



NEW COLLEGE SCHOOL, OXFORD
PRE-PREP & PREPARATORY SCHOOL

Promoting a Culture of Equality, Diversity and Inclusion at New College School

At New College School we proactively establish and maintain a culture of equality in which pupils, parents and colleagues with protected characteristics do not experience unlawful discrimination. We also prepare our pupils to engage with the world in such a way that they actively resist inequality and exclusion, and that they actively celebrate diversity. We do this in the following ways:

Staff Training and Recruitment

Staff are trained in equality and diversity, using an online training programme. Colleagues who are new to the school complete this training as part of their induction. Diversity is taken to include neurodiversity, and the needs of individual neurodiverse pupils are included in weekly staff meetings, IEPs, and training sessions for members of staff. Neurodiversity is also celebrated through our INSET and choices of charities to support and celebrate.

Issues of equality and diversity are embedded in our recruitment procedures and professional policies. The full Equal Opportunities and Adjustments for Accessibility policy is included in our staff handbook and is available free of charge upon request (office@newcollegeschool.org). New College School is committed to promoting equality of opportunity for all staff and job applicants. This policy applies to all aspects of our relationship with staff, to relations between staff members at all levels, and to the way in which staff treat visitors, parents, pupils, suppliers and former staff members. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment. This applies in the workplace, outside the workplace (when dealing with customers, suppliers or other work-related contacts), and on school-related trips or events including social events. We do not discriminate against staff on the basis of age, disability, gender reassignment, marital or civil partner status, part time status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.

All staff have a duty to act in accordance with this policy and treat colleagues with dignity and respect at all times, and not to discriminate against or harass other members of staff because of their protected characteristics. All managers/Heads of Department must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. Staff are given appropriate training on equal opportunities awareness and, for the appropriate roles, equal opportunities recruitment and selection best practice. We seek to fulfil our obligation by making all aspects of the curriculum available to all. We deal with all applications for staff vacancies from an equal opportunities standpoint. We promote an atmosphere within the school of caring, sensitive attitudes and behaviour. We seek to be aware of any aspects of our physical environment which might not promote equal opportunities and are working to rectify these in our development plan wherever possible. As appropriate, we provide reasonable and appropriate

support for any pupil for whom English is his second language, or whose physical disability seriously affects his educational progress, within the budgetary constraints placed upon us. We use language sensitively, with positive use of inclusive language, avoidance of language which carries implications of superiority of one race, gender or sexual orientation and an abhorrence of the use of racist or sexist language. We use teaching resources to positively support equal opportunities, including a sensitive, unbiased approach to the presentation of historical and geographical material, the critical examination of texts to ensure that they do not contain racist or sexist material or perpetuate racist or sexist prejudices and the positive use of the work of authors from all backgrounds. Equally, we take care that where political issues are brought to the attention of pupils in school, they are offered a balanced presentation of opposing views.

Code of Conduct and Anti-Bullying

The school's code of conduct includes respect for difference, whatever that difference may be, and our rewards and sanctions policy runs parallel to that code of conduct. Our anti-bullying policy, likewise, states: 'Bullying can take many forms: physical, psychological or verbal. It can seriously affect the physical and mental well-being, happiness and achievements of the victims, the on-lookers and the bullies themselves: it can even lead, in extreme cases, to suicide. It often takes the form of repeated acts designed intentionally to hurt others physically or emotionally. Bullying includes: name-calling; taunting; mocking; making offensive comments relating to a protected characteristic (as set out in the Equality Act in 2010: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex & Sexual orientation) kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. Any reported incident will be dealt with in accordance with the school's anti-bullying policy. The school takes all incidents of bullying seriously. No bullying will ever be ignored.'

Assemblies and Chapel Services

Every Monday in assembly we learn about major religious festivals that are happening around the world that week. The Head promotes a 'person of the week' and 'artwork of the week'. The people represented are chosen to cover a diversity of backgrounds and protected characteristics, and they are often chosen to celebrate the contributions they have made in promoting equality and diversity in their societies. Examples include: Toni Morrison; Greta Thunberg; Jessye Norman; Nellie Bly; Margaret Atwood; Megan Rapinoe; Mary Somerville; Katherine Johnson; Judith Weir; Sarah Gilbert; Amelia Earhart; Helen Keller; C.J. Walker; Octavia Butler; James Baldwin; Grace Darling; Chinua Achebe; Benjamin Banneker; John Lewis; Toni Stone; Ruth Bader Ginsburg; Fred Shuttlesworth; Somoya Faruqi; Virginia Woolf; Mary Wollstonecraft; Jane Addams; Susan Blow; Althea Gibson; Harriet Beecher Stowe; Pele; Ma Rainey; Bukayo Saka; Dorothea Lange; Sarah Storey; Jacqueline Pascal; Edith Cavell; Louis Armstrong; Juliette Gordon Low; Ellen Johnson Sirleaf.

Assemblies also cover a range of issues to do with equality and diversity, including Black History Month, equal rights adoption, equality of marriage (with reference to figures including Megan Rapinoe and Tom Daley), and the contributions of figures such as Bob Marley, Stevie Wonder and Grace Petrie. Regular assemblies on issues in the news focus on Fundamental British Values, including the need for understanding of different views and backgrounds, and the importance of diversity within a healthy democracy wherein individual liberty and the rule of law are upheld.

Our guest speakers are invited to represent a diversity of backgrounds. For example: Dinti Batstone (Vice-Chair of Campaign for Gender Balance); Revd Katharine Price; Dr Peggy Frith; Dr Anna Blomley; Dr Betheny Sollereeder; Revd Dr Jane Baun; Dr Marietta van der Tol; Revd Dr Mel Marshall; Mrs Ruth Ward; Ms Helen Merrington Rust; Professor Christiane Timmel; Dr Zoe Waxman; Mr Daniel Harkin; Dr Andrew Counter; Ms Alvea Fernandez; Professor Muhammad Afifi al-Akiti; Imam Monawar Hussain.

Wellbeing (PSHCEE)

Wellbeing lessons, especially in the prep school, look at mutual respect to all with a particular focus on protected characteristics. This includes looking at how we can help those in our local and wider communities such as those experiencing aged care and dementia is discussed (Year 3). In addition, a series of lessons looks to contextualise some of the topics to the pupils such as systemic racism and sexism with an eye to educating pupils to the positive role they can take in their community through the 'Being a good neighbour' unit (Year 7). Similar themes are again picked up in the community spirit unit (Year 8). Year 5 learn about tolerance and mutual respect through two case studies looking at Rosa Parks and the civil rights movement and Anne Frank and religious persecution.

The Curriculum

Our curriculum is structured to ensure that pupils encounter the achievements of a diversity of people in different countries around the world. For example, in Years 3-4 pupils study a variety of 'Great Civilisations' to see these achievements. In Year 5, in 'International Relations', pupils encounter unsung heroes of the world wars, including those from different religions who fought for the Allies, as well as the history of prejudice and genocide with reference to Judaism and the Holocaust. In Year 8 History pupils learn about people from a diversity of backgrounds who fought against slavery in the eighteenth and nineteenth centuries. Also in History, there is a dedicated topic (Year 6) on the roles/experiences of women in medieval England, and on the experience of Jews in medieval England. There is a topic (Year 7) on black people in medieval England. There is in-depth studies (Year 6 and 7) of important queens and Queen consorts: Empress Matilda; Eleanor of Aquitaine; Philippa of Hainault; Margaret of Anjou; Anne Boleyn; Katherine Parr. A research project on The Crusades (Year 6) invites pupils to examine important figures from Middle Eastern history, and cultural connections between England and the Middle East.

Our languages programmes actively promote inclusion by including every single Year 5-6 pupil in the French Play, encountering other cultures; having a French lunchtime Activities programme which includes crafts, videos, reading - a variety of cultural activities for every taste; including everyone in Years 6-8 in the production of the Newsletters *Amuse-toi* and everyone in Years 7-8 in the French Culture Collaborative Book. Diversity and inclusion are actively promoted by having a French library in the French room which contains books and magazines about various different aspects of French culture which are cross-curricular (Science, History, Art), some of them in English and language, so accessible to everyone; inviting every pupil above Year 5 who has a second language other than English to become a Junior Language Ambassador. Diversity is actively promoted by having material and teaching resources which *stretch beyond the limits of France* (Magnetic maps of Europe and the World - labelled in French - for the boys to play with on the wall, videos showing daily life in French overseas territories, songs and artists of Francophone countries, etc); including Black History Month, WWI Remembrance, Christmas traditions, World Poetry Day in classroom activities in French lessons; and through activities with our partner school in Sweden.

In Geography, Year 8 study forced migration with reference to those persecuted under religious, ethnic or sexuality grounds. Religious and spirituality are also themes studied in Year 6 where the spiritual importance is considered of Mt Merapi to the surrounding peoples. Human rights are also considered throughout units looking at population and various population control policies (for example, the one child policy in Year 8). Equality is also studied through looking at the access to education for women across India (Year 8). Furthermore, equality is studied both at an international level through globalisation and working conditions across the world and at a local level where the links between wealth, access the healthcare and life expectancy are explored. In Science, there is an exploration of diversity when studying inheritance, especially in the context of genetic diseases, while there is also the promotion of a variety of different people who have made important contributions in Science, including Rosalind Franklin, James Watson, Francis Crick, Dorothy Hodgkin, Hans Krebs and Jane Goodall.

Texts in English lessons include the following: *I am David* by Anne Holm; “Classics” read in translations by female authors: Lilian S. Hyde’s *Favourite Greek Myths*; Rosemary Sutcliffe’s *Beowulf*; Geraldine McCaughrean’s *The Canterbury Tales*; Poetry by women: Mary Sidney, Aphra Behn, Elizabeth Barrett Browning, Charlotte Brontë, Emily Brontë, Emily Dickinson, Christina Rossetti, Sara Teasdale, Vera Brittain, Sarojini Naidu, Maya Angelou, Sylvia Plath, Wendy Cope, Carol Ann Duffy; Speeches by women and people of colour: Barack Obama, Nelson Mandela, Sojourner Truth, Greta Thunberg, Malala Yousafzai, Elizabeth I; Stories about disability: Daniel Tammet, *Born on a Blue Day* (autism); Alan Marshall, *I Can Jump Puddles*; diaries by Paralympians; Stories about LGBTQ issues: taken from Juno Dawson (ed.) *Proud*; Excerpts from 19th and 20th century novels by women: *Pride and Prejudice*; *Frankenstein*; *Jane Eyre*; *Wuthering Heights*; *Silas Marner*; *To the Lighthouse*; *Orlando*.

In the Music department diversity can be seen in the inclusion of composers from diverse backgrounds with protected characteristics whose set works are incorporated into topics covered from Reception to Year 8. These composers and works are included to highlight that, with planning and research, a music curriculum has huge capacity to be diverse and inclusive. Alongside 'traditional' western musicians, the following composers and musicians are currently included in the NCS Music Curriculum: Margaret Bonds (Year 4); Francesca Caccini (Year 7); Ethel Smyth (Year 7); William Grant Still (Year 4); Miles Davis (Year 3); Nat King Cole (Year 4); Hazel Scott (Year 3); Duke Ellington (Year 5). The following composers are also included in the Pre-Prep Music Listening Journal: Nadia Boulanger; Joseph Bologne; Maryanne Amacher; Barbara Strozzi; Amy Beach; Libby Larsen. In addition to composers in the Music Curriculum, weekly updates are made to the 'Musician of the Week' display board which pupils are able to read and study whilst lining up for lessons. This board includes (but is not exclusive to) the following musicians: Amy Beach; Florence Price; Sheku Kanneh-Mason; Hildegard von Bingen; Clara Schumann; Fanny Hensel; Errollyn Waller; Nina Simone; Barbara Strozzi; Joseph Bologne; Anna Meredith; Samuel Coleridge-Taylor; Scott Joplin; James Brown.

We use Religious Studies and Philosophy, in particular, for issues of equality and diversity to be encountered. The following figures are learnt about: Martin Luther King Jr, Rosa Parks, Paul Stephenson, Sohan Singh Jolly, Doreen Lawrence (Civil Rights); Gandhi, David Olusoga (Imperialism); Nelson Mandela (Apartheid); Millicent Fawcett, Emeline Pankhurst, Emily Davison, Constance Markievicz, Nancy Astor (feminism); Oscar Wilde, Alan Turing, Harvey Milk (LGBTQ+); Helen Keller (disability). We look at the [government's guidance](#) on appropriate language relating to disability. Pupils write an empathetic account of a victim of prejudice (Year 7). They learn about fundamentalism, prejudice and discrimination, and conflict (Year 7), the rights and responsibilities of citizenship (Year 8), Ethical topics at the upper end of the school

include human rights and the work of Amnesty International (Year 7), Apartheid and the legacy of systematic racism (Year 8/8S). Pupils are sensitive to different beliefs and backgrounds. They are exposed to a range of beliefs and experiences throughout the school, e.g. Hinduism (Reception), Islam (Year 1), Christianity and Judaism (Year 2). Verses from the Qur'an are studied in parallel to verses from the Bible (Year 6). Pupils learn about prejudice, discrimination and religious persecution, especially anti-Semitism (within the context of the Israeli-Palestinian conflict) (Year 7). They study and compare Buddhism, Taoism and Confucianism (Year 8) and discuss the common bonds of religion (Year 8S). Willingness to participate in a variety of settings is fostered by an exposure to different traditions and beliefs and visits to places of worship (Reception, Years 1 and 2).

The fundamental British Values, especially mutual respect and tolerance of those with different faiths and beliefs, are at the heart of RSP teaching throughout the school. For example, pupils learn about different beliefs and practices in Judaism, Christianity, Islam and Hinduism (Reception, Years 1, 2). They learn about the Rule of Law when studying Moses and the Ten Commandments (Year 6), Individual Liberty when studying human rights (Year 7), and Democracy when studying liberalism (Year 8/8S). Pupils learn about, and appreciate, their and others' cultural heritage when learning about hymns or the Lord's Prayer (Reception), the Christmas story (Year 1), and Hanukah (Year 2). Pupils learn about the religious history of Oxford, including the experience of religious minorities in the city as a post-assessment project (Year 6). They study the Civil Rights Movement in the UK, as well as the US (Year 7), and discuss the ethics and legacy of the British Empire (Years 8/8S). Interest in and respect for faiths and cultural diversity is fostered by learning about different traditions and experiences from Reception up. Pupils learn to appreciate a variety of beliefs, acts of worship and festivals in Reception, Years 1, 2 and 6. At the upper end of the school, they learn about those who have faced prejudice and fought for equality, such as religious minorities (Year 7) and the First Nations (Year 8/8S).

The Library

The library's two guiding principles are to promote an ethos that values and respects all people, through literature and in the use of the library, and to be flexible and responsive. The library book stock includes fiction, non-fiction and picture books. There is also access to websites through the library management system, Reading Cloud. As part of our purchasing remit we acquire a wide range of recently published, well regarded, children's literature. Almost all these books have aspects of equality, diversity and inclusivity as central themes and the authors are sensitive to ensuring that characters and settings are sympathetic and representative. We also hold many older classics (C.S. Lewis, Roald Dahl) and would endeavour to discuss some of attitudes and language in them, so it is clear they are a product of the time in which written without taking away from the power of the stories. I have highlighted an indicative sample in this document (following are just a small selection of what we hold!) We also continue to question and evaluate provision and use of books in our existing stock (for example, whether to purchase further David Walliams' books as they are popular in encouraging reading but purvey inappropriate and outdated stereotypes). We particularly listen and respond to book suggestions by the boys, especially if it is a book they found helpful in understanding themselves or others.

The library is a safe-space for many boys. We aim to keep it calm so not to interfere with those needing it as such, without becoming oppressive for those who need to move around more. The aim is to promote an ethos that values and respects all library users. In doing so we try to

eliminate any barriers to use of library (within restrictions of staffing), and to be flexible and responsive to the needs of individual boys and staff members.

Whilst Pre-Prep has their own selection of books supporting their curriculum, the boys and staff also borrow freely from the library and further books will be sourced if requested. For example, picture books read to them in Friday story-time include those listed below. They are read because they are good stories, but they also carry messages that hopefully the boys will absorb.

We work closely with Learning Enrichment to ensure there are variety of books available that individual boys will find reassuring, particularly in the representation of neurodiversity. As an example, a junior novel where the main character had synesthesia was a reassuring read for a boy newly diagnosed with this ("*Starseeker*" by Tim Bowler). It is reassuring and informative for all to find books where one can relate to the challenges & experiences of the characters. It is particularly important that these are affirming. We also aim to have support Learning Enrichment by carrying books with appropriate font, reading & interest level. The following activities and actions in the NCS library are designed to help promote diversity, inclusion and equality:

Displays: for example for Black History Month and ensuring books on display are varied and inclusive for all ages and readers

Purchases: being aware of publishers & websites for whom social justice and inclusivity is central (Letterbox Library, Empath Lab etc). Being informed by reports and publications such as CLPE "*Reflecting Realities*" 2020 and therefore sensitive to the importance of protagonists reflecting gender and colour as represented in society. The librarian recently studied for a PGCE on Children's Literature at Oxford Brookes where discussions on these issues featured. She also has professional membership of the SLA and attempts to stay up to date with issues relating to inclusion.

Book Awards: The librarian is on the committee for the Oxfordshire Book Awards., this year responsible for the Junior short-list. The importance of inclusivity and diversity influenced the final choices. We are also aware of other book awards linked to inclusivity such as the short-listed "I am Not a Label" by Cerrie Burnell (Non-Fiction Awards) and "Boy Everywhere" by A.M.Dassu (Little Rebels Award)

Staff Library: There are further library books in the staff room (dyslexia and other learning support, neurodiversity) and the librarian supports staff in delivering the curriculum by sourcing appropriate books and other resources (for example, the British Library on Suffragettes, Black History Month and Islam).

Events: Ensuring books and activities are inclusive on World Book Day and National poetry Day: the poems at the poetry slam include writers of different gender, socio-economic background, nationality and race. Also, that the poems are of different levels of complexity so that all ages and reading ability can join in

Reception storytelling: The stories, told (not read) can be adapted. They include tales from around the world (such as *Anansi the Spider*) and sometimes challenge the boys' stereotypes (ballet dancing is not just for girls, a boy dancer is stronger than a footballer!)

The Library Stock: protected characteristics are celebrated and discussed in our library's books. There are often cross-overs between different protected characteristics in individual texts, some of which are listed below:

Age: In our context this could include old age, coping with bereavement and the respect for the agency & voice of the child. The latter is a common theme through most of children's literature! E.g. *"The Tide"* by (picture book highlighting dementia - & treating with dignity); *"My Two Grandads"* by Floella Benjamin (picture book, very active grandfathers!); *"All Kinds of Families"* by Rachel Fuller (picture fact book)

Disability: As a school it is vital that those with various learning challenges see themselves represented in literature, and in a positive way. We have an increasing number of graphic novels and a large number of Barrington Stoke (dyslexic friendly) books. We have adapted when needed by providing magnifying glasses and using the printer to increase print size. E.g. *"Meesha Makes Friends"* by Tom Percival (picture book/austistic spectrum); *"Show Us Who You Are"* by Elle McNicholl (Novel, Autism/ADHD); *"What Happened to You?"* by James Catchpole (picture book/being different); *"Mind Your Head"* by Juno Dawson (non-fiction, mental health); *"Night Shift"* by Debi Gliori (picture book for older reader/mental health); *"Michael Rosen's Sad Book"* (picture book/mental health); *"Proud to be Deaf"* by Ava Beese; *"What Stars Are Made Of"* by Sarah Allen (child with Turner Syndrome)

Gender & sexual orientation (including LGBTQ+): E.g. *"Not Yet a Yeti"* by Lou Treleven (picture book); *"Me, My Dad and the End of the Rainbow"* by Benjamin Dean; *"What is Gender? How does it Define Us, and other big questions"* by Juno Dawson

Marriage and civil partnership, also fostering and adoption: Publications need to give the boys both the opportunity to celebrate the success of different types of adult partnerships and also (sadly) to explore the difficulties of adult relationships. The latter impacts on children and it assists them in being self-aware and empathetic if read within a story. Many recent novels have had this as a central theme). E.g. *"All Kinds of Families"* by Rachel Fuller (picture book/fact); *"Welcome to the Family"* Mary Hoffman (picture book/fact); *"Worst Holiday Ever"* by Charlie Higson (9-13 novel); *"The Girl with Space in Her Heart"* by Lara Williamson (junior novel, separation); *"The Light Jar"* by Lisa Thompson (junior novel, domestic abuse); *"Library of Lemons"* by Jo Cotterill (senior novel, parental death)

Pregnancy and maternity: Information books, picture books (fiction & fact) and a large number of fiction books that have the impact of mother's pregnancy/birth of a baby (sick or well) as a significant and enlightening part of the storyline. E.g. *"Flour Babies"* by Anne Fine; *"The Wild Way Home"* by Sophie Kirtley (novel, boy anxious about sick baby)

Race: There are an increasing number of books which are inclusive and representative of the population. Gradually the published authors are also becoming more representative of the population (Malorie Blackman, Benjamin Zephaniah, Floella Benjamin, Efua Traore, David Olusoga). E.g. *"Mixed"* by Arree Chung (picture book); *"Under the Same Sky"* by Britta Teekentraup (picture book); *"Young, Gifted & Black"* by Jamia Wilson (illustrated fact book); *"Black and British"* by David Olusoga (short history); *"Black History Matters"* by Robin Walker; *"Poetry Jump Up; A Collection of Black Poetry"* by Grace Nicholls; *"Unheard Voices"* collected by Malorie Blackman (anthology); *"Henry's Freedom Box"* by Ellen Levine (picture book/slavery); *"The Undeclared"* by Kwame Alexander (picture book); *"Vi-Spy; Licence to Chill"* by Maz Evans (junior novel)

Religion, philosophy or belief: The library has many non-fiction books from picture books to reference books on different faiths. There are also a large number of stories based specifically

around faith. E.g. *"Babushka"* by Sandra Ann Horn; *"Lin Yi's Lantern; A Moon Festival Tale"* by Brenda Williams; *"Chinese Fables"* by Shiho S Nunes; *"Miracles of Passover"* by Josh Hanft; *"Is Nothing Something? Kid's Questions & Zen Answers About Life, Death, Family, Friendships & Everything In-between"* by Thich Nhat Hanh; *"Malala's Magic Pencil"* by Malala Yousafzai (picture book)

Sex: A number of books, mostly in the senior novels, have first experiences as part of the narrative. E.g. *"How to Grow Up; The No Worries Guide for Boys"* Dr Ranj (non-fiction); *"What's Happening to Me?"* by Alex Frith

Other subject areas regarding inclusivity: There are many other aspects of social inclusivity that fall outside the remit of "Protected Characteristics". A few examples are: Homelessness (*"Night Bus Hero"* by Onjali Q Rauf); Themes relating to bullying and suicide (*"Jessica's Ghost"* by Andrew Norris); Refugees: We have made a deliberate policy to build a collection of books relating to slavery, migration and those seeking refuge both historically (such as Michael Rosen's recent poetry book) and in current times: *"The Rabbits"* by John Marsden & Shaun Tate; *"Who are Refugees and Migrants?"* by Michael Rosen & Annemarie Young; *"Ali's Story; A Real-Life Story"* by Salvador Maldonado; Language: We work closely with the modern language department and are building up a resource of books in different languages. This will both support those for whom English is a second language and improve understanding for those for whom it is not.