



Race, Diversity and Inclusion Policy

Agreed by the Governing Body in:	April 2025
Review Date:	April 2027
Review Schedule:	Biennially
Person(s) Responsible:	Sarah Price

Race, Diversity and Inclusion Policy

Stamford Park Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of disability, race, religion or belief, gender or sexual orientation. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

The purpose of this Policy, in line with The Equality Act 2010, is to set out how our practice and policies have due regard to the Equality Act's three broad aims:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between groups

Vision

The school aims to:

- treat everybody in the way they would wish to be treated with mutual respect for each other and our environment.
- develop resilience in ourselves and others by creating a stable and safe culture and climate where we understand that everyone makes mistakes and that we will achieve more by learning from them.
- provide everybody with a secure and creative environment to achieve their full potential, by offering a broad range of engaging and challenging opportunities.
- support our school community in all aspects of school life enabling them to achieve, feel included, and belong.
- develop and show mutual trust and confidence in each other, and ensure that all stakeholders feel listened to and valued.

Overall Aims

Our overall aims are to:

- promote equality of access and opportunity within our school and within our wider community.
- promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging, planning systematically to improve our understanding and promotion of diversity.
- managing any risk of exposure to any form of extremism or radicalisation or gang involvement from any source. We know that some children may become victims of radicalisation. Through the schools Prevent Policy we intend to protect our children from any extremist or violent views.

Daily Practice

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, teaching and learning will:

- ensure equality of access for all pupils, and prepare them for life in a society of diverse cultures
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs
- challenge racial discrimination and stereotyping, and teach pupils how to recognise bias
- provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity
- employ a range of styles, including collaborative learning, so that pupils can learn to value working together
- take account of the performance of all pupils when planning for future learning, and setting challenging targets

Further opportunities for better outcomes for all are likely to include all or some of the following, dependent on our current priorities:

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school
- school sports
- global links

Roles and Responsibilities

The Headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school;
- Addressing any concerns which are raised by the Race, Diversity and Inclusion leads.

The Race, Diversity and Inclusion leads are responsible for:

- Ensuring that all school staff have access to suitable training;
- Ensuring that support structures and information are available to support planning and curriculum delivery.
- Working with the PSHE coordinator, LGBT coordinator and English coordinators to address the relevant daily practice points relating to their roles.

All school staff are responsible for:

- Accessing training, where appropriate and provided;
- Implementing this policy on a day-to-day basis.