



Naunton Park Primary School Equality Statement 2026-2029

Equality, Diversity, Inclusion and Belonging

At Naunton Park Primary School, we are committed to creating a **happy, safe and inclusive school where every child and adult feels that they belong, are valued and are treated with dignity and respect.**

Our school is built upon strong relationships and our values of **Peace, Pride, Kindness, Trust, Empathy and Curiosity.** These values underpin our commitment to equality and help us to create a community in which difference and diversity are understood, respected and celebrated.

We believe that equality does not mean that everyone needs exactly the same thing. Every child is unique, and we are committed to identifying and removing barriers so that all children have the support, opportunities and sense of belonging they need to flourish.

Our Commitment

At Naunton Park Primary School, we are committed to:

- providing equality of opportunity for all pupils, staff, families and members of our wider school community;
- creating an inclusive environment where everyone feels safe, respected, valued and that they belong;
- recognising, respecting and celebrating the diversity of our school and wider community;
- ensuring that no individual or group is discriminated against, disadvantaged, harassed or treated less favourably;
- identifying and removing barriers that may prevent children from accessing learning, participating fully in school life or achieving their potential;
- promoting positive relationships and developing children's understanding of fairness, equality, diversity and inclusion;
- challenging prejudice, discrimination, stereotyping and discriminatory language;
- ensuring that our curriculum reflects a diverse society and enables children to learn about different people, cultures, families, experiences and perspectives;
- making reasonable adjustments and providing appropriate support so that children with disabilities and additional needs can participate fully in school life;
- listening to the voices of our children, families, staff and community and using these to continually improve our inclusive practice.

The Equality Act 2010

Our approach reflects our duties under the **Equality Act 2010**. We have due regard to the need to:

1. eliminate discrimination, harassment, victimisation and other conduct prohibited by the Act;
2. advance equality of opportunity between people who share a protected characteristic and those who do not; and
3. foster good relations between people who share a protected characteristic and those who do not.

We recognise and respect the protected characteristics set out within the Equality Act 2010: **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation**, as applicable within the school context.

Equality Through Our Curriculum and School Culture

Equality is not simply something we teach; it is reflected in how we work together every day.

Through our curriculum, assemblies, PSHE, circle work and wider opportunities, children learn to appreciate difference, develop empathy, challenge stereotypes and understand their responsibilities towards others.

As a Relational and Restorative Practice school, we place relationships at the heart of our community. We help children to understand the impact of their actions, listen to different perspectives, resolve difficulties respectfully and make amends when relationships have been harmed.

Brain Matters – Understanding Ourselves and Others

Our Brain Matters project helps children understand themselves and one another. Children learn about how their brains work, how emotions can affect their thoughts and behaviour, and how different people may experience and respond to situations in different ways.

Children develop a shared language for talking about emotions, regulation and wellbeing. They learn that we all need support at different times and that there are strategies we can use to help ourselves and one another feel safe, calm and ready to learn.

This understanding supports an inclusive culture in which children are encouraged to show empathy rather than judgement, recognise individual differences and understand that treating people fairly sometimes means responding to different needs in different ways.

PEACE Groups – Building Belonging and Strong Relationships

Our PEACE Groups build upon the learning from Brain Matters and provide children with regular opportunities to strengthen relationships across our school community.

Through PEACE Groups, children explore what peace means for themselves, their relationships, their school and their wider community. They learn and practise listening carefully to others, expressing their own views respectfully and recognising that people may have different experiences and perspectives.

Children develop their understanding of restorative approaches, including how relationships can be repaired and how we can make amends when our actions have

affected someone else. They also explore gratitude, peace-making, peace-building and ways of helping themselves and others to keep their brains happy and regulated.

PEACE Groups give children opportunities to connect with others, be heard and contribute. They support our commitment to ensuring that every child has a voice and every child has a place within our school community.

Together, Brain Matters and PEACE Groups help our children develop the knowledge, language and skills they need to understand themselves, value others and contribute positively to an inclusive community.

Celebrating Diversity and Developing Belonging

We want children to see themselves, their families and their communities reflected positively in school life. We also want them to encounter experiences, cultures, beliefs, families and perspectives that may be different from their own.

We teach children that difference is a normal and valuable part of our community. Through curiosity, empathy and respectful discussion, we help children learn **with and from one another**.

Every child should be able to say:

I am safe.

I am valued.

I am listened to.

I can be myself.

I belong.

Our School Community

We recognise that achieving equality is an ongoing responsibility. We regularly review our policies, curriculum, provision and practices to identify inequalities and ensure that our school continues to meet the needs of its community.

We work in partnership with children, parents and carers, staff, governors and the wider community to promote equality and ensure that everyone has a voice.

Our Equality Objectives 2026–2029

To put our commitment to equality, diversity, inclusion and belonging into practice, Naunton Park Primary School has identified six key equality objectives. Progress towards these objectives will be monitored by school leaders and governors and reviewed regularly.

Objective 1 – Strengthen Every Child’s Sense of Belonging

We will ensure that every child feels safe, valued, listened to and that they belong at Naunton Park Primary School.

We will use pupil voice, circle work, RE, our pastoral provision and PEACE Groups to understand children's experiences of school, paying particular attention to children and groups who may be at greater risk of feeling excluded or less connected to school.

We want every child to be able to say: “I belong here.”

Objective 2 – Promote Equality, Diversity and Representation Through Our Curriculum

We will ensure that our curriculum positively represents the diversity of modern Britain and the wider world.

We will continue to review curriculum content, texts, resources, images and learning experiences so that children encounter a diverse range of people, cultures, families, identities, achievements and perspectives. We will challenge stereotypes and ensure children have opportunities to learn about both similarity and difference.

Our RE curriculum is a strength of the school in celebrating diversity.

Objective 3 – Identify and Remove Barriers to Participation and Achievement

We will work to ensure that all children can access learning, enrichment opportunities and the wider life of the school.

We will identify where barriers exist and make appropriate adaptations and reasonable adjustments. We will monitor participation, attendance, attainment and progress to identify patterns or inequalities between different groups and take action where necessary.

Our aim is not simply to offer everyone the same opportunities, but to ensure that children receive what they need to participate, achieve and flourish.

Objective 4 – Develop Understanding, Empathy and Emotional Regulation

We will use our Brain Matters project to develop children's understanding of themselves and others.

Children will continue to learn about their brains, emotions and regulation and understand that people can experience the world and respond to situations differently.

Through this work, we will promote empathy, reduce judgement and help children recognise that individual differences should be understood and respected.

Objective 5 – Build Peaceful, Respectful and Restorative Relationships

We will develop children's skills to build, maintain and repair positive relationships.

Through our PEACE Groups, PSHE, circles and relational and restorative practice, children will learn how to listen to different perspectives, communicate respectfully, resolve difficulties, make amends and restore relationships.

We will explicitly challenge prejudice, discriminatory language, stereotypes and behaviour that undermines the dignity or belonging of others.

Our children will learn that they each have a responsibility for creating a **peaceful, inclusive school and community**.

Objective 6 – Ensure Every Child Has a Voice

We will strengthen opportunities for all children to be heard and to influence their school.

We will create regular opportunities for pupil voice through circles, PEACE Groups, pupil leadership and wider consultation.

We will actively seek the views of children whose voices may be less frequently heard and ensure that children know that their experiences, ideas and perspectives matter.

We want children to develop the confidence to speak, the empathy to listen and the understanding that **every voice has value**.

How We Will Know We Are Making a Difference

We will monitor the impact of these objectives through pupil voice, parent and staff feedback, curriculum reviews, behaviour and safeguarding information, participation in wider school opportunities, attendance and achievement information, and the experiences of different groups of pupils.

Our governors and school leaders will review progress towards our equality objectives and use the findings to determine our next steps.

Above all, we will look at whether our children experience Naunton Park as a school where they are:

Happy. Safe. Included. Valued. Heard.

A school where everyone belongs.

Naunton Park Primary School – an inclusive school which values strong relationships and celebrates diversity.

Achieving great things in a great way.