EMBEDDING PROTECTED CHARACTERISTICS IN THE WHOLE ETHOS OF COPPICE PRIMARY SCHOOL

Self-esteem, self-knowledge and self-confidence

Our life-long love of learning curriculum (Topic based) and PSHE Matters curriculum in all year groups.

Children have specific tailored support by our Pastoral Team for self-esteem and self-confidence when this area of need is identified.

Understanding that everyone is wonderful, unique and special. That everyone has their own wonderful talents and attributes.

Celebration assemblies across the school, PSHE lessons, Nurture provision, Values display in the hall Picture News Assemblies. Parents encouraged to email into school how their children display the values at home. Our twelve care values.

Respect for democracy and support for participation in the democratic process.

Elections held across the school for representatives for school council. Applications for roles and responsibilities such as Prime Minister and Vice Prime Minister. School council meetings. Democracy promoted through the curriculum (Ancient Greeks) and within British Value questions in classes and through Picture News assemblies.

Respect for their own and others cultures.

Whole school RE coverage, as well as themes of respect through PSHE lessons. Themed weeks and days in school where different cultures are celebrated. Books and other resources are in place to support with respect across the curriculum. Visits to the local church, Mosque in Derby. Open Centre in school for EYFS to look at the differences in celebrations – weddings & marriage.

Acceptance of responsibility for their own behaviour and supporting children to make good choices and the consequences of these.

Pastoral team to support with behaviour and wellbeing. Our robust behaviour policy clearly lays out our expectations and strategies for managing behaviour. Calm Club at lunchtime in place to support those children who require regulation

Every member of the community knows that whatever is reported, it will be investigated and followed up appropriately.

My Concerns reporting system in school work well to raise and report incidents and actions are put in place and relevant staff and parents notified.

Mini Police in Year 5 – Talks & activities in association with local police involving knife carrying & crime, graffiti, speeding and road safety, armed response visit and police dogs.

Modelling from all adults in school that concerns will always be dealt with.

Understanding of how they can contribute positively to school and home life and to the lives of those living and working in the locality and further afield.

Support for food banks, Salcare.

Our own foodbank in school. Links with local church – singing.

An understanding of Equality, Human Rights and Protected Characteristics

Overview of where protected characteristics are interwoven though our curriculum can be seen below.

An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

Understanding of democracy – modelling within school as part of our values and rules.

Picture News assemblies

An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

Faiths taught through RE and constant reminders through lessons that everyone's religion is to be respected and appreciated.

Visits to places of worship

Talks from children and other staff in regards their religion

An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

Modelled and taught within RE lessons. Any prejudicial behaviour that takes place at Coppice Primary is seen an opportunity to reflect, learn and make better choices next time.

An understanding of the importance of identifying and combating discrimination.

Stereotyping and challenging these is covered in Years 4, 5 and 6 during PSHE lessons and through book studies in English in Upper Key Stage 2. E.g. Oh Freedom, Erika's Story

Parents taking an active part in reporting any behaviours and supporting school in the steps we take to eradicate these.

Many opportunities for parent communication though our open door policy, welcoming school office, school email address, our class email addresses and in the beginning and end of the day staff visibility and through formal and informal discussions.

We have the highest expectations for all our children, staff and the wider community. Our Home School Agreement reflects our expectations.