

# Equality and Diversity at Foxton Primary School

[Cambridgeshire County Council Equalities  
Named Co-ordinator Handbook, 2014]



## 1. How do we cope with change within our setting and/or the wider community?

- a) **Partnerships:** At Foxton School, we partner with parents and carers, to welcome children of all abilities and disabilities. We believe that this partnership enriches our school community, supports children and encourages parents. Everyone in the school is part of this endeavour.
- b) **Planning:** In Personal, Health and Social Education (PHSE) and particularly in Religious Education (RE) there are choices built in to the subject that enable teachers to address the privilege of welcoming children from a variety of religious and cultural backgrounds. Through their studies, all children should learn about Christianity and other religions and beliefs represented in the class, school or local community.

## 2. How do we respect and nurture all children as individuals?

- a) **Ethos:** Every adult and child in the school is encouraged and required to treat every child as an individual. From knowing and using children's names to using intervention groups to address a variety of needs, the individual child is at the heart of all we do.
- b) **Groupings:** All children in the school are assigned to a 'Buddy Group' that acts a vertical family grouping, ensuring that all the children are widely known and welcomed from the beginning of their Foxton career. Children who need more time and support to settle are allowed to do so.
- c) **Serving:** Lunchtimes are an important part in the life of any family, so at Foxton, we aim to sit down together and learn how to serve one another on our table, taking turns to clear away.
- d) **Partnering:** Children who come into the school in reception are paired with Year 6 children, who act both as reading partners and as mentors. Children who come in to other year groups are paired with suitable peers until the newcomer finds their feet.

## 3. How do we support and inspire everyone to embed equality and diversity?

- a) **Supporting:** We respond to children's needs in order to guide and encourage them to live and work together in our community. We also encourage positive responses to events outside the community, supporting appeals for e.g. Children in Need, Jimmy's Night-shelter and Allyance.
- b) **Modelling:** We work proactively to inspire and lead children, providing them with good examples from inside and outside our community. Visits and visitors are particularly helpful in this respect, and we want every child to explore many other points of view.
- c) **Encouraging: Question of the Week** provides a specific opportunity every week for children to consider important issues of the day, to explore material and to consider evidence. Children are encouraged to present their findings and share their discoveries.
- d) **Planning:** Religious Education, History and Personal, Health and Social Education are all used to ensure that equality and diversity issues are tackled systematically, including anti-bullying.
- e) **Preparing:** All children are prepared for the reception and inclusion of children with specific disabilities into the school community. In Key Stage Two, children are taught that the inclusion of children with disabilities is a shared responsibility.

## 4. How do we demonstrate high expectations for all children to achieve well?

- a) **4Cs (Caring, Courtesy, Consideration, Co-operation):** are the values to which all children are introduced on entry to the school. We emphasise the multi-directional aspect of these values, and the way that they support every child's education through good relationships.
- b) **Modelling:** We believe that it of critical importance that every member of our school community subscribes to the 4Cs, irrespective of age or status. The way in which members of staff treat older children in the school helps them to become co-workers in this process.
- c) **Rewarding:** We use a system of merit certificates that are given in recognition of particular effort, improvement or incidents of positive behaviour that members of staff have noted.

5. **How do we support all parents/carers fairly to embed equality of opportunity for everyone?**
- a) **Modelling:** If we are to support others, then we must model this support (see 9).
  - b) **Disproportionate support:** This enables us to target specific help where it is most needed, in order to enable children and their families to have a reasonable chance of success.
  - c) **Use of pupil premium funding:** In using this funding judiciously, we are able to support the most needy children, whilst seeking to benefit many others by the provision of groups or clubs.
6. **How do we provide resources and use images to embed equality and diversity in our setting?**
- a) **Religious Education:** Resources are used to show people from different cultures in both traditional and more familiar dress. This is particularly important for Muslim families.
  - b) **General resources:** Stories and pictures are chosen with care to show a wide range of difference and to reinforce beliefs in equality and the importance of diversity.
  - c) **Website:** This is used to explain our attitudes and inclusive policy.
  - d) **Staff:** We welcome the contribution of members of staff who have lived abroad and are able to share that with the children, or who have family members from a different culture.
7. **How do we keep our records up to date?**
- We record all incidents of prejudice (race, colour, creed, gender) and all incidents of bullying in books in the Head's office. Just as importantly, we talk to any child involved and also to parents. We keep a particular note of any child who appears in the book more than once, either as perpetrator or as victim, and work hard to explain actions and consequences, even to very young children.
8. **How do we represent 'equality and diversity' in our planning and policies?**
- As a predominately white British community, the curriculum topics and subjects are carefully designed to have a positive impact on children's cultural development. We plan enrichment activities through clubs, visits and visitors to help the children understand their place in the world and prepare for life in modern Britain.
9. **How do we model good practice to one another, to children, to families and volunteer helpers?**
- a) **Sharing our concerns confidentially:** Members of staff are able regularly to share concerns about children and families who may need extra support and care at particular times.
  - b) **Volunteer helpers:** Our helpers are all checked, supervised and given a volunteers' handbook that helps them to understand good practice and to report concerns sensitively.
  - c) **Photographs:** We support carers'/parents' right to ask that their child is not photographed in school. Where there is an issue with a photograph for educational purposes, we make sure that there is a conversation with the parent or carer.
  - d) **Communication:** We believe that our best defence against prejudice is to talk about issues as openly as it is appropriate to do so. We work hard to get to know our children and their carers, and to work with them to deliver the best education that we can provide.

