

Hummersknott Academy Trust



20 – Equality, Diversity and Community Cohesion Policy and Guidelines

Review Date: June 2024

Adopted/V1	V2	V3					
Dec 2015	July 2018	Dec 2021					

Hummersknott Academy Trust incorporates Hummersknott Academy and Skerne Park Academy and unless otherwise stated this policy applies to all Academies equally.

PURPOSE

At Hummersknott Academy Trust we believe that equality, diversity and community cohesion are, above all, about equality of access. We have a long-standing commitment to equality, diversity and community cohesion, which are firmly embedded in the philosophy, vision, values and ethos of the Trust. We aim to celebrate the unique and diverse culture of every individual associated with the Trust, and therefore actively promote equality of opportunity in relation to age, disability, sex, race, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership, sexual orientation and socio-economic background.

The overall objective of Hummersknott Academy Trust's Equality, Diversity and Community Cohesion Policy and Guidelines is to provide a framework for the Trust to pursue its public sector equality duty to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of different backgrounds in all its activities.

SCOPE

The following principles shape our work in relation to equality, diversity and community cohesion:

- all learners are of equal value
- relevant differences will be recognised and responded to
- we will foster positive attitudes, relationships and a shared sense of belonging
- we will address and reduce current inequalities and barriers
- we will engage in widespread consultation and community involvement as policies and procedures are developed
- we will promote equality of opportunity in relation to staff recruitment, retention, promotion and professional development
- we will ensure that society as a whole benefits from our efforts.

This policy takes full account of the Equality Act 2010 and related legislation and guidance.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

The content of this policy applies to all members of the extended Trust community – pupils, students, staff, directors, governors, parents, carers and community members. Partners and contractors are also expected to abide by the policy.

Equality, Diversity and Community Cohesion Statement

We will not tolerate less favourable treatment of anyone, particularly in relation to age, disability, sex, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, or sexual orientation.

Through the Trust's Vision and Values, curriculum and community links, we will work towards:-

- a common vision
- a sense of belonging for all
- similar life opportunities for all
- strong, positive and constructive relationships between different communities and people of all backgrounds.

Through the Equality, Diversity and Community Cohesion Policy and Guidelines, the Trust seeks to ensure that no member of the Trust's community, nor any person through their contact with an academy within the Trust, receives less favourable treatment on any grounds which cannot be justified. Consequently, this policy not only covers the nine protected characteristics of age, disability, sex, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sexual orientation, but also relates to socio-economic background, where people reside, those responsible for children or other dependents, those who engage in political or trade union activities, and those with spent convictions.

Commitment to equality, diversity and community cohesion is more than just meeting legal obligations or targets. It's about making a positive difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each and every individual. This implies an on-going commitment to ensuring that our services meet the varied individual needs of all the children and young people in our Academies. We will ensure that our employment practices are fair, promote equality of opportunity and value diversity. We will actively value the variety of lifestyles and cultures which exist locally and nationally. We will prepare children and young people for life in our increasingly diverse society with its ever-increasing global connections, and help them to deal in an informed manner with sometimes sensitive and controversial issues.

We will ensure that the principles of this policy are reflected in all our policies, practices, procedures and services and are part of everything we do.

Guiding Principles

These principles derive from a specimen school policy for equality and diversity prepared by the DfE and we at Hummersknott Academy Trust fully endorse and accept them, although we have adapted them slightly to meet our needs and aspirations more effectively.

Principle 1: All learners are of equal value

All learners and potential learners are of equal value and benefit equally from Trust policies, procedures and programmes, whatever their personal circumstances or family backgrounds.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, procedures and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and to account for the barriers and disadvantage which people may face. Reasonable adjustments will be made, where appropriate, for individuals and groups.

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies, procedures and programmes promote:-

- positive attitudes and interactions
- mutual respect and good relations
- an absence of harassment or prejudice-related bullying between people no matter their personal circumstances or family backgrounds

Principle 4: Equality of opportunity determines staff recruitment, retention, promotion and professional development

Policies and procedures benefit all employees and potential employees in recruitment, retention, promotion and professional development. Steps are taken to positively promote equality, especially where there is evidence of inequality.

Principle 5: Current inequalities and barriers are addressed and reduced

In addition to avoiding or minimising possible negative impacts of policies, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between people, whatever their personal circumstances or family backgrounds.

Principle 6: Policy development involves widespread consultation and involvement

People affected by a policy are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations, and is based on principles of transparency and accountability. It can involve those who in the past have been excluded or disadvantaged, and those who continue to face barriers.

Principle 7: Society as a whole benefits

Policies benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life by all people, no matter their personal circumstances or family backgrounds.

Equality and Diversity Legislation

Our commitments to equality, diversity and community cohesion are reinforced through our legal duties both as an employer and service provider. Our legal duties derive from a range of equality and diversity legislation and associated codes of practice. Through this policy we are committed to complying with the general and specific public sector equality duties, as well as our responsibilities in relation to the 2015 Special Educational Needs and Disability Code of Practice and recent safeguarding guidance addressing protection from radicalisation, female genital mutilation and child sexual exploitation.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942455/Working_together_to_safeguard_children_Statutory_framework_legislation_relevant_to_safeguarding_and_promoting_the_welfare_of_children.pdf

See appendices 1, 2 and 3 for more about the duties and guidance above.

Implementation

We will implement the policy through action in the following areas:-

- Relationships and ethos – we will foster behaviour based on rights, responsibilities and mutual respect between all members of the Trust’s community, to support pupils’ and students’ personal development and well-being, and to address all forms of prejudice-related bullying
- Equity and excellence – we will ensure equality of opportunity for all so everyone can succeed at the highest level possible, by removing barriers to access and participation in learning and other activities, and by minimising variations in outcomes for different groups
- Teaching, learning and the curriculum – we will teach pupils and students to understand others and promote common values while valuing diversity, and promote awareness of human rights and of the responsibility to uphold and defend them. We will develop the skills of participation and responsible action
- Engagement and extended services – we will provide a means for children, young people and their families to interact with people from different backgrounds to build positive relations, and establish links with different school communities locally, nationally and internationally.

Monitoring, Reviewing and Assessing Impact

This policy will be regularly monitored and reviewed by staff and directors to ensure it is effective in tackling discrimination; in promoting access, participation and equality of opportunity; and developing good relations between different groups, and that it does not disadvantage particular individuals or groups in the Trust's community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

Each Academy will have a senior member of staff who is responsible for equality and diversity, and the monitoring of specific outcomes, as well as an Equality Champion.

The Principal/Headteacher provides monitoring reports, as required, for review by the Board of Directors. The reports can include information about the school population, workforce recruitment, retention and progression, special initiatives, progress against key indicators and targets, and future plans.

Roles and Responsibilities

All those associated with Hummersknott Academy Trust have a responsibility for promoting inclusion, equality, diversity and community cohesion, and avoiding unfair discrimination.

Directors are responsible for ensuring:-

- the Trust complies with all current equality and diversity legislation
- this policy and its procedures are followed
- that the Trust has an up-to-date Equality, Diversity and Community Cohesion Policy and Guidelines and related documentation

The Principal/Headteacher is responsible for:-

- ensuring the policy is readily available and that the governors, directors, staff, pupils, students and their parents/carers know about it
- ensuring its procedure is followed
- producing regular information for staff, governors and directors about the policy and how it is working, and providing training about the policy, if necessary
- ensuring all staff know their responsibilities in relation to equality, diversity and community cohesion and receive training and support in carrying these out
- taking appropriate action in cases of harassment, victimisation and discrimination.

At Hummersknott Academy this responsibility is devolved to Kay Kelly who is our Equality and Diversity Officer.

All staff are responsible for:-

- proactively following this policy and any associated guidelines
- providing role models for pupils and students through their own actions
- dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping
- promoting equality, diversity and good community relations, and avoiding discrimination against anyone based on the nine protected characteristics listed earlier, as well as avoiding discrimination based on socio-economic background or where people reside, as well as against those responsible for children or other dependents, those who engage in political or trade union activities, and those with spent convictions
- keeping up to date with the law on discrimination and taking advantage of training opportunities offered

to them.

All pupils and students are responsible for:-

- treating others kindly and fairly without prejudice, discrimination or harassment
- attending the Academies and engaging constructively with their learning, as well as helping other pupils and students to learn
- Telling staff about any prejudice-related incidents.

All parents and carers are responsible for:-

- supporting the Trust as it implements this policy
- providing role models for their children through their own actions
- ensuring their children attend the Academies and engage constructively in learning
- telling staff about any prejudice-related incidents.

Visitors and contractors are responsible for:-

- knowing and following the content of our Equality, Diversity and Community Cohesion Policy and Guidelines

Responsibility for overseeing equality, diversity and community cohesion practices in each Academy lies with the Assistant Principal (Inclusion)/Deputy Head and the nominated lead Governor.

Their responsibilities include:-

- coordinating and monitoring work on equality, diversity and community cohesion
- dealing with and monitoring reports of harassment (including racist, sexist and homophobic incidents)
- monitoring the progress and attainment of vulnerable groups of pupils and students
- monitoring exclusion.

Breaches of the Policy

Breaches of the policy will be dealt with in the same ways that breaches of other Trust policies are dealt with, as determined by the Principal/Headteacher and the Board of Directors. Anyone wishing to make a complaint will be advised to follow the Trust's Complaints Policy and Procedure.

Racist incidents will be recorded and reported in accordance with Local Authority guidelines.

References to other Documents, Advice and Guidance

Guidance and advice will be actively sought by:-

- Using guidance from the DfE, QCDA, OFSTED, etc.
- Taking advice from agencies such as The Race Equality Council for Darlington and Durham, Gay Advice Darlington and Durham, the Equality and Human Rights Commission, Trade Unions, etc.

This policy links with values 3 - Nothing but the best for all, 4 - Taking responsibility, 5 - Foundations for future success, 6 - The Human spirit, 8 - Moral Compass, 9 - At the heart of the community and 10 - Global citizens, of Hummersknott Academy Trust's Vision and Values.

RESPONSIBILITY

This policy will be reviewed and updated, where necessary, by the Executive Principal and approved for adoption by the Trust's Board of Directors.

PUBLICISING THE POLICY

A copy of this policy will be available on each Academy's website and the X Drive/intranet where applicable. Staff will be advised of amendments to this policy via the Staff Bulletin/Briefing and are expected to familiarise themselves with the content.

POLICY STATUS

This is a statutory policy.

The Protected Characteristics, Equality Legislation and the Public Sector Equality Duty

We at Hummersknott Academy Trust welcome our responsibilities in relation to equality and diversity legislation and, in particular, feel it is vital to promote equality of opportunity irrespective of:-

- Age
- Disability
- Sex
- Gender reassignment
- Race
- Marriage and civil partnership
- Pregnancy and maternity
- Religion or belief
- Sexual Orientation

The protected characteristics above and community cohesion provide the context for fulfilling our responsibilities in relation to the equality and diversity legislation, the public sector equality duty included.

The Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or student, potential pupil or student, member of staff or parent/carer:-

- in relation to admissions
- in the way it provides education for pupils and students
- in the way it provides access to any benefit, facility or service,
- by excluding a pupil or student or subjecting them to any other detriment
- in the way it responds to parents/carers making a complaint.

Race equality

The general duty to promote race equality means that we must have due regard to:-

- eliminate unlawful racial discrimination towards any pupil, student or member of staff
- promote equality of opportunity for all
- promote good relations between people of different racial groups.

Disability equality

The general duty to promote disability equality applies to all disabled people, which means that we must have due regard to:

- promoting equality of opportunity between disabled people and other people
- eliminating unlawful discrimination
- eliminating disability-related harassment
- promoting positive attitudes towards disabled people
- encouraging participation by disabled people in public life
- taking steps to account for disabled people's disabilities, even where this involves treating disabled people more favourably than other people.

Accessibility

There is specific disability legislation in relation to disabled people and accessibility, which means we must plan strategically over time to:-

- increase access to the curriculum for disabled pupils and students
- make improvements to the physical environment of Trust buildings to increase access for disabled pupils, students, staff and parents/carers
- make written information accessible to disabled pupils, students, staff and parents/carers in a range of different ways.
- It must be ensured that any person with a disability does not receive less favourable treatment and, to do this, the Trust has a duty to make reasonable adjustments.

Gender equality

The Sex Discrimination Act 1975 and the Equality Act 2010 place a positive duty on us not to treat anyone unfairly because of their gender. This means we will eliminate discrimination and promote equality of opportunity between girls and boys, men and women. We will ensure that the needs of both sexes and transgender people are taken into account in our services and employment. We will therefore:-

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between all people regardless of gender.

The duty also includes the need to consider actions to address the causes of any gender pay gap that may arise.

Gender reassignment

Gender reassignment is the process of transitioning from one gender to another. It is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with. This may include undergoing medical procedures or could include choosing to dress in a different way as part of the personal process of change.

Transgendered people are explicitly covered by the gender equality duty. The term “transgendered” refers to a range of people who do not feel comfortable with their birth gender. The Trust will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its community.

Age

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of age through the Employment Equality (Age) Regulations 2006. The Equality Act 2010 makes it unlawful to discriminate in the provision of goods, services, facilities and public functions based on age. We will ensure that we follow these regulations and legislative requirements.

Sexual orientation

Sexual orientation refers to the attraction a person feels towards one sex or another (or both or neither), which determines who they form intimate relationships with or are attracted to. Some people are only attracted to those of the same sex (lesbians and gay males). Some people are attracted to people of both sexes (bisexuals). Some people are only attracted to the opposite sex (heterosexuals). Everyone is protected from being treated less favourably because of sexual orientation, whether they are bisexual, lesbian, gay or heterosexual.

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of sexual orientation through the Employment Equality (Sexual Orientation) Regulations 2003. The Equality Act 2010 makes it unlawful to discriminate in the provision of goods, services, facilities and public functions based on sexual orientation. We will ensure that we follow these regulations and legislative requirements.

Religion and belief

The protected characteristic of religion and belief includes any religion and any religious or philosophical belief (e.g. atheism). It also includes a lack of any such religion or belief. A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions, cults and new religious movements may also be considered religions or beliefs. Generally, a belief need not include faith in or worship of a god or gods, but must affect how a person lives their life or perceives the world to be included in the definition.

All public bodies have responsibilities to promote equal opportunities in employment and vocational training irrespective of religion and belief through the Employment Equality (Religion and Belief) Regulations 2003. The Equality Act 2010 makes it unlawful to discriminate in the provision of goods, services, facilities and public functions based on religion or belief. We will ensure that we follow these regulations and legislative requirements.

Marriage and civil partnership

The Equality Act 2010 makes it unlawful to discriminate against anyone in relation to marriage and civil partnership. Discrimination might be direct or indirect, or involve harassment or victimisation. We will ensure that we do not discriminate in relation to this protected characteristic. In addition, Hummersknott Academy Trust recognises the duty to not discriminate against those unions that are presented as 'common law' marriages.

Pregnancy and maternity

The Equality Act 2010 makes it unlawful to discriminate against anyone in relation to pregnancy and maternity. Discrimination might be direct or indirect, or involve harassment or victimisation. We will ensure that we do not discriminate in relation to this protected characteristic.

Socio-economic background

Hummersknott Academy Trust also recognises the importance of socio-economic background when developing good relations between groups with different characteristics. It is for this reason, as well as the reason that socio-economic background has such a profound impact on pupil and student attainment and achievement, that we take socio-economic background as seriously as the nine protected characteristics.

Community cohesion

We also have a responsibility to promote community cohesion by developing good relations between groups of people with diverse personal circumstances and family backgrounds. We welcome this responsibility and promote community cohesion as a whole school issue.

Community Cohesion

A **cohesive** community is one where:-

- there is a common vision for all communities, and an emphasis on articulating what binds communities together rather than what differences divide them
- there is a sense of belonging, of identifying with the neighbourhood and of 'looking out for each other'
- there is a commitment to equality and social justice
- the diversity of people's different backgrounds and circumstances is appreciated, respected and protected, in order to support integration and cohesion in changing communities
- people have similar life opportunities, irrespective of background
- everyone understands their rights and responsibilities and is encouraged to participate at all levels
- strong and positive relationships are developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

The National Community Cohesion Standards are framed by four strategic aims:-

- close the attainment and achievement gap between different groups of people
- develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity
- contribute to building good community relations and challenge all types of discrimination and inequality
- remove the barriers to access, participation, progression, attainment and achievement.

The DfE Guidance on the Duty to Promote Community Cohesion suggests that a school's contribution to community cohesion relates, above all, to:-

- relationships and ethos – to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' and students' personal development and well-being, and to address all forms of prejudice-related bullying
- teaching, learning and the curriculum – to teach pupils and students to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action
- equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities, and eliminating variations in outcomes for different groups
- engagement and extended services – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, nationally and internationally.

In order to achieve a **cohesive community**, we recognise that we need to:-

- promote understanding and engagement within and between communities
- encourage all children and families to feel part of the wider community
- understand the needs and hopes of all our communities
- tackle discrimination
- increase and improve life opportunities for all
- ensure teaching and the curriculum address issues of diversity
- provide opportunities for all within the comprehensive Personal, Social, Health and Citizenship Education (PSHCE) programme.

Promoting the Fundamental British Values and Challenging Extremism, and their links to Safeguarding Children

Hummersknott Academy Trust used the following document when developing policy and procedure in relation to the British values, challenging extremism and protecting children from radicalisation:-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Guiding Principles

We actively encourage all those associated with the Trust to develop tolerance and respect for everyone in our increasingly diverse society and, as such, have developed policies and procedures to facilitate this. However, we recognise that everyone in society must follow civil law as determined by Parliament and, as such, it is vital that, whilst we recognise and value difference in all its forms, the rule of law must prevail.

Matters to do with British values, challenging extremism and safeguarding children from radicalisation impact on all aspects of the Trust's work, but, more particularly, relate to pupils' and students' SMSC Development. By meeting our requirements to provide collective worship/assemblies, by establishing a strong ethos supported by caring and effective relationships throughout the two academies, and by providing relevant activities both within and beyond the classroom, we will contribute positively to pupils' and students' SMSC Development.

Pupils and students will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils and students will come to understand that, while different people may hold different views about what is 'right' and 'wrong', all people living in the UK are subject to laws passed by Parliament. The Trust's vision, values, ethos and curriculum, which both academies should make parents/carers aware of, will support the rule of law and the academies will not teach anything that undermines it. If the academies teach about religious law, particular care will be taken to explore the relationship between state and religious law. In particular, pupils and students should be made aware of the difference between the law of the land and religious law.

Fundamental British Values

"Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs."

Actively promoting the British values means challenging opinions or behaviours in our academies that are contrary to such values. Attempts to promote beliefs or behaviours that undermine British values would be completely at odds with the Trust's duty to promote SMSC Development that is nurturing and beneficial. The Teachers' Standards require that teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining the fundamental British values.

Through our provision of SMSC Development we will:-

- enable pupils and students to develop their self-knowledge, self-esteem and self-confidence
- enable pupils and students to distinguish right from wrong and to respect the civil and criminal law of the UK
- encourage pupils and students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the

- academies and to society more widely
- enable pupils and students to acquire a broad general knowledge of and respect for public institutions and services in the UK
- increase tolerance and harmony between different cultural traditions by enabling pupils and students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in the UK.

Expectations of knowledge, skills and understanding of pupils and students in the UK

The list below describes the understanding and knowledge expected of pupils and students as a result of schools promoting fundamental British values:-

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- 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
- an understanding of the importance of identifying and combatting discrimination.

Actions that Hummersknott Academy Trust has taken to effect this duty

To effect our duty we educate pupils and students in the following broad areas:-

- Democracy
- Individual liberty
- Rule of law
- Mutual respect
- Tolerance for different religions and beliefs.

Specific actions within Hummersknott Academy

We will:-

- develop a comprehensive PSHE/Core RE curriculum that explores the strengths, advantages and disadvantages of democracy, and how democracy and the law work in Britain, and compare and contrast democracy with other forms of government
- have a strong student voice within Hummersknott Academy through the college system. There will also be regular College Captain meetings/Community Governing Body meetings
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide students with the opportunity to learn how to argue and defend points of view
- use teaching resources from a wide variety of sources to help students understand different religions and beliefs
- use the academy's extensive extra-curricular programme to promote British values, especially in respect to students organising events themselves
- arrange regular assemblies/awareness sessions around multi-cultural or community cohesion themes
- support local, national and international charities
- arrange annual International dimensions week
- arrange regular exchanges to a number of different countries

- have a strong whole academy Safeguarding Policy which includes practices and procedures to ensure the school community is safe and able to safeguard itself against extremism and radicalisation.

Specific actions within Skerne Park Academy

Establish a strong whole school ethos through:

- maintaining rigorous behaviour management which endorses core values of respect and tolerance;
- including in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensuring all pupils within the school have a voice that is listened to, and by demonstrating how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- using opportunities to hold mock elections to promote fundamental British values and providing pupils with the opportunity to learn how to argue and defend points of view;
- using teaching resources from a wide variety of sources to help pupils understand a range of faiths;
- considering the role of extra-curricular activity in promoting fundamental British values.