



UNIVERSITY OF
CAMBRIDGE
PRIMARY SCHOOL

Diversity and our Values Statement

Reviewed by
Education Committee

Last reviewed on
June 2023

Next review due
June 2024

**RELEASING THE
IMAGINATION:
CELEBRATING
THE ART OF
THE POSSIBLE**



Celebrating the richness of diversity

Purpose

The purpose of this policy is to make clear our expectations about the school culture we strive to create and develop. It is founded on democratic principles as articulated in the Cambridge Primary Review and in the DfE's guidance related to British values (see: <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>)

1. Our Vision

The University of Cambridge Primary School is committed to building community through the promotion of local and global responsibilities. We expect exemplary teaching and learning for children that is rooted in our school values of Empathy, Respect, Trust, Courage and Gratitude. In our approach to learning, we aim to be creative, bold, free thinking and rigorous. The achievement of the school's learning outcomes will be underpinned by a commitment to the values of **excellence, equity and learner empowerment**. The school will endeavour to put into practice what matters to children and it will also be an innovative professional learning community for teachers. In seeking to provide outstanding education for the children, the school will engage and partner with other primary schools.

The school aims to be:

- Ambitious: everyone will be encouraged and enabled to achieve and attain highly
- Innovative: the learning community will benefit from belonging to a research and teacher education community both within the school itself and as part of wider University and school partnerships
- Inclusive: diversity will be welcomed in a caring environment where everybody will be valued.

2. Our Values

Informed by research into values-led education, we foster our three principles of ambition, innovation and inclusion. We strive to create a culture in which our values are explicitly and implicitly taught within a democratic community in which every voice is valued and everyone empowered to be the best that he or she can be. We define our values as:

- Empathy: listening carefully to others, learning together for the benefit of all
- Respect: treating everyone with dignity
- Trust: building relationships with a shared vision
- Courage: developing resilience, determination and releasing the imagination to develop possibility-thinking attitudes
- Gratitude: acknowledging one another with good manners, with thoughtfulness and consideration for each member of our community and the contribution they make.

Our school ethos values the importance of **empowerment and agency**. All children, staff and families are encouraged to contribute ideas about how the school community can enable learning to be irresistible. Listening to children and encouraging dialogue and debate will be central to our whole school approach. We aim to develop mixed-age circle meetings throughout the school where every member of the community can contribute their views, trusting that their voice will be heard.

3. Our relationship with the wider University community:

This culture of ideas is informed by the University's own mission statement – this informs the relationship between the University, Faculties, Colleges and our school. We are confident that this shared purpose will ensure that all colleagues from the University who work in our school as part of the research and teacher training aspect will respect and adhere to our own vision and ethos. Expressing our vision, values and expectations will feature as part of the school's induction process and procedures.

The University's mission statement:

Mission

The mission of the University of Cambridge is to contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence.

Core values

The University's core values are as follows:

- freedom of thought and expression
- freedom from discrimination

Education

- the encouragement of a questioning spirit
- an extensive range of academic subjects in all major subject groups
- quality and depth of provision across all subjects
- the close inter-relationship between teaching, scholarship, and research
- strong support for individual researchers as well as research groups
- residence in Cambridge as central to most courses
- education which enhances the ability of students to learn throughout life

The University's relationship with society

- the widest possible student access to the University
- the contribution which the University can make to society through the pursuit, dissemination, and application of knowledge
- the place of the University within the broader academic and local community
- opportunities for innovative partnerships with business, charitable foundations, and healthcare
- concern for sustainability and the relationship with the environment

4. Contributing to community cohesion

We value and seek to celebrate diversity in all its forms. Our policies, curriculum and pedagogy will promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

1.1. How will we do this?

1.1.1. Based on the aims as articulated in the Cambridge Primary Review, we will foster self-knowledge, self-esteem and self-confidence. This will lead to children being confident in who they are, respectful of others and keen to learn from the diversity that this brings. We will adhere to the principles set by our local SACRE¹ to ensure that further tolerance and harmony between different cultural traditions enables children to acquire an appreciation of and respect for their own and other cultures. Our curriculum design puts the development of Compassionate Active Citizens at the heart of all we do.

1.1.2. Our 'special weeks' may include Diversity Week, celebration of Black History Month, 'Pupil Take Over Day' (where the school democratically voted school ambassadors will shadow staff for one day – and experience the responsibilities that these bring) and other National and local projects that add value to our intention to celebrate the richness of diversity.

1 Standing Advisory Council for Religious Education (SACRE)

1.1.3. Curriculum themes will focus on children's interests but also widen their understanding of the world in which they live.

1.1.4. Our behaviour management strategies will develop children's awareness of their behaviour on others and will foster positive, contributing citizens in our school, local and global communities.

1.1.5. Actively seek to promote diversity through the arts and extra-curricular learning clubs

1.1.6. We will ensure all visitors e.g. visitors from local faith groups 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.

1.1.7. 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.

1.1.8. Where appropriate, for example in political and religious matters, we will aim to provide children with a balance of views both in their class room experience and in material that the school advertises to children.

1.1.9. We will ensure a tolerance, always principled on mutual respect for humanity, for all protected groups² including other differences (e.g. family units)

1.1.10. We have created a new leadership role focused on developing the Mind, Body and Soul; so that children develop their philosophical thinking about belief systems, the importance of wholesome healthy lifestyles and in developing children's spiritual awareness and sense of spiritual identity.

5. Children as leaders

We will provide opportunities for children to experience democracy at work throughout their life at our school. More specifically (but not exclusively) we will strive to create diverse leadership opportunities. Examples of leadership could be:

Democratic leadership opportunities:

- Children will eat together in mixed age groups to facilitate respect, friendship and greater communication. We hope that this will develop an ethos of trust and care.
- Children can stand for elected positions called Ambassadors. Children put their names forward in a written statement (teachers and parents will support children who struggle to communicate in English or in a written format). Applications are voted in by their class, anonymously.
- Ambassadors meet fortnightly to discuss matters arising and to plan special events in the school. They also support leading weekly circle meetings.

Workplace leadership opportunities:

- Children in Year 5 and 6 can apply to become prefects.
- They complete application forms with a written statement
- There will be an interview process of Ambassadors and senior staff
- Children who are successful at becoming prefects are expected to attend school early one day a week or stay after school for one day a week to support senior leaders, who will manage them and their work.
- Prefects are paid book vouchers for their work, are involved in performance management meetings.

2 Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

Service to the Community Leadership opportunities:

Eco-Warriors:

- A group of children can choose to be involved in developing our school environment.
- The work of this group will be determined by the needs of the community and locality.
- We expect this group to contribute positively to the local community
- The group will help manage the allotment and other aspects of the school environment (e.g. promote recycling schemes)

The Challenge Team (fight against bullying team)

- Children can apply to become playground buddies, which we call the Challenge Team
- This group will be trained in:
 - o Communication strategies
 - o Different games to play
 - o Conflict resolution
- The Challenge team will be responsible, on a rota, for helping children play following our values and ethos. They will help when children feel lonely or cannot find their friends. They will also help children with SEND to feel welcome and included in the school, especially at playtimes.

- They will report to senior leaders or the Challenge team link teacher so that any incidences can be followed up more formally by staff and documented on SIMS.

6. Monitoring our impact

1.2. Through our monitoring systems, we will evaluate how far our vision and ethos is being developed in our school community, including with staff, children and their parents. We will do this by:

1.2.1. Termly Citizenship Awards will be given to celebrate individual, group, class and other groups' contribution to our school community.

1.2.2. Planning community events to bring together different communities and facilitate learning, introduce friendships and the development of respectful attitudes.

1.2.3. Evaluating behaviour incidents: senior leaders will track outcomes of incidents that involve racist, homophobic or religious-hatred attitudes/language/responses. These will be reported to the governing body.

1.2.4. Attending conferences and seminars which focus on community cohesion, anti-radicalisation strategies etc. This will inform our work, policies and practices.