UNIVERSITY OF CAMBRIDGE PRIMARY SCHOOL

Our Diversity Strategy

Approved by
Education Committee

Last reviewed
February 2023

Next review due
February 2024

RELEASING THE IMAGINATION: CELEBRATING THE ART OF THE POSSIBLE

Our Diversities Strategy			
Review Frequency	Annual		
Governing Committee Responsible	HR		
Staff Responsible	Aimee Durning	Date Produced	October 2019

Celebrating the richness of diversity

Diversity that somehow constitutes itself as a harmonious ensemble of benign cultural spheres is a conservative and liberal model of multiculturalism that… when we try to make culture an undisturbed space of harmony and agreement where social relations exist within cultural forms of uninterrupted accords, we subscribe to a form of social amnesia in which we forget that all knowledge is forged in histories that are played out in the field of social antagonisms

McLaren, in bell hooks (1994: p.31)

When we think of humane and liberating classrooms in which every learner is recognised and sustained in his or her struggle to learn how to learn…

Maxine Greene (1995: p 5)

The lovely diversity of children is expected and welcomed as an asset in the learning of all.

Jennifer Spratt and Lani Florian (2015: p. 91)

Our Diversities' Vision

We want everyone to feel welcome and included.

We have an ambitious vision to nurture children to become active and compassionate citizens.

Purpose and philosophy

The University of Cambridge Primary School is committed to embracing the notion of 'diverse diversities' – that there are countless diversities within the natural and human world. We understand that there is a difference between multiculturalism and interculturalism, which indicates a position and mind-set about diversities. Rather than 'tolerating' and 'accepting' diversities, we actively strive to create a culture in which intercultural learning encourages children to learn about diversities.

Multiculturalism attempts to recognize the identities of different cultures, essentially about ethnicity, faith, nationality, language or any other dimension that has a social or political salience. Multicultural policies aim to negotiate 'accommodations' between the 'host' majority community and the other groups, with the resulting perpetuation of difference and a sense of 'other-ness'. Conversely, interculturalism does not lock the notion of binary radicalised divide – them and us discourse – but instead is more about "the creation of a culture of openness which effectively challenges the identity politics and entrenchment of separate communities, based upon any notion of 'otherness'" (Cantle, 2012: pp.142-3). Intercultural Education has two focal points: it

celebrates and recognises the normality of diversity in all areas of human life; and, it promotes equality and human rights, challenging unfair discrimination[1]

As a dynamic process, therefore, it promotes difference as something to be embraced rather than feared, recognizing that through connection and dialogue, tensions and conflicts can arise as a necessary part of societal change. It is implemented through our curriculum design and learning environments; and is related to our pedagogic approach, particularly oracy and dialogue, playful enquiry and habits of mind. An intercultural mindset also aligns with the aim to develop innovative creativities practice within our school. Figure 1 aligns the literature from intercultural and creativities field of academic research. Figure 2 focused on the competencies of intercultural learning.

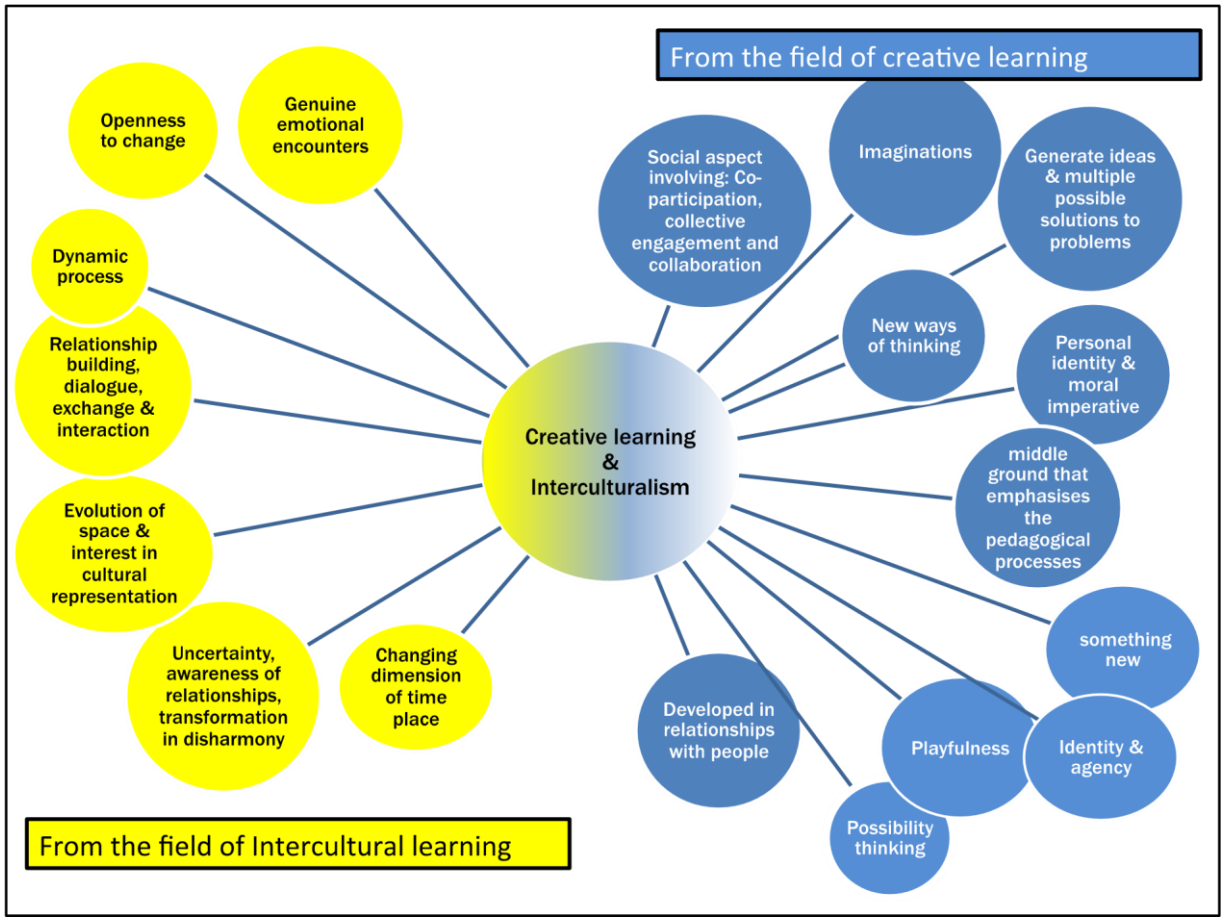

Figure 1: an emerging relationship between creative learning and interculturalism (Biddulph, 2017)

[1] (http://www.ncca.ie/en/Curriculum_and_Assessment/Inclusion/ Intercultural_Education/, accessed 22 October 2019)

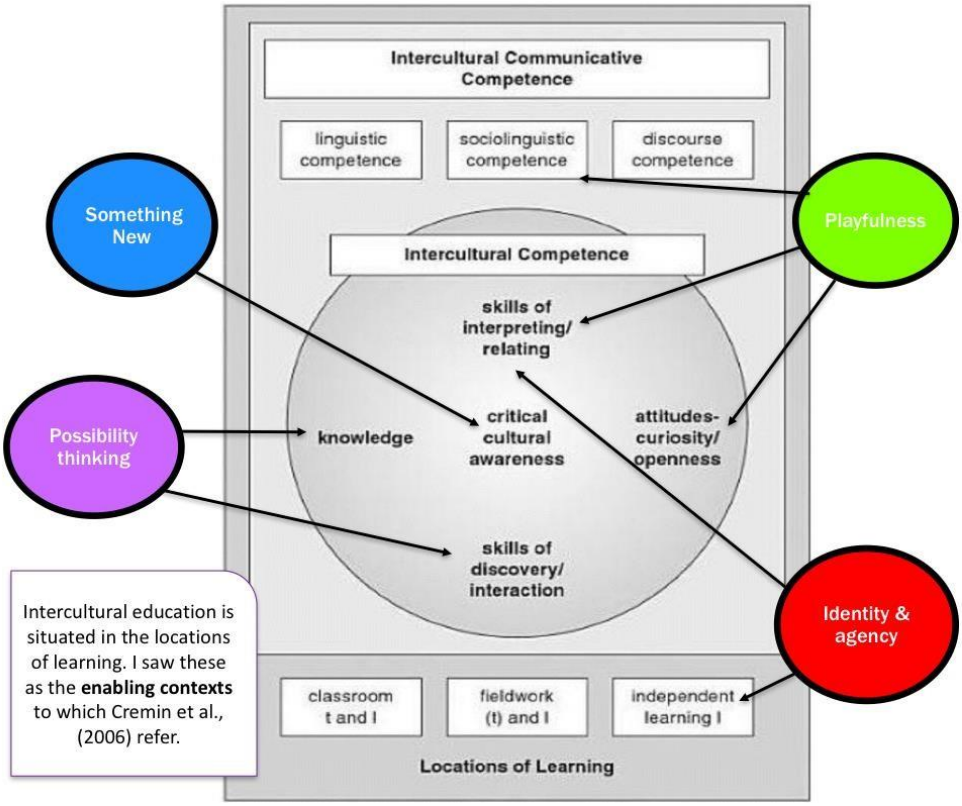

Figure 2: Components of intercultural communicative competence (Byram, 2014)

Within this philosophical framework, our intention is to actively uphold The Equality Act 2010 which legally protects people from discrimination in the workplace and in wider society.[2] Under the Equality Act 2010, the protected characteristics are: age, disability, gender identities, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

1. Our approach to an inclusive community for all

We want to prepare children, challenge stereotypes, embrace the diversity of families, cultures, faiths and beliefs, understand and open possibilities of neuro-diversity, empower vulnerable children and their families and in so doing to create transformative communities. We aim always to we recruit with a diversities mind-set.

[2] See https://www.gov.uk/guidance/equality-act-2010-guidance

1.1 ***Preparing children***

1.1.1 As educators, we have the opportunity to make a difference to the lives of every child in our care, every day. However, it is necessary to understand the "spaces of representation that challenge dominant constructions of the 'way things are'" (Reay, 2004: p.1007). By this, we mean that we need to maintain a criticality in our practice: to question what we do, why we do it and how we do it.

1.1.2 Typically, teachers teach how they like to learn: it is therefore vital to develop our practice to ensure we make visible the 'blindspots' in our work which could, inadvertently, exclude a child, their family or community from being welcome and included.

1.1.3 Our curriculum design and experiences must support children to make sense of their world: for very young children, this may relate to their family, school and locality; for older children, this is through developing an awareness of themselves as global citizens.

1.1.4 Every member of our school community is asked to model to children the values and openhearted mindset of intercultural learning.

1.2 ***Challenging stereotypes***

1.2.1 Stereotypes are strong, long lasting and quickly embedded into ways of thinking and cultures. Children quickly form their opinions (e.g. girls wear pink and boys wear blue).

1.2.2 We need to balance acknowledging traditions and traditional points of view with changes in society that give greater equality through equitable action.

1.2.3 Our school fosters a culture in which dialogue, debate and difference are embraced and through our work, we find opportunities for greater awareness, respect and understanding to develop.

1.2.4 We will plan opportunities for our parent community to learn about the intercultural framework within the school; consulting where appropriate to develop trust and understanding; taking ideas and addressing concerns.

1.2.5 We will plan and provide opportunities for children to learn about diverse diversities through a sensitively created curriculum.

1.2.6 We will model the high expectations we have of all children and will challenge any stereotyping.

1.3 ***Embracing the diversity of families, cultures, beliefs and faiths***

1.3.1 We will promote the principles set by our local SACRE[3] to ensure that tolerance and harmony between different cultural traditions enables children to acquire an appreciation of and respect for their own and other religious faith, beliefs and cultural traditions.

1.3.2 Our curriculum design puts the development of Compassionate Citizens at the heart of all we do.

1.3.3 We will actively seek to promote and represent diversities across our curriculum and particularly within our weekly Philosophy, Religious & Ethics Education lessons and our Personal, Social, Emotional Health (PSHE) lessons. Our resources, teacher inputs and the use of our language across the school will reflect the society our children live in.

1.3.4 We will foster relationships with community leaders to better understand the diverse belief systems they represent.

1.3.5 We will help children make sense of their own spiritual journey, however this is articulated by their families, and also including beliefs from humanist, agnostic and atheistic people (e.g. focussing on our school values and the notion of Compassionate Citizenship).

1.3.6 We will celebrate a variety of religious festivals during planned diversities days.

1.4 ***Understanding of and opening possibilities for neurodiversities***[4]

1.4.1 Neurodiversity is the diversity of human brains and minds, the infinite variation in neurocognitive functioning within our species. The Neurodiversity Paradigm is an emergent paradigm in which neurodiversity is understood to be a form of human diversity that is subject to the same social dynamics as other forms of diversity (including dynamics of power and oppression). (Walker, retrieved online November 2019 https://autisticuk.org/neurodiversity/)

1.4.2 Neurodiversity is an essential form of human diversity. The idea that there is one "normal" or "healthy" type of brain or mind or one "right" style of neurocognitive functioning, is no more valid than the idea that there is one "normal" or "right" gender, race or culture. We want to ensure that this form of diversity is not subject to cultural prejudice and oppression that those labelled as such can suffer.

1.4.3 Therefore, we do not want children to be labelled and be defined by the limitations that labelling can bring. For example, we would not say a child is down syndrome but that a child has down syndrome. The child and their name always comes first.

1.4.4 We want to create opportunities in which children will surprise us. This means we must work with children to develop their independence and nurture their ability to engage meaningfully in social life.

1.4.5 Our professional development will include opportunities to learn about neurodiversity as well as giving practical and research-informed techniques to find ways through for every child.

1.4.6 This statement is aligned with policies related to Special Educational Needs and Disabilities.

1.5 ***Supporting Vulnerable groups***

1.5.1 We will support all the identified vulnerable groups (Pupil Premium, Ever 6 FSM, Children in Care, Fostered & Adopted children, Children with a parent/Carer in prison, young carers and Children who find themselves with a social worker).

1.5.2 Proactively we will seek out vulnerable members of our school community who do not fall into the government's identified categories, such as the those at risk of financial hardship and members of traveller and refugee communities.

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[3] Standing Advisory Council for Religious Education (SACRE)

[4] https://www.psychologytoday.com/gb/blog/my-life-aspergers/201310/what-is-neurodiversity

1.5.3 We will actively seek to promote diversities within our assemblies and visitors timetable. These vulnerable groups with be promoted and supported through the media of picture books and storytelling.

1.5.4 To support attainment and wellbeing in this group: attendance, attainment and progress will be closely monitored. (https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

1.5.5 All children will experience high quality teaching through an '*ethic of everybody'* (Hart et al. 2004)

1.5.6 Interventions will be sort and targeted to individual children. These will be introduced to address the imbalance (https://nasen.org.uk/uploads/assets/9cc6f6b2-21b0-4ecdaf4e866b3e54b9c6/pupilpremium.pdf)

1.5.7 We will endeavour to discover and nurture hidden talents and celebrate them with the community (Biddulph 2017)

1.5.8 This statement is aligned with polices & guidance related to vulnerable groups (Pupil Premium Policy)

1.6 **Creating transformative and hopeful communities:**

1.6.1 The world is subject to considerable risks due to climate change and the resultant destabilisation in politics, societies, economics, cultural identities etc and increased inequalities within the UK and across the globe.

1.6.2 We believe that our children are global citizens and need the skills, knowledge and attributes to function successfully in a globalised world economy and society.

1.6.3 We need to foster children's agency so that they can contribute meaningfully to the debate around them. We believe that they are capable of democratic responsibilities and through careful teaching, can consider decisions about them and their world.

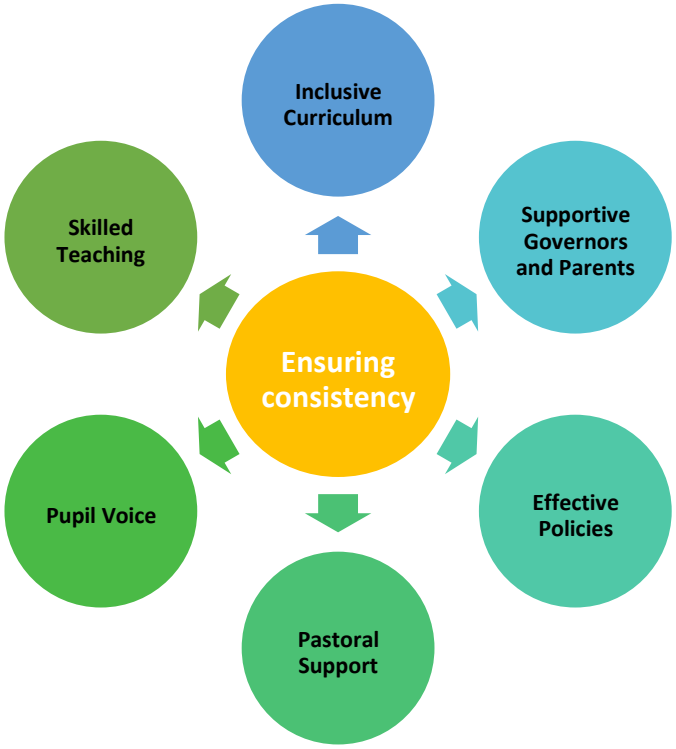
1.6.4 We need to empower children to articulate what is important for them and through this to help them make a difference in their local community (as a starting point).

1.6.5 We will create opportunities for children to celebrate their communities' achievements and will focus on the arts and creativities in which to do this.

1.6.6 We will actively seek to promote diversities and agency through the arts and extra-curricular learning opportunities.

Evidence of success

2. Ensuring consistency



2.1 We will engage with a number of accrediting organisations as part of our quality assurance and evaluation process (e.g. Autistic Friendly School, Dyslexia Friendly Schools, Rainbow Award (for LGBT+ communities)

2.2 We will evaluate our policies and work to ensure:

2.2.1 Inclusive curriculum design and implementation (see People Strategy and Strategic Calendar)

2.2.2 Providing annual training for parents and governors

2.2.3 Ensure policies are fit for purpose and articulate the vision of the Diversities Strategy

2.2.4 Evaluate the pastoral processes for supporting children (ELSA support)

2.2.5 Creating opportunities to hear from children

2.2.6 Ensure professional development is high quality and provided to all in our team related to inclusion and diversities.

3. Community Cohesion

3.1 We will have different diversity days and/or weeks throughout the year in line with national and local initiatives. These will celebrate the richness of diversity in our families and society.

3.2 We will regularly invite visitors to our school who reflect the diverse society in which we live. We will ensure that these visitors will be inducted to understand our expectations of offering children a balanced view, especially if these are seen to be political or related to a particular belief system.

3.3 We will celebrate different religious festivals creatively throughout the year (e.g. Nativity plays, lunchtime banquets, Diwali firework celebrations). In doing so, we aim to bring together different communities, facilitate learning and celebrate the religious diversity represented in our school.

3.4 Children will have the opportunity to visit a different place of worship each year as shown in Table 1. This will mirror the faith of focus within the Religious Education curriculum for that year group.

3.5 Our assembly schedule will reflect diverse communities (Appendix 1). These assemblies are non-negotiable.

4. Implementation of the Diversities Strategy

4.1 We aim to nurture respectful and compassionate children who are confident about their own personal health and safety, aware of how to be a proactive member of society and be a positive citizen of our diverse global community.

4.2 We will do this through teaching our PSHCE curriculum and actively striving to represent the diverse diversities that exist in our world. This will be achieved through visual representation in the fabric of the building and learning environments, within the resources and texts used, and through enriching the curriculum with visitors that we invite in to school. Our PSHCE curriculum is central in creating links between and across subjects so that exposure to the diversities within our community occurs frequently in all school subjects.

4.3 Implementation of the strategy especially for vulnerable group

- 4.3.1 The admin team will notify the team of any new children to the vulnerable categories
- 4.3.2 Relationships will be built and nurtured with all members of the school community. Through community events, pupil premium termly meetings and teacher/learning coach communications.
- 4.3.3 Assemblies and visitor timetable will be monitored and changed accordingly to meet the needs of the community when required. The school's core reading list will ensure coverage of these individuals and groups.

4.3.4 SLT will monitor these groups on a regular basis. The school's phase leaders will champion these groups with in their phases under the direction of the Director of Inclusion and Community.

4.3.5 Children will be included in all aspects of school life regardless of cost implications or attainment levels. Teachers must plan for all children.

4.3.6 Only those members of staff who are trained will deliver interventions to these vulnerable groups. A cycle (Nasen. Pupil premium booklet p. 8) of plan, do, review will be implemented.

5. Home Learning Project

Class family board: Every classroom has a Family Board so that we can capture and celebrate the diverse diversities within our UCPS community

Item	Example/Description	Task Complete
Individualphotograph		
Family Photograph	**Family of whole family (including yourself)**	
Drawing of family	**Hand drawn picture of family**	
Tickets	**Save tickets from the cinema, holiday, amusement park, etc**	
Culture	**Family Customs and Traditions to share with the class**	
Religion	**Mosque, Japanese, Polish, Turkish school. Please share an extract of learning written in the language you speak at home**	
Hobbies	**Photocopy of a certificate from your swimming, gym, Brownies, tennis club or a photograph from premier summer camp**	
Story to share/ what makes me, me!	**Time to share a story about someone you are proud of. You may have a grandparent who was a**	

		champion jockey, or a auntie who is an author. Your dad may be a nurse who helps save lives. Your dad maybe a confident surfer. This is time to share something about your extended family.	

6. Assembly Rota

6.1 There is an annual cycle of Assemblies which are planned and led by senior leaders , teachers, learning coaches and children. These focus on the school's values, challenging stereoptypes, celebrating diverse religious beliefs and festivals, will attempt to cover most aspects.

See examples appendix 1.1

6.2 Children will have opportunities to deepen their awareness of diversities through other curriculum learning and class assemblies.

6.3 Visitors will be invited to enrich the work of the school (see External Visitors Policy)

6.4 Children's Congress (LR) meetings are democratic circles held every half-term and take place in mixed age assembly groups. Classes discuss before Congress meetings an issue to improve the school that they would like to bring to Congress. In Congress, there is a vote on which issues should be taken forward by prefects to the school's leadership team. School report back to classes about the outcomes, actions and next steps of proposed ideas.

7. Festivals Rota and Visits to Places of Worship

Table 1: Possible visits

Year Group	Visits	Address and contact
Early Years	Girton College Chapel	
Year 1	Christian Chapel	
Year 2	Jewish Synagogue	
Year 3	Sikh Gurdwara	
Year 4	Buddhism Temple	
Year 5	Hindu Temple	
Year 6	Islam Mosque	

Celebrations Curriculum (which is special lunch, after school event or special event in school)

Term	Cycle A		Cycle B	
	Belief	Diversity	Belief	Diversity
Autumn 1	Yom Kippur (Judaism)	Genes Day Black History Month	Rosh Hashanah (Judaism)	International Day of Sign Language Black History Month

Autumn 2	Festivals of Lights Christmas/Diwali/Hanukkah (Christianity/Hinduism/ Sikhism /Judaism)	Universal Children's Day	Festivals of Lights Christmas/Diwali/Hanukkah (Christianity/Hinduism/ Sikhism /Judaism)	National Autism Day
Spring 1	Lunar New Year	World Braille Day (January) Children's Mental Health Week	World Religion Day	Unicef Day for Change
Spring 2	Easter (Christianity- different branches) Eid (Islam)	International Women's Day/ International Day of Women in Science (February/March) Neurodiversity Week	Holi (Hindu)	World Downs Syndrome Day (March)
				Racial Discrimination- (March)
Summer 1	Eid Al Fitr (Islam)	Fair Trade Day (May) International Nurses Day (we will link to all caring professions) (May)	Vesak: Buddha Day (May)	Around the World Week
Summer 2	Carnival- Rio/Notting Hill inspired		UCPS Pride	

Possible Communities Rota

Calendar	**Focus**	**Curriculum Coverage**	**Assemblies (Examples)**	**Focus day**
October	Black History Month	✓	• Maya Angelou • Barak Obama	TBC
February	LGBT History Month	✓	• Different families • Alan Turing	TBC
March	Neurodiversity Week	✓	• James Sinclair • +one other visitor	TBC
May	Gender	✓	• Ms Parsons • NASA's Artemis Program	TBC
June	Multigenerational	✓	• Sir Tom Moore • Queen Elizabeth • Families	TBC National Grand Parent day

June/July	International Day	✓		□ International Evening

7. Our Diversities Strategy linked to our wider school policies

7.1 Our policies will promote the values of intercultural education, democracy, the rule of law, individual liberty and mutual respect and tolerance.

7.2 Our Behaviour management policy aims to develop children's awareness of their behaviour. It is designed to foster positive attitudes, to show how they can be contributing citizens in our school, local and global communities. In accordance with this policy, we will evaluate any behaviour incidents, tracking incidents that involve racist, homophobic, or religious-hatred attitudes/ language/responses which will be reported to the governing body.

7.3 We will ensure that all published documents will reflect our inclusive ethos and actively promote the values, which underpin our work. We will be vigilant and address assumptions or political/faith views that do not fulfil our need for a balanced curriculum offer.

7.4 Our teaching and learning policy will state that all lessons, across the broad curriculum will have content, resources and discussion that reflect the society in which we live.

Example of assembly Schedule:

Assembly Plan Spring 1

	Monday SLT	**Tuesday**	**Wednesday**	**Thursday**	**Friday Class Assembly Box/Newsround**
W/C 16th January	Martin Luther King HL (Assembly Box Resources)	Year 5 & 6 Assembly	Year 1 & 2 Assembly	Year 3 & 4 Assembly	Teacher Led Class Assembly
W/C 23rd January	Lunar New Year LG	Year 5 & 6 Assembly	Year 1 & 2 Assembly	Year 3 & 4 Assembly	Teacher Led Class Assembly
W/C 30th January	Courage KGS Lunchtime	Year 5 & 6 Assembly	Year 1 & 2 Assembly	Holocaust Memorial Assembly (Year 6 Only)	Teacher Led Class Assembly
W/C 6th February **Spotlight on Mental Health Week**	Global Religion (6) AM	Internet Safety Day – in class assembly	Year 1 & 2 Assembly	Year 3 & 4 Assembly	Teacher Led Class Assembly

Example of annual school community schedule:

Belated Harvest Festival	31st October	Donations for the Cambridge Trussell Food Bank.	Families to bring into school donations of tinned and dry food items.
Diwali Festival	4th November 5:30 Gates Open 7:30 Firework	School Community. Fireworks, Food & Drink, Music and Art	Purchase Tickets Via Eventbrite
Carols for Ukraine	5th December 5pm Concert	UCPS Harmony Choir Great St Mary's Church.	Parents of UCPS Harmony Only
Festive Celebrations Victorian fancy dress (optional)	16th December 5:30pm-8pm	School Community & Premier Music, Food & Drink, Funfair Rides	Purchase Tickets Via Eventbrite
Festival Of Voices West Road	28th March 6pm	Year 5 & 6 provide a spectacular performance for our school community	Purchase Tickets Via Eventbrite
Eid	28th April 4pm-6pm	School Community. Music, Food & Drink, Face Painting	Purchase Tickets via ParentMail
King's Coronation	5th May	Music, Food and Festivities	Lunch Time School Community Only
Year 5 & 6 Production West Road	28th June 6pm	Dr Biddulph's annual production	Purchase Tickets Via Eventbrite
End of Year Community Celebration	TBC 3:30pm	School Community & Premier Music, Food & Drink, Funfair Rides	Purchase Tickets Via Eventbrite