



Equality and Diversity

Welcome to our very first Equality and Diversity newsletter.

Across PACE, we are committed to ensuring equality and inclusive practice is at the heart of everything we do. The way we will achieve this is to keep it at the forefront of our minds and ensure it forms an integral part of our curriculum; our commitment needs to be reflected in our policies and, most importantly, within our practice.

Our Equality Leaders have formed a network in order to share good practice and one of our first tasks was to ask staff for some feedback, which you'll find later in this newsletter.

Our Equality Leaders are: Sahra (Beecholme), Sofi (Keston), Izegbe (Stanford), Samara (Chipstead), Belle (New Valley) and Jo and Zoe (PACE).

Below you'll find a small summary from each school about how we champion Equality and Diversity.

New Valley

At New Valley, we recognise the importance of Equality and Diversity at the highest level. It is one of our 5 values, to celebrate difference. Like all our values, this value was chosen by the pupils through a voting process and is something we are immensely proud of. Alongside Miss Weckmann as the Equality and Diversity Lead, we have a pupil Diversity team (who have recently relaunched Show Racism the Red Card) that meets regularly to ensure that pupil voice is heard within this topic and we also publish a termly newsletter for our parents about all the diverse learning and experiences we take part in across the school.

Keston

Equality and Diversity at Keston is at the heart of our curriculum and everything that we do. Our pupils learn to respect each other's values, ideas, feelings and backgrounds through assemblies, displays, discussions and our Wellbeing curriculum. We recognise our uniqueness, celebrate our differences and learn from each other. At Keston, we are proud to provide an inclusive, differentiated curriculum which can be accessed by all and which reflects the diverse world we live in.

Chipstead Valley

At Chipstead Valley, we are proud that Equality and Diversity is embedded into our everyday curriculum and this is shown by the wide range of resources used by our staff. Equality and Diversity is one of our core threads and we frequently encourage the pupils to discuss and share their experiences, through wellbeing lessons, class discussions, assemblies and themed days or weeks. As a school we highly value that each pupil is an individual and we celebrate their journey throughout childhood, giving them the opportunity to be role models and make a positive impact in the world!

Beecholme

At Beecholme, we recognise and honour the unique backgrounds of every child and their families. Having a multicultural school enables us to interact with a diverse peer group, share and experience different traditions and festivals, mind-sets, languages and so much more. We believe that these opportunities develop compassion, respect, and empathy towards those from different backgrounds and allows our pupils to grow into kind and caring individuals. Beecholme prides itself on creating an environment of inclusivity and diversity, both with its pupils, families, and their staff.

Stanford

At Stanford Primary School, we recognise the importance of treating all children fairly and equally; as well as celebrating the differences which make us all unique. We appreciate the differences between both our staff and pupil's and treat each other's values, beliefs, cultures and lifestyles with respect. Staff promote multiculturalism through learning resources to promote equality and diversity in the classroom and offer students the means to discuss and explore their opinions in a supportive way.

In diversity there is beauty and there is strength. - Maya Angelou

In January, we sent out a survey about equality and diversity. Nearly half of all PACE Staff participated. Below you will find some of the results and comments that came through and some of the actions we are putting into place as a result. Results have also been shared with all headteachers.

How confident are you with having conversations around equality and diversity with colleagues?

Extremely confident	20
Somewhat confident	49
Neutral	19
Somewhat not confident	8
Extremely not confident	0



Would you feel confident to challenge a member of staff that was displaying unconscious bias or discriminatory behaviours (whether intentional or unintentional)?

Yes	46
No	8
Maybe	42



How confident are you with having conversations around equality and diversity with pupils?

Extremely confident	27
Somewhat confident	53
Neutral	13
Somewhat not confident	3
Extremely not confident	1



Actions

We will continue find opportunities for staff to receive training on conversations to do with equality and diversity, including courageous conversations.

Alongside training, promoting the use of coaching as a tool to help us reflect on and improve our practice.

Actions

We will continue to provide training on Equality and Diversity for staff. This may be done through training, CPD and staff meetings.

We will review our Equalities Policy to ensure it reflects our vision, values and practice.

Key Comments

To keep talking about it and keep it in the front of people's minds.

Look harder at barriers to learning and access to curriculum demands. Educate ourselves better to understand what community and home life means to others and to understand the unconscious bias presented by the school itself. Look harder for opportunities to welcome parent voice- working parties etc. Commit to always taking opportunities to represent children's faith, culture, background, race, dis/ability, gender in a way that is supportive- not contrived or stereotypical. We should pay attention to other factors which add to our own un/conscious bias such as views about parenting, economic status etc and be prepared to challenge these.

More specialist training and updates about how to teach equality and diversity. Also to see how others teach it and what it looks like across the school.

More training on language so there is a shared understanding of the language we use and how to deal with incidents. More time discussing how to have courageous conversations with children, parents and staff.