



## **Barlaston C.E. (VC) First School**

### **“Let Your Light Shine” Matthew 5:16**

#### **Prevent Policy**

##### **Our Vision Statement**

Let your light shine through family, friendship and faith.

##### **Our Spirituality Vision**

Spirituality is an ever changing journey through life, connecting each individual with something bigger than themselves.

##### **Equality Statement**

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

##### **Dyslexia Statement**

To ensure that children on the dyslexic spectrum have equal opportunities and that their diverse strengths are celebrated and built on.

##### **Safeguarding Statement**

The school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

As a Christian caring school we aim to ensure that children of all cultures, both genders and of differing abilities are treated with respect and encouraged to develop positive images of themselves.

We respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to race equality will be demonstrated through:

- Fostering respect for all groups and individuals, within the context of Human Rights
- Promoting positive non-discriminatory behaviour
- Ensuring appropriate support for isolated individuals of different ethnic groups within the school
- Ensuring high expectations of all
- Ensuring representation of a wide range of heritages within our curriculum and school community
- Encouraging links with the wider community All teachers will ensure that curriculum content and resources and classroom environments present and value Britain as a culturally diverse society and develop pupils understanding of the wider world. In presenting this diversity, all staff and volunteers will take care not to present different cultures in stereotyped ways.

### **Pupils' Attitudes, Values and Personal Development**

**In order for our children to flourish, through teaching them the Christian values and encouraging them to let their light shine we:**

- Enable our pupils and staff increasingly to develop a critical awareness of diversity and equality
- Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination
- Equip our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination
- Ensure a willingness by pupils and staff to learn from different cultures, backgrounds, faiths and beliefs
- Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength
- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual
- Ensure that pupils have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

### **Teaching and Learning**

The school will ensure that:

- Teaching methods and styles take full account of the needs of pupils' background experiences
- Teaching methods encourage positive attitudes to difference, culture diversity and race equality

- Diverse learning styles are catered for
- The skills to learn in a range of different styles and contexts are developed and encouraged
- Any diversity of cultures and backgrounds in the school is seen as a positive resource for teaching and learning
  - We continue our links with the Ethnic Minority Support Service for strategies for helping bilingual and multi-lingual children improve their English
  - Teaching methods used are accessible to individuals and groups (monitored by ethnicity and background)
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards
  - A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe
  - Classrooms and other common spaces in school, where work is displayed present positive and challenging images that are nonstereotypical and reflect the multiethnic, multilingual and multicultural society and world
- Learning is a collaborative and co-operative enterprise Indicators for Success
- High levels of achievement: all pupils achieve their full potential and the performance and progress of pupils from all racial groups is broadly similar
- Effective response to racial harassment and racist incidents: Incidents of racism and racial harassment are dealt with promptly. Strategies are employed to reduce racism and racial harassment and evaluations show that these are effective.
- Admissions: The ethnic profile reflects the ethnic profile of the area from which pupils are drawn
- An effective governing body: All members of the governing body are fully aware of their responsibilities in relation to their duties under the Act. Governors play an active role in decision making on racial equality matters.

Policy agreed by The Governing Body Jan 2020

Policy to be next reviewed in January 2021



Mr. G. Tomblin  
 Chair of Governors  
 January 2020.