



Diversity, Equity, Inclusion and Belonging Policy

April 2025

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Review Date – April 2026

1. Introduction & Purpose

Kinoulton Primary School is committed to fostering a culture of diversity, equity, inclusion, and belonging (DEIB) where all pupils, staff, parents, and visitors feel valued, respected, and supported. As a rural primary school, we celebrate the richness of our community and strive to ensure that every individual can thrive in a welcoming and inclusive environment. This policy outlines our commitment to embedding DEIB principles in all aspects of school life.

2. Guiding Principles

We believe in:

- **Diversity:** Valuing and celebrating differences in race, ethnicity, gender, disability, religion, sexual orientation, socio-economic background, and other characteristics.
- **Equity:** Providing fair opportunities and access to resources for all pupils and staff.
- **Inclusion:** Ensuring a safe and supportive learning environment where everyone can participate fully.
- **Belonging:** Creating a school culture where every pupil and staff member feels a sense of connection and acceptance.

3. Legal Framework & Compliance

Kinoulton Primary School is committed to adhering to all relevant legal and statutory requirements to ensure the principles of diversity, equity, inclusion, and belonging are upheld. This includes compliance with:

1. **Equality Act 2010:** Ensuring protection against discrimination based on protected characteristics such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
2. **Education Act 1996:** Promoting equality of opportunity in education and ensuring access to resources for all pupils.
3. **Public Sector Equality Duty (PSED):** As part of the Equality Act 2010, requiring schools to eliminate discrimination, advance equality of opportunity, and foster good relations between different groups.
4. **Safeguarding Legislation:** Complying with statutory guidance such as "Keeping Children Safe in Education" to ensure the safety and welfare of all pupils.
5. **Ofsted Framework:** Meeting the standards set by Ofsted for promoting equality, diversity, and inclusion within the school environment.
6. We also comply with the **SEND Code of Practice 2015** to support pupils with special educational needs and disabilities.

4. Curriculum & Teaching

Throughout the curriculum, wherever possible, we try to ensure the children in our school see themselves reflected in the books, resources, texts and teaching materials we use. Our reading spines, assembly plans and curriculum topics all take this into account.

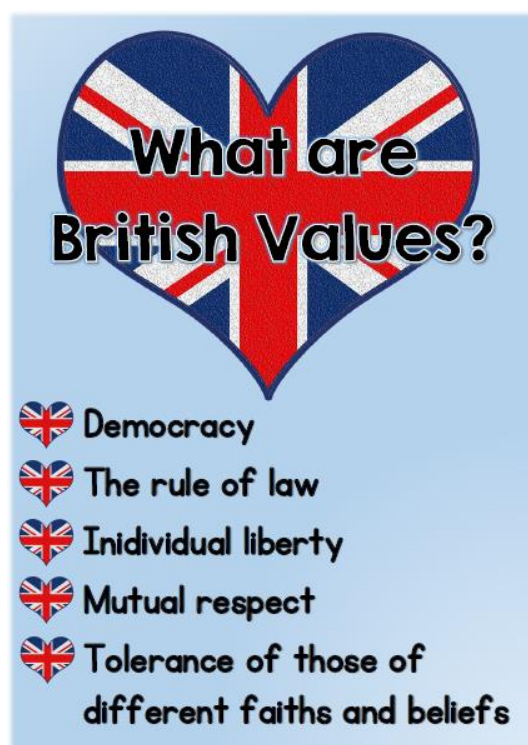
We are committed to an inclusive curriculum that:

- Reflects diverse backgrounds, histories, and experiences of all our pupils and beyond
- Represents a variety of perspectives in learning materials and discussions to ensure belonging.
- Promotes respect, anti-bias education, and understanding through PSHE, RE, and other subjects.
- Encourages critical thinking about stereotypes, discrimination, and social justice.

At Kinoulton Primary School, we actively promote and celebrate the British Values and teach children the importance of the protected characteristics. These are displayed around school, referred to in lessons and, through these, children are encouraged to recognise injustices and to celebrate inclusion and belonging. Every week we choose a picture, a book or a series of pictures to focus on. These usually link to a news story, a recent event or a fictional story. Children are encouraged to discuss the related issues throughout the week and there is always at least one assembly devoted to this.

The British Values:

British Values are the fundamental principles that underpin life in modern Britain. They include democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These values aim to promote social cohesion, prevent extremism, and prepare individuals to contribute positively to a diverse and inclusive society.



The Protected Characteristics:

Protected Characteristics are specific aspects of a person's identity that are safeguarded under the Equality Act 2010. These include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The law prohibits discrimination based on these characteristics to ensure fairness and equality for all.



We teach PSHE through the Jigsaw programme and part of this curriculum reinforces the British Values and the importance of the protected characteristics. We encourage children to make links themselves, sometimes by simply asking 'which British value is this?' or 'which of the protected characteristics is this story about?'

There is a 'belonging board' in the hall, which is where we keep a book as a record of all the pictures and texts we have been looking at. Children can add their thoughts and ideas to this book and it is also available for them to look through and revisit previous topics. We intend to add to this board and book over time.



5. Inclusive School Environment

We aim to:

- Provide **accessible facilities** for pupils and staff with disabilities.
- Implement policies to prevent and address **bullying, harassment, and discrimination**.
- Celebrate **diverse cultural events and religious observances** to foster understanding and respect.
- Choose books and resources that reflect the **different cultures** in our school and beyond.

6. Recruitment & Staff Development

We strive to:

- Implement **fair and inclusive recruitment practices** to attract diverse talent.
- Offer **ongoing DEIB training** for staff on unconscious bias, inclusive teaching, and anti-discrimination practices.

7. Pupil Support & Wellbeing

To support all pupils, we:

- Provide tailored **support for SEND, EAL (English as an Additional Language), and disadvantaged pupils** where required.
- Foster an environment where **mental health and wellbeing are prioritised**.
- Offer **additional learning support** where needed.
- Actively promote **pupil voice**. Our school wellbeing champions promote wellbeing and positivity through the school and regularly liaise with staff.

8. Parental & Community Engagement

We encourage:

- Active involvement from **parents and guardians** of all backgrounds.
- Parents to share their views and opinions and to feel comfortable coming into school to share any issues.
- Parents to come into school to celebrate with us.

9. Monitoring, Reporting & Accountability

To ensure progress, we:

- Regularly review our DEIB policies and practices.
- Gather **feedback from pupils, staff, and parents** through surveys and discussions.
- Maintain clear procedures for reporting and addressing **discrimination or bias**.
- Hold school leadership accountable for implementing DEIB strategies and ensuring their effectiveness.

10. Conclusion

By embedding diversity, equity, inclusion, and belonging in our school culture, we aim to create an environment where all members of our school community feel safe, respected, and empowered to succeed. This is something we feel we do well, but are always striving to improve. This policy will be reviewed annually to ensure continuous improvement and relevance.

Equality Action Plan:

<p>Equality Action Plan</p> <p>Rationale for Objective 1:</p> <p>While our curriculum teaches the children about the protected characteristics and the British Values, this is not always explicit enough and the children cannot always articulate their knowledge of them.</p> <p>Protected characteristics covered:</p> <p>All</p>	<p>Success Criteria</p> <p>The vast majority of pupils will be able to articulate what the British Values and protected characteristics are and why it is important to respect and embrace diversity. The school's curriculum will explicitly address the protected characteristics, and staff will feel confident in delivering these lessons. This will contribute to a more inclusive and understanding school community.</p>	<p>Governor Involvement</p> <p>Nominated link governor- equality & inclusion</p> <p>Focused governor visits</p>	<p>Monitoring & Evaluation Methods</p> <p>Termly review of this plan</p> <p>Pupil voice – termly spot-checks on the children's knowledge and ability to articulate their understanding</p>	<p>Reporting Progress</p> <p>School Improvement Plan</p> <p>SEF</p> <p>HT report (termly)</p> <p>Link governor visits</p>
<p>Objective 1: Increase the children's awareness of the protected characteristics and British Values and why these are important, so they are able to appreciate and embrace the diversity within their school and the wider world.</p>				
<p>Actions</p>	<p>Timelines</p>	<p>Staff responsible</p>	<p>Resources-Time/CPD</p>	<p>Evaluation</p>
<p>1.1 Review the current coverage of protected characteristics across the curriculum – especially within the Jigsaw PSHE curriculum</p>	<p>Spring 2 2025</p>	<p>HT</p>	<p>Curriculum plans, Jigsaw resources</p>	

1.2 Agree school-wide definition of the protected characteristics and ensure this is displayed in every classroom and around school alongside the British Values	Spring 2 2025	HT All staff	Staff meeting / INSET time	
1.3 Monday assemblies to explicitly reference the protected characteristics and British Values – No Outsiders assemblies	Beginning in the spring term and continuing beyond	All staff – led by HT	Assembly time Planning time	
1.4 Begin collecting evidence through pupil voice and scapbooks/posters.	Spring/summer 2025 and continuing beyond	HT and PSHE lead	Weekly assembly slot Jigsaw/RE lesson	
1.5 Provide training for staff on the protected characteristics and how to effectively teach about them.	INSET Day – 16.06.25	HT and PSHE lead	INSET time	
1.6 Plan and deliver a themed event, aiming to teach the children why these characteristics are important and to also celebrate our diversity	Summer 2 2025	HT and PSHE lead	Allocated planning time (INSET)	
1.7 Teachers to refer to the protected characteristics explicitly during their teaching of Jigsaw PSHE and other curricular areas (e.g. RE).	From the summer term and then into 2025-26	All teachers	Weekly Jigsaw lessons	
1.8 Short scenario/discussion points to be included in each week's Jigsaw/RE lesson.	From the summer term and then into 2025-26	PSHE lead All teachers	Weekly Jigsaw lessons	

1.9 Monitor the impact of these actions through pupil voice and observation	Termly throughout 2025-26	HT and PSHE lead	Pupil voice sessions – once per term	
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Equality Action Plan	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
<p>Rationale for Objective 2:</p> <p>We have 26 children in school who are not white-British. That's 18% of our pupils – almost one in five. As a school we do not celebrate this diversity enough and our in-school celebratory events are not diverse enough. We would like to educate the children about the diverse cultures within our school and to celebrate this.</p> <p>Protected characteristics covered:</p> <p>Race</p>	<p>Our calendar of events each year will represent and celebrate the diversity at our school.</p> <p>The children will know about the different cultures of the children at our school.</p> <p>Celebration of different festivals, events, important occasions will not be tokenistic, but will be a part of the regular yearly calendar of events within school.</p>	<p>Nominated link governor- equality & inclusion</p> <p>Focused governor visits</p>	<p>Pupil voice</p> <p>Pupil interviews</p> <p>Governor visits</p> <p>Parental questionnaires</p>	<p>School Improvement Plan</p> <p>SEF</p> <p>HT report (termly)</p> <p>Link governor visits</p>
<p>Objective 2: To promote and embrace the diversity that reflects the cultural make up of modern Britain, especially the diversity within our own school.</p>				

Actions	Timelines	Staff responsible	Resources-Time/CPD	Evaluation
2.1 Hold discussions with staff, students, and parents to understand perceptions of diversity within the school and identify areas for improvement.	Spring 2025	HT	Microsoft Forms survey before the end of this term	
2.2 Create 2025-26 calendar of visits, themed days, in-school visitors, etc. 2.3 Organise cultural awareness days, where children from different cultural backgrounds can share their traditions, food, music, and stories. If possible, invite parents or other family members into school	Summer 2025	HT RE lead PSHE lead All staff	INSET – summer term	
2.4 Run cultural visits and in-school celebration days (initially 1-2 per term)	From summer 2025	HT All staff	Planning time for events built into staff meeting time and termly planning morning	
2.5 Dedicate specific assemblies to celebrating cultural holidays, such as Diwali, Chinese New Year, Eid, Black History Month, and others. Where possible, link these to in-school events of school visits.	At least 1 per half term	HT RE lead PSHE lead	Assembly time Planning time Release time for subject leaders/event organisers	
2.6 Organise workshops for parents of invite parents in at the end of each celebration day to hear what the children have been learning about and to share experiences.	Every term	HT RE lead PSHE lead	Planning time Release time for subject leaders/event organisers	
2.7 Organise at least one visit per year to places of worship or culturally important places. At	Once a year (minimum)	RE lead	Release time for organising	

present we have regular links with the church but this is the only place if worship we visit.		HT		
2.8 Gather feedback on the events and cultural calendar	End of each term or end of each event	HT	Microsoft Forms	
Future Developments				

Equality Action Plan	Success Criteria	Governor Involvement	Monitoring & Evaluation Methods	Reporting Progress
<p>Rationale for Objective 3:</p> <p>There have been 4 incidents between children in school during the last twelve months which we consider to be race-related. While most of these are not deliberate or discriminatory, there is a common pattern of insensitivity and a lack of understanding.</p> <p>Our curriculum content and resources are not fully representative of wider society. The general equality duty requires us to foster positive relations between different groups.</p>	<p>Children will know about and value each other's cultures and religions</p> <p>Children will feel represented in school with their identity recognised</p> <p>Stereotypes will be challenged and children will be more aware of the dangers of stereotyping</p>	<p>Nominated link governor- equality & inclusion</p> <p>Focused governor visits</p>	<p>Regular review of this action plan</p> <p>Monitor curriculum/lesson plans ½ termly to ensure EDI is incorporated through learning walks, book looks and environment reviews.</p>	<p>SEF</p> <p>School Improvement Plan</p> <p>Head Teacher Report to Governors</p> <p>Link Governor Visits</p>

Protected characteristics covered: Race			Through conversations with children (pupil voice questionnaires)	
Objective 3: To increase inclusion and belonging for all stakeholders including staff, pupils, governors and parents.				
Actions	Timelines	Staff responsible	Resources-Time/CPD	Evaluation
3.1 Pupil voice – consulting pupils to discuss their own representation and how they feel about it at school. Ch encouraged to share their experiences of any race-related incidents.	Summer term 2025	HT PSHE lead	Time for questionnaire or pupil interviews	
3.2 Staff CPD focused on unconscious bias/ EDI/anti-racism/ the inclusive curriculum All staff to be included and actively involved	Summer term 2025	HT	Summer INSET session	
3.3 Audit current resources/provision through our curriculum offer for each subject area with regard to the	Summer term	Subject Leads	Staff meeting Subject Leader time – RE curriculum and Jigsaw	

protected characteristics of race and religion				
3.4 Consciously include key texts and lessons which challenge racial and religious stereotypes and are representative of modern-day society.	Autumn 2025	All staff	Purchasing of new books and introducing these across school	
3.5 Ensure Jigsaw lessons are included on challenging stereotypes (in all classes) – especially racial stereotypes	2025-25 academic year	HT PSHE lead	Summer 2025 – release time for amending curriculum plans	
3.6 Consult pupils and parents/carers re the impact of the implemented changes through a survey/questionnaire	Autumn 2025 Spring 2026	Equality Governor HT	Pupil voice interviews	
Future Developments				