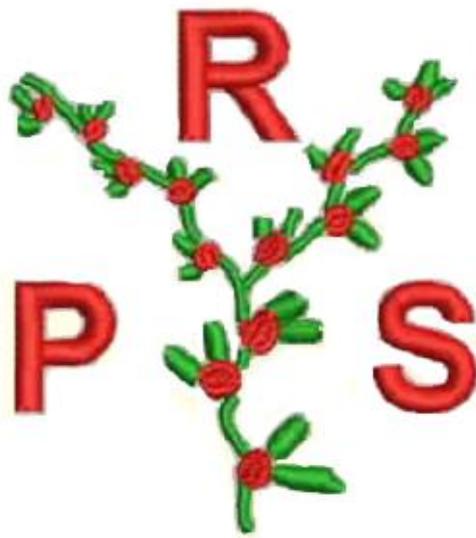


Roseberry Primary School

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Equality Statement and Single Equality Scheme

Approved by the Governing Body:	October 2017
Interim Review:	January 2018
Review Date:	January 2020
Head teacher:	Maggie Fearnley

Equality Statement

Roseberry Primary School is committed to equality.

In this respect:

- We ensure that everyone in school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone in exactly the same way.
- We ensure that school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful.

Our Vision:

Roseberry Pupils Soar

At Roseberry our vision is summed up through the above mission statement. We believe that our children should not be defined by their socio-economic circumstances, ethnicity or gender status. We expect them to achieve the very best that they are capable of in readiness for their future lives.

Our vision for Roseberry is underpinned by a set of values, which like pieces in a puzzle join together to shape well-rounded, responsible and ambitious individuals.

At Roseberry Primary School we seek to encourage a calm, purposeful and happy atmosphere where good relationships exist within a caring environment where all children are given the opportunity to achieve their potential. As well as this, we place the United Nations Convention of the Rights of the Child at the heart of our practice to improve well being and help all children and young people realise their potential.

Children are encouraged to develop independence and self-discipline in order to demonstrate the accepted behaviour and act in a way which allows all children to have their rights respected.

A consistent approach to behaviour amongst the school community ensures that all pupils, staff and parents work to a common goal based on mutual respect and understanding of others.

At Roseberry we are careful to distinguish between the child and their unacceptable behaviour. We ensure that all children understand they have a part to play when making choices about their actions so that all children have their rights met.

Legislative Framework

We are aware of the current legislative framework.

We welcome our duty under the **Education and Inspection Act 2006** to promote Community Cohesion.

The School is bound by the Public Sector Equality Duty (PSED) of the Equality Act 2010 and the Specific Duty. To comply with this Duty:

- We maintain and publish quantitative and qualitative information showing our compliance with the PSED set out in Clause 149 of the Equality Act, to explain how we have demonstrate 'due regard' for equality.
- We publish information each year about our school population.
- We formulate and publish specific and measurable objectives, based on our collected and published evidence, which demonstrate how we plan to tackle inequalities and reduce or remove them.
- The objectives we identify, take into account national and local priorities and issues, as appropriate.
- We monitor our equality objectives regularly and report annually on progress towards achieving them.

We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- age
- disability
- ethnicity
- colour or national origin
- gender
- gender identity or reassignment
- their marital or civil partnership status
- being pregnant or having recently had a baby
- religious beliefs
- sexual identity and orientation.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration (including seeking asylum). We acknowledge the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when measuring the impact of the Pupil Premium Grant.

Roseberry Primary School recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998. We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable and their parents and carers.

We welcome the emphasis in the OFSTED Framework (2016) on the importance of closing the gaps in achievement which affect: pupils eligible for Pupil Premium Funding, children from other cultures, children with special educational needs and those children involved with other services including LAC

Date approved by the Governing Body: October 17

The School Context

Roseberry Primary opened in September 2007 following the merger of Roseberry Infant and Junior School.

The school is split across 2 buildings – the lower building having the Foundation Stage and Key Stage 1.

There are 400 pupils on roll with a 39 place nursery operating am and pm. Up until this last year numbers have been increasing with some year groups full and with waiting lists. Currently the number of children accessing nursery and entering Reception is lower.

Attainment on entry is well below average; children have limited life experiences and limited experiences of books. Their language development is very poor. Most children enter nursery within or below the 22-36 month band, below age related expectations.

The school has a deprivation indicator of 0.29. Deprivation in Stockton has declined more than in any of the other boroughs in the Tees Valley and is below the average score in England as a whole. The factors that make up deprivation scores have a significant impact on the attitude and subsequent ability to learn of many of the children attending Roseberry Primary School.

Geographical Location

The school is sited in the centre of an industrial town in the North East of England within the boundary of Stockton-on-Tees.

Community Served

48.6% boy/ 51.4% girl

2.0% minority ethnicity

30.9% Pupil Premium/35.9% FSM/1.2% armed forces/0.7% LAC

29.2% SEN

School Outcomes

All Pupils	Expected Progress	
	School	National
Reading	2.0	0.0
Writing	1.6	0.0
Mathematics	1.7	0.0

	% Attendance
Whole School	95.9

The school has a relatively stable population of 94.7%

Participation in

Children regularly take part in a variety of trips linked to enriching their curriculum. These trips take part in the local area as well as in other places. A number of trips include using public transport -trains and buses as many children have not had these experiences.

Children regularly take part in a range of sporting and enterprise activities.

Bi-annually school has a residential opportunity for children from Years 5 and 6. This takes place over a weekend in the Autumn term and allows children to spend time away from home and to take part in a range of activities including adventure and educational.

Extended School Activities

A range of clubs run after school each night. These clubs change each half term and are in response to requests by the children. Children also take part in activities during the school day including learning French, cooking, table tennis and a variety of enterprise activities including running a fruit shop and making produce to sell at Fayres.

Parents' Evenings

Parent evenings take place twice a year in the autumn and spring terms. Parents are encouraged to engage with school regularly and are kept up to date with school events via weekly newsletters, our School App, Facebook Page and via text messages. During the summer term parents are provided with a report detailing their child's progress. There are also events held throughout the year for parents to attend including Family Time, Assemblies, School Fayres and School concerts.

Incidents

Incidents involving bullying and racism tend to be rare. Racist incidents tend to arise due to a lack of understanding about what it means. All incidents are recorded on an electronic system, Cpoms, and all parties are informed of the incident and the actions taken to resolve them.

Staff Training

Our school ensures that staff are supported through continual professional development to position our school well for the equality and diversity agenda.

All staff have regular training in safeguarding and positive handling techniques.

All new staff have an induction pack and are allocated a mentor to ensure that they are aware of policies and procedures in school

Some staff have training in first aid, basic and full and further training in safeguarding eg the designated officer and deputy attend additional training and the Senior leadership team have training in safer recruitment.

Relevant Policies

Policies pertinent to equality and diversity are regularly reviewed. **(Complete table as appropriate)**

Policy	Review Date
Teaching and Learning	Annually
Curriculum	Annually
EAL	Annually
Anti Bullying	Annually
Behaviour/ Positive Relationship	Annually
Safeguarding	Annually
SEN	Annually
Appraisal	Annually
Able and Talented	Annually
PREVENT	Annually

Curriculum Adjustments

In our school, focused attention is paid to the needs of specific groups of pupils, for example: those with SEN, and there is extra provision for certain groups: pupils with additional funding including LAC and PP.

In our School there is curriculum coverage of equalities issues, including promoting our school values/British Values, particularly with regard to: respect and tolerance for those of different faiths and beliefs, democracy, individual liberty and rule of law. Our Curriculum Coverage can be viewed in greater detail on our website. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development. See our long term maps (available on the website) for coverage

The school takes part in certain national projects and award schemes, for example: ECO, International, RRSa, NACE.

In curriculum materials across all subjects, there are positive images of: gender, different family groupings, children from different cultures and children with disabilities.

Reasonable Adjustments and Auxiliary Aids

The principles of equality of opportunity and positive action have distinctive implications for disability equality, particularly in relation to the concept of reasonable adjustment and the provision of auxiliary aids and services.

Our school has a duty to make reasonable adjustments. In this respect we have

Multi use toilets

Accessibility to all areas

If provision/ practice puts a disabled pupil at a disadvantage in comparison to other pupils, our school will provide an auxiliary aid or service for that pupil to alleviate that disadvantage if it would be reasonable to do so.

Decisions to make reasonable adjustments and for the provision of auxiliary aids will be made in consultation with our parents/ carers/.

Accessibility Plan

Our Accessibility Plan, is part of our Single Equality Scheme Action Plan it shows how our school is:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to those with disabilities.

We provide resources for implementing our accessibility plan and review it annually, or contemporaneously in response to need.

Pupils with Medical Needs

Our School will ensure that arrangements are in place to ensure that such children can access and enjoy the same opportunities at school as any other child.

Where necessary, our school will ensure there are arrangements in place, including ensuring sufficient members of support staff are appropriately trained to undertake these roles as part of their core job description.

Our school has a clear protocol for supporting pupils with medical needs.

How We Have Developed our Scheme

When developing this equality scheme, our school has ensured that we have engaged with those who have a legitimate interest, including all staff, parents/carers, pupils, local groups and appropriate external agencies. This consultation has sought to ensure that we understand the barriers faced by different people from different social identity backgrounds and understand the best ways to overcome such barriers.

The Scheme will be informed by:

- The views and aspirations of pupils themselves from different social identity backgrounds.
- The views and aspirations of parents of pupils from different social identity backgrounds.
- The views and aspirations of staff from different social identity backgrounds.
- The views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds.

Mechanisms for Involvement

At Roseberry Primary School, the following mechanisms will ensure the views of pupils inform the Equality Scheme and objectives:

- Exit interviews with pupils
- Pupil Voice
- Individual interviews with pupils involved in incidents of a discriminatory nature
- Individual interviews with pupils experiencing reasonable adjustments
- Family Forum
- Pupil engagement in auditing provision
- Pupil involvement in policy creation
- Participation in a working party.
- Surveys and questionnaires.
- Debating group

At Roseberry Primary School the following mechanisms will ensure the views of staff inform the Equality Scheme and objectives:

- Exit interviews with staff
- Regular staff meetings with specific agenda items
- Individual discussions with staff as a part of performance management
- Participation in a working party.
- Surveys and questionnaires

At Roseberry Primary School, the following mechanisms will ensure the views of parents and the community inform the Equality Scheme, objectives and action plans:

- Text to be inserted into communication with parents: “Your support for your child’s education is crucial to their progress. Please tell us if there are any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender or involvement of an interpreter.”
- Feedback through Governing Body meetings
- Feedback through the Family Forum
- Feedback from adults using the school beyond the school day
- Participation in a working party.
- Questionnaires and surveys

The school’s objectives will focus on developing the involvement of pupils, staff and parents from different social identity and cultural backgrounds over the three years of this Scheme.

We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and to ensure views can be heard.

Roles and Responsibilities for Implementing the Single Equality Scheme

The Head Teacher:

- Demonstrates responsibilities under the Equality Act of 2010.
- Ensures that staff and parents are informed about the Single Equality Scheme.
- Ensures that the scheme is implemented effectively.
- Manages any day-to-day issues arising from the policy whether for pupils or for the school as an employer.
- Ensures staff have access to training which helps to implement the Scheme.
- Liaises with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitors the Scheme and report to the Governing Body, at least annually, on the effectiveness of the policy.
- Ensures that the Senior Leadership Team are kept up-to-date with any developments affecting the policy objectives and connected action plan arising from the Scheme.
- Provides appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies such as Children's Services.
- Ensures CPD is inclusive of all staff and includes equality matters.
- Ensures recruitment, selection and promotion of all staff (teaching, support and administrative), reflects fair and safer recruitment procedures.
- Ensures that the voice of all stakeholders including parent/carers voice, pupil voice and staff voice is taken into account when making decisions.

The Governing Body:

- Ensures that the school complies with all relevant equalities legislation.
- Ensures all governors receive up to date training in all the equalities duties.
- Designates a governor with specific responsibility for the Single Equality Scheme.
- Establishes that the action plans arising from the scheme are part of the School Development Plan.
- Supports the Head Teacher in implementing any objectives necessary.
- Informs and consult with parents about the scheme.
- Evaluates and review the objectives annually.
- Assesses the potential impact of decisions made upon equalities.

The Senior Leadership Team:

- Has responsibility to ensure that whole school community is aware of the school's responsibility in relation to The Equality Act 2010; PSED 2011; SEND Code of Practice: 0-25 years (2014); CTSA 2015; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.
- Has responsibility for supporting other staff in implementing this Scheme.
- Provides a lead in the collection and dissemination of information relating to the Scheme.

- Identifies good quality resources and CPD opportunities to support implementation of the Scheme.
- With the Head Teacher, provides advice/support in dealing with any incidents/issues.
- Assists in implementing reviews of this Scheme as detailed in the School Development Plan.
- Evaluates and review the objectives annually.
- Ensures coverage in the curriculum of equalities issues.
- Ensures the curriculum promotes pupils' SMSC.
- Ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

People with specific responsibilities:

- Maggie Fearnley and Linda Hollinshead are responsible for maintaining and sharing with all staff, the specific needs of disadvantaged pupils and how their needs will be met (e.g. Pupil Premium)
- Maggie Fearnley is responsible for ensuring the specific needs of staff members are addressed
- Maggie Fearnley and Linda Hollinshead are responsible for gathering and analysing the information on outcomes for disadvantaged pupils and staff including Pupil Premium and details of those responsible for overseeing interventions (e.g. Pupil Premium)
- Maggie Fearnley is responsible for monitoring the response to reported incidents of a discriminatory nature
- Gemma Grieveson-Jones is responsible for overseeing Early Help
- Maggie Fearnley is single point of contact for Prevent and Hate Crime
- Maggie Fearnley is the school's designated safeguarding lead. (Including HBV and FGM). Cathryn McCabe is the Deputy lead.
- Cathryn McCabe is the SENCO.

Parents/Carers:

Have access to the Scheme and aware of the school's responsibility in relation to The Equality Act 2010; PSED 2011; SEND Code of Practice (2014); CTSA 2015 ; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.

- Are encouraged to support the Scheme.
- Have the opportunity to attend any relevant meetings/awareness rising sessions related to the Scheme.
- Have the right to be informed of any incident related to this Scheme which could directly affect their child.
- Are informed of objectives, published every three years and an annual action plan .

School Staff:

- Are aware of the school's responsibility in relation to The Equality Act 2010, PSED 2011; SEND Code of Practice (2014); Counter Terrorism and Security Act 2015; Prevent Duty 2015 and Supporting Pupils With Medical Needs 2015.
- Accept that this is a whole school issue and support the Single Equality Scheme.

- Have read and signed the Scheme to indicate that they understand it and how it relates to them.
- Make known any queries or training requirements.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of racism, harassment or other forms of discrimination
- Know how to report and challenge concerns related to radicalization and extremism.
- Do not discriminate on any grounds..
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA.
- Ensure that pupils from all groups are included in all activities and have full access to the curriculum.
- Promote equality and diversity through teaching, pedagogy, curriculum, the learning environment and through relations with pupils, staff, parents and the wider community.
- Promote the school's values, which include Community Cohesion and British Values.
- Support the implementation of objectives through key action points.

Pupils:

- Are made aware of any relevant part of the Scheme, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the Scheme.
- Experience a curriculum and environment which is respectful of diversity and difference prepares them well for life in a diverse society and prepares them for life in Modern Britain
- Understand the importance of reporting prejudice driven behaviour and understand their role in supporting the implementation of objectives (where relevant).

Visitors

- Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Head Teacher.
- A visiting speaker's protocol is used in school and visitors understand and agree to comply with this protocol.
- The School's Lettings Policy ensures that users are aware and compliant with the school's aims.

Objectives

This Scheme is supported by annually published equality objectives (and where there is a separate accessibility plan, annually published targets for the accessibility plan); their progress is monitored and evaluated regularly by the Governing Body.

Our objectives are based upon:

- The evidence we have collected and published, including who we have consulted and how.
- An impact analysis of the evidence which inform our decision making.
- National and local priorities and initiatives, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Although there is no specific duty to produce an action plan, we believe that an action plan ensures a proactive response to achieving our objectives and helps us to demonstrate 'due regard' (see Appendix One).

The action plan identifying the equality objectives for the school and the impact analysis has:

- Clear allocation of responsibility.
- Clear allocation of resources, human and financial.
- Clear timescales.
- Expected outcomes and performance criteria.
- Specified dates for review.

The effectiveness of our Scheme is evaluated and reflected in:

- The School's Self-evaluation Form.
- RRSA UNICEF Award

Accessibility Plan (time scale)

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to curriculum</p> <p>Ensure teaching staff have specific training on disability issues</p>	<ul style="list-style-type: none"> • Staff access to appropriate CPD. • Staff induction procedures include reference to disability. • Teachers and TA'S to receive training in anaphylaxis and use of epipen when appropriate • Members of EY team to have paediatric first aid training • Key persons in each building to be trained in full first aid • Teachers and TAs to engage with external agencies e.g.OT/Ed Psych/counsellor/CAMHs 	As and when appropriate	Time	Head teacher	SLT
Review PE curriculum to ensure PE accessible to all	<ul style="list-style-type: none"> • Gather information on accessible PE and disability sports • Seek disabled sports people to come into school 	As required		PE Team	SLT
Ensure ICT appropriate for pupils with disabilities.	<ul style="list-style-type: none"> • Make sure software installed where needed 	As required	Cost of software	SENCO	SLT
<p>Access to wider curriculum</p> <p>All educational visits to be accessible to all</p>	<ul style="list-style-type: none"> • Develop guidance for staff on making trips accessible • Ensure each new venue is vetted 	As required		AHT	SLT
Ensure that after school clubs and care provision facilities are accessible for all pupils	<ul style="list-style-type: none"> • Ensure access is available for all pupils including those with physical and sensory disabilities. 	As required	Equipment as required	Club leaders	HT

	<ul style="list-style-type: none"> • Provide adult support if necessary • Make physical adaptations as required 				
<p>Premises</p> <p>To take account of the needs of pupils and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises</p>	<ul style="list-style-type: none"> • Ensuring that there is free movement and access about the building for wheel chair users • Personal care is managed effectively with the present facilities • Ensuring that things such as lighting, acoustic treatment and colour schemes are taken account of when refurbishing old building. • Create personal evacuation plans 	As and when needed		HT	Governors
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> • Review PSHE Curriculum. • Involve different groups of people including those with disabilities to assemblies/sporting events etc 	Annually			SLT
<p>Accessibility to information</p> <p>To make documents/information available in alternative formats</p>	<ul style="list-style-type: none"> • Identify children, parents and members of the local community who may need to access information in different formats e.g. interpreters, signers. • Large print and audio formats as required formats as appropriate • Monitor uptake of documents in alternative formats. 	As required – on entry to school		HT/Admin	SLT

Appendix 1: Equality Objectives Action Plan

Roseberry Primary School

Equality Objective/s

Date of Publication : September 17 Date of Review September 19 (Interim Review September 18)

The Public Sector Equality Duty has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
2. Advance equality of opportunity between people who share a protected characteristic and those who do not;
3. Foster good relations between people who share a protected characteristic and those who do not.

Summary of our most recent review:

Review Date: September 17

1. **Summary of the review** – Progress has been made across all aspects. With regards improving access to the curriculum the TA workforce has been upskilled to become specialists in specific areas. School has worked closely with other services to ensure that children are supported at all levels to access the curriculum. Information sharing has been vastly improved over a range of devices so that parents are kept informed by their preferred media. The Family Forum, with its close links to our PSA, has been instrumental in developing relationships between school and home so that the voice of parents is heard in school. This has led to changes in policies eg the Homework policy. Work on the Rights Respecting Agenda is impacting positively on our children's understanding of the wider world and their part in it. It is helping them to understand difference and its importance in society.
2. **Summary of our aims for the next year/3 years based on equalities action planning:** The areas for development remain the same in order that barriers can be overcome and continued progress occur. See objectives below

Date of Publication of Current Objectives: September 17

We have considered how well we currently achieve these aims with regard to protected groups under the Equality Act 2010 and have identified the following objectives, which should be read with the school's single equality scheme and this action plan, which demonstrates how the development of these objectives were informed.

Objective 1: To improve access to the curriculum for those pupils who find learning difficult

Objective 2: To improve access to information

Objective 3: To further develop the school's contribution to community cohesion

Objective: To improve access to the curriculum for those pupils who find learning difficult

Aligned to protected characteristics (list protected characteristics):

Learning disability/Age of the children – not age appropriate/Children for who English is a second language

What helped us arrive at this objective(consultation with stakeholders):

The number of pupils emerging as having very specific needs (identified through school procedures and work with external agencies including the Educational Psychologist

Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Up-skill staff with regards identifying specific learning difficulties	Via professionals working individually or with groups of TAs	As required	Specific professionals	SLA costs	TAs have the skills required to develop specific areas of need	SLT
Up-skill staff on teaching reading when phonics does not work	Staff meeting	September 17	Sandra Meehan	SLA costs	Teachers have an understanding of strategies to use for struggling readers	
Continue to develop skills of TA work force	Develop mastery in areas that children need to develop in	Afternoon timetables	All TA staff (Y1 – Y6)	Time from other professionals to support TA needs	TA's become very skilled in specific areas and children make greater progress as a result of targeted support.	

Objective: To improve access to information						
Aligned to protected characteristics (list protected characteristics): Learning disability/Families for who English is a second language						
What helped us arrive at this objective(consultation with stakeholders): Parents requesting information. Pupils lack of knowledge around key areas						
Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Information re parents specific needs gathered	Through Family Forum	Half termly meetings to be held	Gemma Grievson	NA	Parents happy with information given	SLT
Weekly newsletters and upto date information on website	Our Schools App information/paper copies Access to website	Weekly	SLT	Cost of texts and e-mails	Parents are kept up to date with school events	Gov Body
Pupils more informed re rights and respects and re policies	Rights respecting work across the curriculum	As and when necessary	Teachers	NA	Children informed about key policies and understand how they can receive help	SLT
Visual timetabling to be developed	Individual timetables to be developed	As and when required to support pupils	Individual teachers	NA	Chn understand what they need to do and when	Team leaders

Objective: To further develop the school's contribution to community cohesion						
Aligned to protected characteristics (list protected characteristics): Learning disability Children and families for who English is a second language Gender reassignment						
What helped us arrive at this objective(consultation with stakeholders): The emphasis on British Values						
Action	How?	When?	Who?	Cost	Success Criteria	Monitored
Identify pupils from different groupings not on track	Use tracking information to look at progress	Half termly	Teachers/SLT	NA	Groups across school make similar progress	SLT
Further develop the pupil voice	Rights Respecting agenda to continue to develop. Debating group to start.	On-going	Rights Respecting team	Time	Pupils have a strong voice that contributes to school improvement	SLT
Develop Rights Respecting Agenda	Action plans to be followed	On-going	Behaviour Team	Cost of award	Rights Respecting embedded in curriculum	SLT
Develop empathy with children from around the world	Regular events to raise awareness – eg Thandigudi/ harvest/Christmas	On-going	Language team		Children have understanding about fair trade and its meaning	SLT