

Margaret Wix Primary School & Nursery

"Respect, Self-Belief, Curiosity, Kindness and Resilience"



Equality and Diversity Statement 2025

The information below shows how we are working to fulfil the public sector equality duty.

Eliminate discrimination:

- Advance equality of opportunity between people who share a protected characteristic* and people who do not share it.
- Foster good relations between groups of people.

The *protected characteristics – which relate to a primary school – are:

- Disability
- Gender reassignment
- Sex
- Sexual orientation
- Race
- Religion and belief

Other groups of pupils we believe it is also important to consider are:

- Looked-after pupils and children who were previously looked-after
- Young carers
- Pupils with Special Educational Needs or Disabilities
- Pupils eligible for free school meals or living in poverty

At Margaret Wix Primary School we treat each member of our community as an individual, make each individual feel valued and teach our pupils to do the same. 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 has the same rights but may have different needs and so making school 'fair' for everyone is not about giving everyone the same things.

As well as teaching the children about equality and diversity generally through the curriculum and particularly through our PSHE curriculum, we also regularly discuss these ideas with the children in assemblies and reflect on these values in our day-to-day interactions with the children.

We teach children about 'put downs' and prejudicial language and our playgrounds are safe places to be (never perfect, but children are confident they

will be looked after if things go wrong). The equality message is loud and strong and we involve the children in ensuring that this remains so.

Sex and Gender Equality at Margaret Wix Primary School

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 value individuality and this includes individuality in children who do not want to act or dress in a way that is 'typically like a boy' or 'typically like a girl'.
- We treat all children equally and with respect regardless of any gender identity they may choose to express, or if they have none.
- Where a child may be questioning their gender identity, we consult with parents and carers appropriately in line with current KCSIE and Working Together guidance. .

How do we promote sex and gender equality?

- Staff use language carefully to reflect sex and gender equality (for example, we wouldn't say 'ladies first'; we would teach the children about letting each other through a door as a polite thing to do; we would talk about fire-fighters not firemen; police officers not police men or women; nurse not male nurse which suggests a man as a nurse is unusual).
- Teachers do not ask children to get into boy and girl groups or teams in for activities and sport.
- We make sure that there is a sex balance to our pupil surveys and representation on groups such as the Pupil Parliament so that we hear the voice of boys and girls equally.
- We teach the children about stereotyping within the curriculum and we undertake a regular resource audit to check toys, displays and book corners.

We challenge stereotypes through the books we read to children, the choices of images we present and resources used across the school.

- We analyse data by sex to check if there is an issue we need to address (e.g. improving the attainment of boys in writing).

What we avoid/do not tolerate:

- We do not tolerate sex or gender put-downs (for example, calling a boy 'a girl' to make him feel bad; calling a girl a tomboy because she plays football).
- We try to make sure reading books reflect our sex and gender equality policy. If you find a book that you think gives the wrong message, please tell your child's class teacher – some may slip through the net and we will be able to use them to teach children about sex gender equality. We do have books that are obviously aimed at girls or boys because we know these appeal to children, however we are more

concerned about stories that give stereotypical messages about girls' or boys' roles in the world.

How we would like to improve our sex and gender equality work:

- We are creating more sporting opportunities for girls and in particular competitive team events.
- We want to support more boys to explore activities deemed typically 'female' (e.g. dance, textiles, choir, netball).
- We aim to increase children's understanding of gender stereotyping and sexism and begin these discussions from the beginning of Early Years. This includes curriculum developments and every day learning and teaching practice (e.g. resources, texts, powerpoint images and displays).

Family Equality at Margaret Wix Primary School

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 RSE and PSHE curriculum. Our hope and experience is that celebrating family diversity encourages children to share and therefore educate other children about the variety of family types 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 do not 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 Margaret Wix Primary School 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.

What we avoid/do not tolerate:

- We do not tolerate any put downs about families and deal with them seriously. We take any put-down as an opportunity to educate children about diversity and equality.
- We teach children about homophobia and homophobic put-downs. The casual use of 'gay' as a negative adjective is never tolerated and children are taught why this can never be acceptable.
- Children found using these types of language will receive consequences in line with our behaviour policy and parents will be informed.

Disability Equality at Margaret Wix Primary School

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 will need additional time with school staff so you can tell us about your child's needs and for us to explain how we will work towards meeting your child's needs.
- 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.

How do we promote disability equality and help all children get on well together?

- We teach children about disability equality through the curriculum through specific units of work as well as our general language and attitude.
- With parental consent/involvement, we support children with disabilities to teach their peer group about their specific needs to enable children to support and understand those children better. Children respond to this incredibly well. Difference is often obvious to children and this benefits from being discussed and accepted openly to support positive relationships.
- All children at Margaret Wix Primary School have equal access to all of school life. This includes clubs (your child may need support to attend) and trips including residential trips in Years 5 and 6.
- Children may become diagnosed with a learning disability during their time at Margaret Wix Primary School. We have clear pathways to diagnosis of specific learning difficulties or disabilities. Parents and carers will be involved with this process and given information about support offered as a result. You are welcome to discuss

any concerns about your child's development at any time and will receive information about additional support at least twice a year. Please come and talk about anything you do not understand or anything about which you would like more information.

What we avoid/do not tolerate:

- We talk to the children about different skills, achievements and abilities.
- We know that children/people can be competitive and avoid the 'top/bottom group' classroom set-up. Our pupils experience learning with all children over time in mixed attainment groupings.
- They are specifically taught how to include every one and how to listen to each other's ideas respectfully.
- We treat put downs related to ability/disability seriously. These can include put downs pertaining to high attainment (e.g.: geek; nerd) or low ability / attainment (e.g.: thick; stupid). Such put downs are unusual.

How we would like to improve our Disability Equality work:

- To increase representation of disabled people in our school. This includes curriculum developments and every day learning and teaching practice (e.g. resources; worksheets; powerpoint images; displays; (e.g.) historical / scientific contributions of disabled people).

Race and Heritage Equality at Margaret Wix

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 high 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 hold Refugee Week assemblies and teach the children about refugees as part of the curriculum.
- We celebrate Black History Month as well as ensuring that Black British history is taught all year round throughout the history curriculum.
- We hold an annual International Week each year to celebrate and learn from and about different cultures from around the world.
- We use children's languages regularly (e.g. in answering the register).

What we avoid/do not tolerate:

- We do not tolerate the use of racist comments or put-downs.

How we would like to improve our work:

- To increase representation of skin colours and cultures in our school, through the use of persona dolls to support multi-cultural understanding in our youngest children, curriculum developments, learning resources and teaching practice.

Religious or Belief Equality at Margaret Wix

What this means to us:

- We value the diversity of religious belief and other philosophical beliefs (e.g. 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.

What we avoid/do not tolerate:

- Put-downs related to belief or religion are never tolerated.

How we would like to improve our work:

- We would like to include more members of our school community to come and talk about their faith and how this affects their way of life.
- We aim to ensure that all religions and special religious festivals celebrated by our families are also celebrated in/through school.
- We aim to plan more opportunities for children to talk about their own beliefs into the curriculum.