

# Equity and Inclusion at Stanford Junior and Infant School

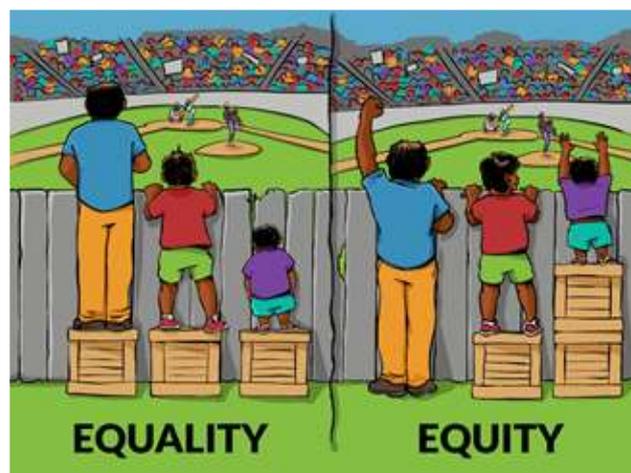
## Newsletter

### Equity and Inclusion at Stanford

As a school, it is very important to us that all of our children, and by extension their families and wider school community, feel valued and included. We aim to make each individual feel valued and celebrate our pupil's differences. Trying to achieve this involves us all learning what we all have in common as well as valuing our many differences. We think that children will learn better in a school where everyone feels equally safe and welcome. We believe everyone should be given the same opportunities, with equality at the forefront, however we understand that some individuals/groups may need additional support to achieve equal outcomes. Equality is about the removal of barriers to promote inclusion and we recognise that some members of the school community may need this additional element of support, therefore we will provide an equitable curriculum where all children are given the individual support they need to achieve learning goals.

### The Equality Act 2010

We fully commit to our statutory duty, as part of the Equality Act (2010), to ensure that all community members are included in our curriculum. We also understand where there is greater need for children to learn respect and inclusivity linked to people with protected characteristics, and where there is greater need for representation of a diverse range of individuals, through our curriculum. It is also a key element of the teaching standards that we promote mutual respect and tolerance of everyone, as part of the fundamental British values.



In the Equality Act, it is mentioned how schools should be proactive to “advance equality of opportunity between people who share a protected characteristic and people who do not share it” and to “foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.” Our children embrace this positive message of inclusivity and kindness, and their day-to-day interactions certainly reflect an ethos of caring for others and not using discriminatory language.

## Our Curriculum at Stanford

At Stanford we have an ambitious curriculum that has been carefully sequenced and planned by experienced subject leaders who are passionate about pupils gaining powerful knowledge and making progress across their time in our school. Equality and diversity is embedded throughout the curriculum and particularly through our PSHE curriculum, we also regularly discuss these ideas with the children in assemblies and reflect these values in our daily interactions with the children. Our PSHE curriculum content is informed by the PSHE association and is outlined on an attached document. It is a carefully researched curriculum, curated by professionals and delivered to help our pupils become valuable global citizens. It is not enough, however, that we only touch on topics of equality (gender, race and ethnicity, relationships and family units) in a tokenistic style during key calendar dates. Although we will proudly have a focus on particular groups during religious festivals and important dates (for example, Black History Month and Trans-gender Awareness Week), it is important to us that all individuals are represented regularly throughout our curriculum, to help “usualise” \* everybody in our diverse global community.

It is understandable that there might be concerns in regards to language always being age-appropriate and for the content we deliver to be relevant to the pupils’ age, so that we are not teaching or reinforcing misconceptions or stereotypes. We would like to use this opportunity to hopefully reassure you that we are guided by the latest literature and work with external agencies (such as Big Talk) to enhance our teaching. We are happy to talk to you about any queries, but please be assured that we will always discuss topics with children at a level which they will be able to understand. All teaching content is Local Authority approved and is robust, credible and ‘vetted’.



### \*What does 'Usualising' mean?

You won't find this verb in the dictionary. It means to make usual/everyday/ubiquitous. 'Normalise' is its closest synonym but normalise is problematic when describing humans as it assumes there is a 'right' way of being and is therefore a pejorative term to many who consider themselves outside the majority. It also has connotations of 'trying to fit in' rather than embracing diversity.

### In what context is 'usualise' used?

When we usualise something, we acclimatise people to its presence, and take away the threat of difference which creates fear and discrimination. Usualising in schools has more to do with familiarizing learners with a subject's everyday occurrence or existence rather than an in-depth understanding of the subject.



## Family Equality

*What this means to us:*

- We value all family types as equally special and recognise that children need to be proactively taught that other children's families can be different to their own family type.
- In order for all families to feel equally valued and help children from different family types get on well together, we will celebrate families in special events and within the PSHE curriculum. Our hope and experience is that celebrating family diversity encourages children to share and therefore educate other children about the variety of families in our community
- We use the term 'grown ups' or 'adults' as a general term rather than 'mums and dads' to refer to children's significant adults so that children who live with one parent, 2 mums, 2 dads, foster parents or who live with extended family don't feel that their own family make-up is not included. We ask club leaders to use this language too.
- We are proactive in engaging both parents to engage with school if they are separated.
- We realise that there are financial inequalities between families at Stanford and aim to ensure no family or child is excluded from a school event or activity for financial reasons and that we do not add stress or embarrassment to families.
- In Relationships and Sex Education, we teach children that babies are conceived in different ways (conception teaching formally happens in key stage 2 but questions can begin before then and will be answered in an age-appropriate way).
- We recognise that children who are adopted into families or fostered often have specific needs and may need additional care. We know that change and transition are sensitive times for children with attachment difficulties and will work with parents and carers to support this. Children can celebrate fostering or adoption days if they wish to do so.



## Gender Equality

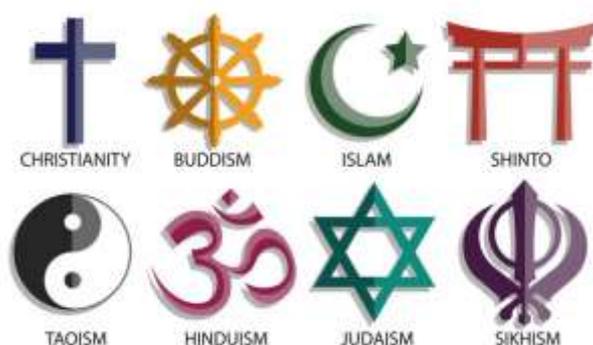
*What this means to us:*

- Stereotyping means expecting girls and boys to behave or look a particular way. We recognise that there is still incredible pressure in society for us to conform to gender specific roles/looks and we teach children about this. We promote showing men and women in a range of jobs and roles – achieving their potential without being bound by specific gender stereotypes. We do our best to preempt children having damaging gendered beliefs, for example, research shows that many girls at the age of 6 believe males to be more intelligent.
  - We value individuality and this includes individuality in children who don't want to act or dress in a way that is 'typically like a boy' or 'typically like a girl'.
  - We respect and support children's gender identities whether they accept, question or want to change the sex ascribed to them at birth. The equality act states that "Schools need to make sure that all gender variant pupils, or the children of transgender parents, are not singled out for different and less favourable treatment from that given to other pupils"

## Race and Ethnicity Equality

*What this means to us:*

- We value all our children as individuals and value the diversity of racial and cultural heritage within our community. As a school with a relatively small ethnic minority community, we feel it is especially important to value and make visible not only the races and cultures represented within our community but those that are not currently represented.
- We value all of the children's cultures and help children from different communities get on well together by finding as many opportunities as possible within the curriculum to teach children about other cultures and ethnicities, as well as promoting this learning through displays.
- We make sure toys, displays, books etc reflect a range of people from different cultures and avoid stereotypes.
- We celebrate Black History Month as well as ensuring that Black British history is taught all year round throughout the history curriculum.
- We hold assemblies and teach the children about refugees as part of the curriculum.



## Religions and Beliefs Equality

*What this means to us:*

- We value the diversity of religious belief and other philosophical beliefs (eg humanism) within our local and wider community. We also respect the right to have no religion or belief.
- We believe that religious/belief education plays an important role in helping to keep our community a tolerant and inclusive place in which to live.
- We value the beliefs of all children and our Religious Education curriculum gives children the opportunity to develop an understanding of their own and other people's beliefs.
- We regularly invite representatives from different faiths communities to speak in our RE lessons. Children also make regular visits to different places of worship within our community. Our assemblies programme includes exploration of important ideas and stories from different faiths.
- Children are encouraged to ask questions and explore the big ideas raised in stories from a range of faiths within lessons.
- We respect the right of families to celebrate key religious festivals and authorise absences accordingly.
- We respect the religious wishes of families regarding participation in school celebrations (for example Christmas performances).
  - We recognise that the wearing of religious dress and symbols can be an important expression of an individual's religious identity.

## Disability Equality

What this means to us:

- We celebrate different abilities in many ways whilst also supporting the specific needs children may experience. We teach children to celebrate difference and that difference is not about lack or less but about rights, needs, attitude and access. We teach children that equality is not about everyone getting the same but about everyone getting what they need.
- If your child is joining our school and has a disability, we recognise that you may need additional time with school staff to discuss accessibility to ensure your child engages with the national curriculum and is appropriately supported.
- We recognise that helping your child be equally included may need specific support and we will work with you and other agencies to ensure we do this well.
- Disabilities can affect a child's achievement or social experience in very different ways. Although achievement is a major factor, we understand that a child's social experience is vital to a good education and will help your child achieve a positive social experience in a variety of ways.

## Teaching Ally-ship

Promoting an anti-bullying message has always been important to our school vision and children understand what it means to be a good friend or 'ally'. This is embedded in our PSHE curriculum and is taught progressively as the children get older.



By the end of key stage two, we would expect pupils to be young people who make the commitment to recognise their privilege and work in solidarity with marginalised groups to spread a message of kindness and inclusivity.

## Rights Respecting School & Sustainable Development Goals

The UK Committee for UNICEF (UNICEF UK) works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. As a school, we are beginning our journey towards embedding the ethos of the UN Convention on the Rights of the Child (UNCRC). More information can be found on our website, if you follow the 'International Schools' link.

In addition to this, we are also embedding the UN Sustainable Development Goals into our curriculum. These goals range from 'zero hunger and 'gender equality' to 'climate action' and 'responsible consumption and production'. A copy of the goals, as well as lots more information about them, can be found at this link: <https://sdgs.un.org/goals>

## Important Terminology

Bi	Bi is a word used to describe someone who falls in love with, or wants to have a relationship with someone of the same gender as them or with someone of a different gender to them. A bisexual person may say that the gender of the person they fall in love with doesn't matter to them.
Gay	The word gay refers to someone who falls in love with, or wants to have a relationship with someone of the same gender as them. For example, a man who loves another man or a woman who loves another woman; this includes two dads or two mums.
Gender & Sex	Sex is assigned at birth, on the basis of biological features, as 'male', 'female' or 'intersex'. Gender is identity-based and refers to a set of culturally defined characteristics, linked to ideas of 'masculinity' and 'femininity'.
Gender Identity	Everyone has a gender identity. This is the gender that someone feels they are. This might be the same gender they were given as a baby, but it might not. They might feel like they are a different gender, or they might not feel like a boy or a girl.
Lesbian	Lesbian is a word to describe a woman who falls in love with, or wants to have a relationship with, other women. For example, a girl who is in love with another girl, or two mums who are in love with each other.
Non-Binary	An identity that exists beyond the gender-binary which isn't exclusively 'boy' or 'girl' but can be both/fluid/neither.
Straight or Heterosexual	A straight or heterosexual person is someone who falls in love with, or wants to have a relationship with, people who are a different gender to them but not people who are the same gender as them. For example, a man who is in a relationship with a woman and who does not fall in love with men, or a woman who is in love with a man and does not fall in love with women.
Trans	Trans is a word that describes people who feel the gender they were given as a baby doesn't match the gender they feel themselves to be. For example, someone who is given the gender 'boy' as a baby but feels like a girl.
Cisgender	Cisgender (sometimes shortened to cis) describes a person whose gender identity matches their sex assigned at birth. For example, a biological female who feels like a woman is cisfemale.
Discrimination	The unjust treatment of people of different groups.
Institutional Racism	When an organization allows racism to happen or isn't challenged.
Micro-aggression	Intentional or unintentional use of verbal, behavioural or environmental indignities that communicate negative attitudes towards stigmatized or marginalized groups.
Neurodiverse	Used to describe the wide variety of human brain regarding sociability and mental functions. Those displaying atypical or 'autistic' behaviour.
Neurotypical	Used to describe those who are not on the autism spectrum; not using the word 'normal' with its judgmental connotations.
Positionality	How your position in society or identity influences or biases your opinions and understanding of the world.