



Delivering Equality and Diversity at Eden Park Primary and Nursery School

Why we believe this matters

In a society so varied in terms of race, disability, and sexual orientation, equality and diversity must be promoted through schools. Out of over 13 million registered disabled people currently living in the U.K., 800,000 are children under the age of 16. With the U.K.'s non-British population estimated over 14% of the country's population are classed as foreigners. Six different major world religions are being practised by various ethnic groups spread across Britain, and [18 ethnic groups](#) are recommended for use by the UK government. Statistics in 2017 revealed that over [1.1 million U.K. residents over the age of 16](#) identified as LGBT, which equates to almost 2% of the overall population.

This document first sets out our beliefs and principles on the theme of Equality and Diversity, and then reports how we put this policy into practice for all of our children.

Information on Pupils by Protected Characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

What is equality and diversity?

Equality and diversity, sometimes called multiculturalism, is the concept of accepting and promoting people's differences. The fundamental goal when promoting equality is to raise awareness and make sure that all individuals are treated equally and fairly. This is regardless of their age, gender, religion, disability, sexual orientation, or race.

Why do we teach it?

Children need to understand equality and human rights. This knowledge helps them to understand how they should be treated and how to treat others.

When we promote equality, we create a safe environment for children to challenge, discuss, explore, and form lasting values, morals, and opinions.

When children are taught to respect diversity, they gain knowledge and understanding that can help them to improve relationships, tackle prejudice, and make positive decisions throughout their lives. In today's challenging and diverse society, we aid them to have open-minded attitudes.



The principles we use to promote Equality and Diversity in our classrooms.

All children are equal regardless of their religious beliefs, sexual orientation, race, gender, and gender identity.
Though we accept that some children will require extra help to have the same opportunities and outcomes as others.

Differences are respected, recognised, and valued because diversity is a strength.
These differences may relate to ethnicity, gender, faith, disability, or sexual orientation.

Positive relationships and attitudes are fostered throughout the school.
Children, staff, and visitors will benefit as we actively promote mutual respect and positive attitudes.

A shared sense of belonging and inclusion is encouraged in the classroom.
This feeling of mutual respect makes it easier for students to participate in school life. It is promoted partly through actively planning teamworking opportunities.

We actively observe and promote equalities for our staff.
All school policies and procedures are designed to benefit all employees and potential recruits in every aspect of their work.

We have the highest expectations for all our children and work hard to raise standards for all, especially the most vulnerable
It is part of our school's ethos to improve the quality of education throughout the most vulnerable groups of students. We actively plan and provide for the vulnerable through an extremely well-developed Pupil Premium Strategy.

We challenge stereotyping and prejudice.
In our school, all incidences of prejudice-based bullying are reported and challenged. This includes racism, homophobia, or the bullying of somebody due to a disability. We actively challenge gender-based and any other stereotypes that are causing concern.



Ways in which we promote Equality and Diversity in our classrooms

This list is not intended to be exhaustive, though it does seek to reflect the value that we place in our children’s understanding of Equality and Diversity. Where possible, concrete examples are used to reflect this approach.

Principle	Example activities
Music curriculum represents a range of cultures	Cultural music from across the world is listened to, appraised and sometimes played. This includes a unit on song and dance from other cultures and listening to cultural music in dedicated music assemblies. This sequence has a long-term plan to ensure coverage.
Study / celebration of Global holidays	Planning in RE and PHSE supports to recognition of some significant cultural occasions such as Chinese New Year and Diwali as well as Christian celebrations such as Christmas and Easter.
RE curriculum represents a range of faiths	Significant studies take place across the life of children at Eden Park on Christianity, Islam, Judaism and Hinduism as well as the views of Humanists. Older children debate the role of science in religion.
Women and ethnicity studied with history and Science.	Care has been taken to plan recognition of various groups, including women and minorities into the study of the past, for instance the power of ancient civilisations, the role of women in historical change, or significant scientists they made important discoveries.
A study of Human geography, including cultural studies	The geography curriculum is planned to ensure that children spend time learning about peoples from each continent across their time at Eden Park. This includes for instance a study of the Gambia in Year 2, both through Geography and through a matching text that supports writing.
DT curriculum experiences cultural foods	Children in every year complete a cooking unit. This includes some chances to taste and make food from other cultures including fajitas and a range of bread types as well as to study local culturally significant food when cooking with locally landed fish.
Varied PHSE curriculum	A strong PHSE and RSE curriculum allows the acceptance of difference across the setting. This includes an exploration of the term “family” and annual themes on communities, caring friendships, families and people who care for me and discrimination, with a significant focus on tolerance from within British Values.
A focus on disability	The school completes an accessibility plan annually and invests money in improvement. Children have curricular opportunities to learn Makaton and British Sign Language.
Environmental tours	SLT monitor learning environments. One focus has become to ensure materials reflect the cultures of children in the school and that images on the wall are removed that promote stereotypes. This also includes a review of learning materials to ensure that they are non-racist/sexist/discriminatory.
Pupil Inclusion	<p>The school Citizenship Council aims to have a representative from a less well represented group on it, for instance children with SEN, EHCP, from a different culture or a Child in Care. (LAC) They sit on this council as “School Inclusion Officer” and will ensure that all children have a voice.</p> <p>In addition, our children with extreme needs are planned for as part of the class as well as given individual support, so that these children can take part in all appropriate class activities. Teachers are expected to plan for and support all pupils in need of extra help, and this is structured through our use of a Curriculum Access statement, found on the school website. This may also include adapting resources (e.g., Braille, audio, enlarged font) materials when it is appropriate to do so.</p> <p>Teachers provide a SEN Knowledge Organiser for all Learning enquiries that is interactive and reduces the amount of written language.</p> <p>The school also provides opportunities outside of the classroom for those who find some classwork challenging. Principally, this includes a rigorous speech and language programme delivered across the whole setting.</p>



Data Monitoring	<p>Our Data monitoring system allows the tracking of individual, group, whole class and whole year group performance, and allows us to see achievement in all contexts. In addition to pupils with protected characteristics, we gather information on the following groups of pupils:</p> <ul style="list-style-type: none"> • Pupils eligible for Free School Meals (FSM) • Pupils with Special Educational Needs (SEN) • Disadvantaged children • Pupils with English as an Additional Language (EAL) • Young carers • Looked after children • Other vulnerable groups
Behaviour reporting and conduct	<p>Our behaviour reporting systems allows us to track, record, monitor and reduce racist and homophobic incidents in school. When these occur, the school works to deliver significant personal development for the children involved as well as reparation rather than punishment. All staff make it very clear to children the level of conduct expected in their interactions and deal appropriately and promptly with bad behaviour. We use our core value of respect to deliver this message. We actively challenge negative views in school. For example, working with older children who have been racist on projects that highlight the negativity or racism and the strength of culture (e.g., the Black Lives Matter movement, or the impact of fascism.)</p>
Translation	<p>Teachers actively use translate programs through iPads in all classrooms allowing children new to English to be supported. Where possible, staff are also able to communicate with parents in this way, for instance at parent consultations.</p>
English materials culturally representative.	<p>A series of BAME-themed books are built into the reading spine of all classrooms and the library also provides opportunities to read from this resource. Some writing is also based around these texts, such as the use of "Thief in the Village," "Journey to Jo 'Burg" and "Fatou, Fetch the Water.", the writing of Malorie Blackman or the poetry of Benjamin Zephaniah.</p>
Enrichment entitlement	<p>The school runs weekly Enrichment, a programme designed around the principles of extracurricular activities WITHIN school hours (for Year 1-6). All children are entitled to attend and have freedom of choice, ensuring that children are not discriminated against by activities only being after school (often impacting on disadvantaged children).</p>
Policies	<p>School and MAT wide policies are non-discriminatory. These include accessibility, behaviour, attendance, and admissions. The MAT operates a full Equality policy.</p>
Personal Development	<p>The school is gaining a strong reputation of good personal development for our children. This is achieved in a whole host of ways including the use of a well-structured curriculum, enrichment, out of school activities, Thrive and Personal development time. PHSE, RSE and RE are taught weekly. 2 assemblies per week support the personal development of the children.</p>
School Core Values	<p>Central to our view that all children can learn to be better humans are the school values. These 5 values are actively taught (not just expected) through a values framework. They form the basis of classroom practice. The school has a strong moral compass as recognised by Ofsted (2017).</p>
SMSC development	<p>A clear guide exists on the school website for SMSC, and how we support the teaching in all of these areas giving practical examples. Within cultural education, for example, we have a curriculum designed around opportunities to use the arts, and chances to meet members of the community, thus widening opportunities.</p>
Learning styles	<p>Staff plan to use a range of learning styles across the delivery of the curriculum.</p>
School Core Value of Teamwork	<p>Teachers actively plan and provide activities for children to work together in teams and work collaboratively in diverse groups. This improves learning opportunities for all.</p>
Lesson Planning	<p>Teachers are encouraged to choose books, videos, activities, and worksheets that include people from a range of backgrounds or people that have disabilities. This helps to teach children that these differences are perfectly 'normal'.</p>
Modern Foreign Languages	<p>The MFL curriculum, required in Key Stage Two, is introduced in our Early years setting and sits in a school wide progression.</p>



Themed weeks/ days/ Charities	The Citizenship Council choose a local, national and international charity to raise funds for each year. Recently, this has included a Devon Hospice, Oxfam and the RNLI. In addition, year groups also raise funds through their curriculum, for example Year 6 who raise funds for ShelterBox, a disaster relief organisation. The school also promotes some themed weeks and days, for instance a recent support of Mental Health week and Anti-bullying week.
News promotion for international understanding	The school uses both BBC Newsround and Picture News each week to support children's understanding of national and global issues. Often, these are also used in our assembly programme. This may include, for older children, the use of debate to determine or challenge views.
Values Scrapbooks.	Each class maintains a "scrapbook" of events that the class have been involved in. This may include RE sessions, PHSE, RSE, PE and values-based work as well as activities based on Picture news. These scrapbooks are highly-valued and promoted by the children as wonderfully visual records of their learning.