	3%	Staff	Gender				Ethnicity				Male		Female		EAL		Non WBRI		51	2	4%	49	96%	1	2%	4	8%	<p>We have fulfilled the statutory duties relating to the RSHE curriculum via:</p> <ul style="list-style-type: none"> up-to-date policy, following consultation, that is available to parents ready for review Consultation with parents & community to ensure that our provision reflects the requirements of our individual community. Consideration for the religious background of pupils in the school community and ensuring all teaching material is age-appropriate and sensitively selected Following the Equality Act 2010 which prohibits discrimination against anyone because of their protected characteristics Ensuring relationship education/RSE is accessible to all pupils Meeting the needs of all pupils and fostering understanding of the importance of respecting others Liaising closely with parents on sensitive topics and clearly communicating that they have the right to withdraw their child from some or all parts of the RSE curriculum. 		<p>How do you enable pupils to prepare to live in our multicultural country so that they can coexist with a range of different people?</p> <ul style="list-style-type: none"> understanding / appreciation of others, their cultures, traditions, and ways of life. Assemblies, RE, PSHE, visits & visitors, cultural development within SMSC. 	
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<ul style="list-style-type: none"> ▪ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it ▪ Foster good relations between persons who share a relevant protected characteristic and persons who do not share ▪ Demonstrate awareness of our duties under the Act by assessing the impact any decision or action will have on people with protected characteristics ▪ Consider any equality implications when developing and approving policies and reviewing them regularly with equality in mind ▪ Carry out analysis seriously, rigorously and with an open mind. 		
Staff Awareness	PSHE	British Values
<p>We ensure that staff are fully aware of their responsibilities to fulfil the public sector equality duty & that they approach certain topics sensitively to provide positive learning experiences as well as not reinforce stereotypes or cause offence, etc. We do this via:</p> <ul style="list-style-type: none"> ▪ CPD – PDMS, staff training & up to date input from the National College ▪ Code of Conduct ▪ Updated Policies ▪ Regular reminders & updates ▪ Induction ▪ Staff surveys ▪ M&E activities – observations, discussions, work monitoring ▪ Pupil Progress Meetings ▪ Group Data Analysis ▪ SEND meetings ▪ Care Plans ▪ Class Information Files ▪ Regular revisiting of our culture & ethos. 	<p>Our PSHE curriculum cover a wide range of relevant issues to help prepare pupils for life in modern Britain focussing on:</p> <ul style="list-style-type: none"> ▪ British Values & life in modern Britain ▪ Citizenship ▪ Character Education ▪ Civic Responsibility ▪ SMSC ▪ Social backgrounds & issues ▪ Healthy living & Personal Care ▪ Relationships, families & relating to others ▪ Economic wellbeing ▪ Gender equality ▪ Global Education ▪ Keeping Safe Online ▪ Challenging stereotypes ▪ Safeguarding. 	<p>We promote British Values by ensuring that pupils are fully aware of the following via our curriculum coverage:</p> <ul style="list-style-type: none"> ▪ <u>Democracy</u> – examples of voting. Respect for / participation in democratic process. Supporting & influencing through the democratic process. ▪ <u>The Rule of Law</u> - Distinguish between right & wrong & respect of the Law. School rules. Fairness of consequences. ▪ <u>Individual Liberty</u> - Living under the rule of law protects citizens & is essential for wellbeing & safety. ▪ <u>Mutual Respect & Tolerance</u> - appreciation & respect for their own & other’s faiths, cultures, heritage, traditions & including the protected characteristics. Showing respect for others feelings & belongings, etc. ▪ A range of ambassadorial groups from a range of backgrounds & ethnicities. <p>See separate document: British Values</p>
Discrimination	Community	SMSC
<p>We ensure that discrimination of any form is not tolerated within our academy by having a zero tolerance approach & regularly revisiting the following aspects of our policy & practice:</p> <ul style="list-style-type: none"> ▪ Culture & Ethos ▪ Vision & Values ▪ Anti-bullying ▪ Policies ▪ Reporting of Concerns ▪ Confide ▪ Racial incidents monitoring ▪ Black History Month celebrated ▪ Curriculum examples ▪ EYFS – Understanding the World ▪ Diverse role models ▪ Challenging misconceptions & stereotypes ▪ Displays that include as well as showcase diversity 	<p>We create a culture of inclusion amongst our community through the following aspects:</p> <ul style="list-style-type: none"> ▪ Removing barriers for parents & pupils through workshops, newsletters, coffee mornings, Toddler Groups, Meet & Greet at start & end of day, open events, parent learning sessions, performances, assemblies, accessible parents’ evenings, SEND reviews, SEND drop ins, MAST drop ins, Family Liaison Worker, multi-agency meetings, home visits, provision of resources, etc. ▪ Celebration of others is commonplace, via assemblies, newsletters, social media, in class rewards systems, global news, etc. ▪ Pupils feel safe to ask questions & share their own experiences ▪ Pupils are encouraged to challenge misconceptions, prejudice & discrimination ▪ Displays include as well as showcase diversity ▪ Facilitation of dialogue with parents who do not speak English as their first language including translators. 	<p>We promote SMSC development amongst our pupils through the following aspects:</p> <ul style="list-style-type: none"> • Policy / documentation • Curriculum • Assemblies • RE • PSHE • Behaviour policies & practice • Cultural opportunities <p>See separate document: SMSC</p>