

Withinfields Primary School

Diversity Statement

Headteacher Personal Foreword

Withinfields Primary School is a primary school which is keen to ensure that all people receive a warm welcome regardless of their reason to be connected to the school and celebrates diversity within its community and beyond to ensure that all people are treated in an equitable manner to ensure that all are included fairly.

I want all children and adults to recognise diversity, equity and inclusion (DEI) in our school and wish to ensure that all children and adults associated with our school, and those with the potential to be associated, recognise their place within our community and have their needs met.

This statement sets out our three-year ambition to improve our DEI provision, how we will monitor progress towards these ambitions being realised and outlines the legal framework for the DEI goals.

This statement demonstrates our commitment to DEI and I hope that it contributes to current and future stakeholders believing in our school as a place where everyone's wellbeing is valued.

I am the lead for this commitment to DEI and thank all stakeholders who have contributed by being consulted, offering advice or reviewing our policies and practice.

Introduction

Withinfields Primary School has 6 core values which are central to its policies and practices. These are:

Forgiveness

Friendship

Fairness

Respect

Trust

Happiness

These values articulate the ethos of the school in that all aspects of the school's work are evaluated in terms of whether they meet these values. Children are taught what the values mean from an early age and they are exemplified in assembly content as well as through the curriculum and everyday activities. Adults from all stakeholder groups including parents, carers, staff, governors, volunteers and visitors to the school are expected to demonstrate these values. They contribute to the school's DEI commitment in that if the school get the first five of these right for everyone, the sixth follows naturally.

Withinfields Primary School also has a motto, 'It's okay to be different' which celebrates the fact that all children and adults associated with the school are unique individuals who all have different strengths and abilities and different needs. Like the values, this motto runs through school practice in many ways and contributes to children recognising diversity within society and what makes them unique while also ensuring that all children and adults perceive themselves to be an integral piece of the Withinfields' jigsaw.

Definitions

Diversity, Equity and Inclusion are three closely related values which help our school to be supportive of different groups of individuals including people of different religions, races, ethnicities, abilities, genders and sexual orientations.

Diversity relates to who is represented as part of the school. This may relate to race, ethnicity or gender which are all important but also diversity in how people think including neuro-diversity.

Equity refers to fair treatment for all people, so that the practices and policies in place ensure that identity is not predictive of opportunities or outcomes. Equity is different from equality as equality assumes that all people should be treated the same whereas equity takes into consideration a person's unique circumstances, adjusting treatment accordingly so that the end result is equal.

Inclusion relates to how children and adults experience Withinfields and the extent to which Withinfields Primary School embraces all individuals and enables them to make meaningful contributions.

Our values and why diversity, equity and inclusion matters to us

Withinfields Primary School places importance on ensuring that all children and adults connected with our organisation are seen as individuals while also being an integral part of the whole school. Wellbeing is incredibly important to us in ensuring that all children and adults are able to maintain healthy lifestyles including physical and mental health and emotional wellbeing.

Children are taught about the lives of positive role models who represent a range of protected characteristics through assembly content and the curriculum itself. Personal, Relationships, Health and Economics Education teaches about diversity, equity and inclusion through its three main strands which spiral through each year group. These are Relationships, Living in the Wider World and Health and Wellbeing. Throughout the whole school, the motto, 'It's okay to be different', is represented in the way that teams are chosen for sporting events or children are chosen for responsible roles, in the way that lessons are designed to ensure equity for all and in the way that prejudice is not tolerated.

The school's ethos, which promotes diversity, equity and inclusion, has led to a workforce and Governing Body which represents diversity in terms of many protected characteristics including race, religion and belief, gender, sexual orientation and disability and we are continually looking at ways to ensure that recruitment information and processes encourage further diversity.

Parents and carers are all greeted daily at the gate by members of staff. This promotes the belief that relationships are the cornerstone of the school's success. The school collects information about parents and carers at the point of entry to our school which provides an opportunity for parents to express any needs or circumstances that their family has. School staff work hard to ensure that they make every parent and carer feel welcome and an integral part of the school through regular and personal communication.

It is important to us that all visitors receive a warm welcome so that our reputation within the wider community and local area is strong. Many potential parents and recruitment candidates comment on the positive 'feeling' that they got from visiting Withinfields due to its strong ethos placing wellbeing and positive relationships at the heart of the school.

The Legal and Regulatory Framework

The school is serious about its responsibilities and duties under the Equality Act 2010. It recognises that the following characteristics are protected characteristics:

- Age;
- Disability;
- Gender reassignment;

Marriage and civil partnership;
Pregnancy and maternity;
Race;
Religion and belief;
Sex;
Sexual orientation.

The school recognises that, when making decisions of a strategic nature, it should have due regard to the desirability of exercising them in a way that is designed to reduce the inequalities of outcome which result from socio-economic disadvantage.

The school is monitored by Ofsted through its inspection process which considers the quality of our DEI provision as part of its inspection.

The Teachers Standards make reference to ensuring that all children achieve their full potential and have their needs met. They also state, in Part 2:

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

-treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

-showing tolerance of and respect for the rights of others

-not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

All teaching staff are required to maintain the Teachers Standards and these are considered as part of the Performance Management process.

What we have already done

We have promoted our ethos that we welcome all children and families which has led to a highly positive reputation particularly within families with children with Special Educational Needs and Disabilities. We have trained staff in meeting the needs of children with Neuro-diversity and put in place lots of strategies to ensure that all children's needs are met. We work with lots of different outside agencies to gather information and support for children with complex and diverse needs.

We have monitored and evaluated staff wellbeing regularly to ensure that we are meeting the needs of staff members. This includes taking seriously any requests for flexible working whether this is following maternity, when family circumstances change or when moving towards retirement.

We have promoted diversity, equity and inclusion through our assembly planning and delivery and through PRHE lessons.

Children have written and delivered assemblies about themselves and their diverse needs.

Our DEI ambitions for the next three years

We recognise that we celebrate and promote diversity through various curriculum areas but want to make sure that as many protected characteristics as possible can be promoted through the choice of varied role models and experts in their field.

We recognise that some of our policies could promote diversity, equity and inclusion more successfully and that some needs could be met more effectively. We wish to consult more widely when writing and reviewing policies and systems so that the protected characteristics associated with them are considered effectively.

We recognise that we conduct pupil and parent questionnaires regularly but do these anonymously. We recognise that we may benefit from asking basic questions about some of the protected characteristics so that we can analyse these questionnaires with a diversity lens to determine whether there are differences between the experiences and opinions of different groups.

Although we deliver assemblies which promote race, different religions and beliefs, neuro-diversity and people with disabilities, we don't often invite visitors into school for the children to meet in person. We recognise that where negative perceptions exist that this may be a way to change these perceptions.

Initial objectives for each area

Evaluate the curriculum in terms of the extent to which it promotes DEI in its content and role models e.g. the range of protected characteristics represented through the artist choices in the Art and Design curriculum

In line with the cycle of policy review, consider each policy with a DEI lens and consult relevant stakeholders where appropriate.

Amend parent and pupil questionnaires to include basic questions about protected characteristics and ensure that analysis takes place to determine whether differences in patterns exist according to different groups.

Develop a programme of visitors or visits which celebrate diversity.

Governance

The Governing Body oversees the strategic work of the school. The start of this work was included in the Head's Performance Management which is led by Performance Management Governors with the support of an external advisor. The governing body also monitors the progress of the school's School Improvement Plan and Equality Review and Objectives.

Governors are regularly part of school activities and observe the school in action during the school day. This supports them in their monitoring and evaluation of diversity, equity and inclusion.

How we will monitor and evaluate our progress

We will monitor and evaluate the progress that we are making through our annual surveys to parents and carers, staff members and pupils. Our Strategic Plan will form part of our School Improvement Planning and therefore will be monitored in line with the review cycle. Our Strategic Plan will dovetail with our Equality Objectives which are reviewed annually and progress is published on the school's website.

The strong relationships and communication that we have in place will also allow for more informal evaluation of our progress through updates and opinions gathered in an ongoing manner.