



Equality, Diversity and Inclusion Policy

Member of Staff Responsible: Kirsty Munns

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Review Cycle: Annually

At Bush Hill Park Primary School, we believe passionately in the importance of inclusion, equality and Diversity for all children and adults, and strive to ensure these values are at the heart of our practices. Bush Hill Park Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We serve a diverse community in which over 80% of our families are from BAME backgrounds, we serve a large community of children in receipt of pupil premium funding and we teach children across the school with Special Educational Needs and Disabilities. As such, it is vital that this policy provides a framework that sets out our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between all. It also ensures that we continue to tackle issues of disadvantage and underachievement of key groups.

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1. Aims and Principles

The ultimate aim of this policy is to provide the safeguarding of children as defined by Bush Hill Park Primary school's safeguarding children statement:

- This policy will underpin all other policies within our School
- This policy should be read in conjunction with our Accessibility plan, behaviour for learning and Safeguarding and Child protection policy among others

Bush Hill Park Primary School is committed to valuing diversity by providing equality of opportunities and anti-discriminatory practices for all children and families in line with the Public Sector Equality Duty 2011 and Every Child Matters Agenda.

We value our staff and are committed to good employment practices. Bush Hill Park Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, living situation, or spent convictions

Legal framework

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding Principles

In fulfilling the legal obligations cited above, we are guided by three key principles:

Principle 1: *All learners are of equal value.*

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity.

Principle 2: *We recognise and respect difference.*

Treating people equally does not necessarily involve treating all people the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity.

Principle 3: *We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.*

We intend to promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

2. Inclusion and Equality

2.1 Inclusion

Bush Hill Park Primary School is an inclusive school where we focus on the well-being and progress of every child. We have high expectations of all our children. To ensure they achieve their potential we engage a range of strategies to issue challenge at an appropriate level, and provide support to overcome barriers to learning. Children with special educational needs are catered for within their own class and, where of benefit to their education, may be withdrawn for short periods to work with a specialist adult, individually or in a small group. Similarly, children who are identified as working at greater depth, demonstrating a particular aptitude in a curriculum area, will be given opportunity to extend their learning in class, and may have opportunity to work on challenges outside the classroom. All children have equal access to the curriculum.

2.2 Equality

At Bush Hill Park Primary School, we are committed to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. We aim to provide an education which is sensitive to individual needs and accessible to all children regardless of special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. The school seeks to promote awareness, understanding and respect for diversity in our world. This is achieved through the celebration of special days and festivals; an engagement with awareness raising events such as Anti-Bullying week (something which we always promote and plan additionally for as a whole school); and the embedding of lessons learned through the achievements of individuals from diverse backgrounds across disciplines and through history.

3. Anti-Racism

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

Given the diverse community that we represent, it is essential that we pride ourselves in actively standing up to racism and empowering all members of our community to speak up and support all. We promote an understanding of different cultures through the topics studied by the children, and we reflect this throughout our curriculum offer.

Our curriculum reflects the attitudes, values and respect that we have for people from all backgrounds. Embedded throughout our curriculum is the opportunity to study people across history and across continents. Through our English curriculum we provide the opportunity to engage with and study literature from influential authors from all backgrounds. Our Foundation curriculum ensures a range of diversity through our selected choice of topics and when studying people to study we selectively choose key figures to be reflective of our community and ensuring representation of diversity.

Our Behaviour for Learning and Anti-Bullying policies clearly detail our no tolerance approach to racism and should anyone at our school be a victim of racism, we follow very clear channels in supporting the victim and re-educating the perpetrator in addition to consequences faced.

Every pupil, regardless of race, is expected, and encouraged, to reach their potential by all staff. The expectations are underpinned by our monitoring of the performance of all key groups in order to pinpoint and tackle underperformance.

4. Gender Equality

We are committed to ensuring equal treatment of all our employees, pupils and visitors. Regardless of gender, neither males, nor females, will be treated less favourably in any procedures, practices and aspects of school life.

At Bush Hill Park Primary school, we will not tolerate harassment of people based on their gender or transgender status. We will endeavour to use and display images which show positive images relating to gender. Staff at school will challenge gender stereotyping and promote positive role models. Social relationships between boys and girls will be developed and encouraged so that there is a mutual respect and understanding between both genders. This will often be explicit in PSHE lessons and implicit across the curriculum.

The dignity and privacy of transgender people will be protected by our procedures and practices. For example, proof of identity does not rely solely on birth certificates; other proof, such as a passport, is acceptable.

5. Disability Equality

We are committed to ensuring equal treatment of all staff, pupils and visitors, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and aspects of school life. This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan.

5.1 Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Disability Discrimination Act (DDA) 2005 has also extended the definition of disability as follows:

- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

5.2 Legal duties

The DDA 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

5.3 Under our specific duty we will:

- Prepare and publish an Accessibility Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Prepare and publish an Equalities objectives action plan to address specific goals which will be monitored (see appendix 1)
- Review and revise this Scheme every three years.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs, be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long term impairments, which have a significant impact on their day-to-day activities.

We recognise that disability is not caused by the individual(s), but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.

5.4 Bush Hill Park Primary School will actively seek to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities

Social relationships between able and disabled pupils will be developed and encouraged so that there is a mutual respect and understanding between both groups. This will often be explicit in PSHE lessons and implicit across the curriculum.

Every pupil, regardless of ability/disability, is expected and encouraged to reach their potential by staff in school. These expectations are underpinned by our monitoring of the achievement of pupils, according to ability/disability to pinpoint and tackle underperformance.

Bush Hill Park Primary School will not tolerate harassment of disabled people with any form of impairment including those children who are carers of disabled parents.

6. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

6.1 Teaching and learning

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to consider the abilities of all their children. For some children, we refer to the curriculum statements from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

In order to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. We:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by key groups and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
 - Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning; pupils.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities' legislation covering race, gender and disability.

Teachers ensure children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Participate safely, in clothing that is appropriate to their religious beliefs;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

6.2 Addressing prejudice and prejudice-based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia,
- Travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes
- We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and act to reduce incidents

6.3 What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We collect data and monitor progress and outcomes of different pupils and use this data to support school improvement.
- We act to close any gaps, for example, for those making less than age-related progress in acquiring literacy and number skills.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

- Seek to support parent's understanding by sharing a 'guide to Black Lives Matter' on our school website.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

6.4 Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Accessibility Plan.

6.5 What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events

6.6 Other ways we address equality issues

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting
- Secure and analyse responses from staff surveys, staff meetings and training events

- Review feedback and responses from the children and groups of children, from the school council, PSHE lessons and pupil surveys on children's attitudes
- Analyse issues raised in Annual Reviews or reviews of progress on School Based Plans, Personalised Provision Maps, mentoring and support;
- Ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

7. Behaviour, Exclusions and Attendance

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

This section should be read in conjunction with our Behaviour for Learning and Attendance policies school. As per these policies, we closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns. We make reasonable, appropriate and flexible adjustment for pupils with a disability.

8. Roles and Responsibilities

8.1 The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.

- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

8.2 The role of the headteacher and Senior Leaders responsible for Equalities

- It is the headteacher's role to implement the school's Equality Plan and she is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

8.3 Employment Equality (Governors and Senior Leaders)

We observe good equalities practice in staff recruitment, retention and development. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

8.4 The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images, including actively addressing racism, anti-racism, white privilege and the Black Lives Matter movement with sensitivity and respect during PSHE lessons.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

8.5 Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances. This aligns fully with our behaviour for learning and anti-bullying policies.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / senior leader where necessary. All incidents are reported to the headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

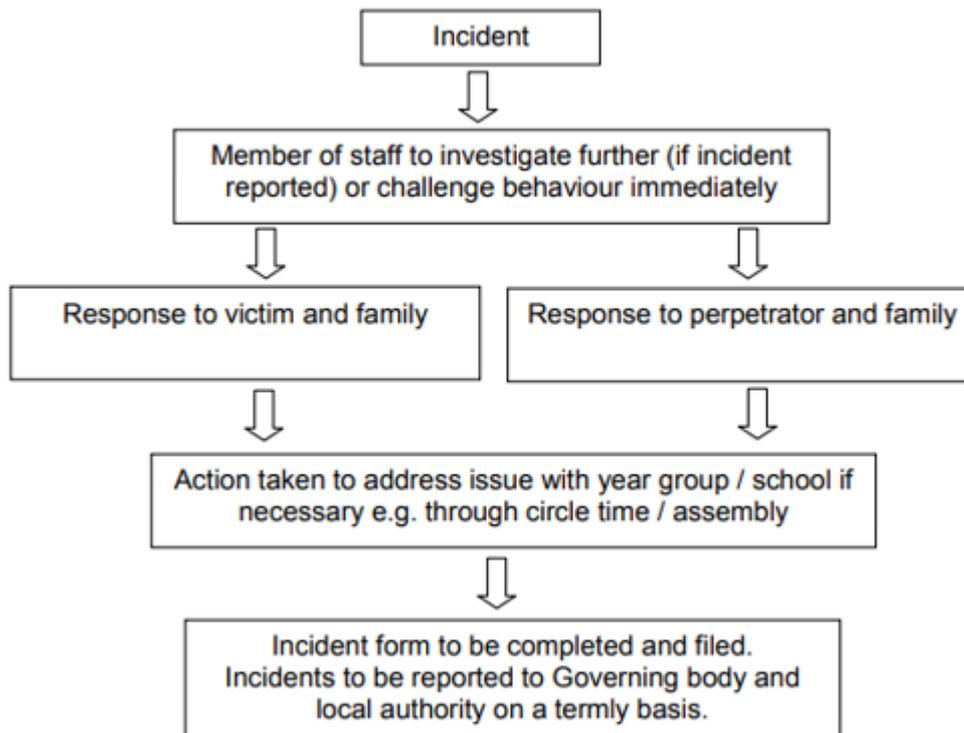
A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
 - Bringing discriminatory material into school;
 - Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

8.5 Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and nonteaching, should view dealing with incidents as vital to the well-being of the whole school. Our procedure for responding and reporting is outlined below:



9. Linked Policies

Due to the inclusive approach that is embedded throughout our school, teaching and learning and curriculum it is important that the following policies are read in conjunction with the Equality, Diversity and Inclusion Policy.

<https://www.bushhillpark.enfield.sch.uk/school-information/policies>

Accessibility Plan	Behaviour for learning policy including COVID Addendum	
Attendance policy	Safeguarding and Child Protection policy including COVID Addendum	
Anti-bullying policy	SEN policy	RSHE policy

Bush Hill Park Primary School Equalities Objectives Action Plan 2020-2024

Objective	Affected Group	Success Criteria	Person Responsible	Actions 2020-2022	Annual Review Comments Oct '21	Annual Review Comments Oct '22
To remove the barriers to learning for pupils with SEND to ensure that they have fair and equal access to the curriculum – including where adjustments should be made to provide equality.	Disability	Evidence will demonstrate significant progress for children with SEND, through portfolios, ASP data and internal data.	DHT for Inclusion	<ul style="list-style-type: none"> • Careful tracking of attainment and progress for pupils with SEND • Appropriate interventions for SEND pupils • Cycle of plan/do/review to ensure maximum support for SEND and targeted support plans • To monitor portfolios of children with EHCPs to ensure progress is evident • SENCo support and training for staff • Ensure reasonable adjustments are in place for children with SEND • Work with outside agencies to achieve best outcomes for children 		
To eradicate bullying of all types, and of all protected characteristics, particularly of race and religious bullying as well as peer on peer bullying and	All	All incidents will be dealt with sensitively and effectively – ensuring aggressors are educated and victims supported. All reported incidents will reduce significantly until	AHT for behaviour / Pastoral Team	<ul style="list-style-type: none"> • Anti-bullying week celebrated • Bullying and racist incidents monitored closely and reported to Governors and LA • To develop staff understanding of bullying and peer on peer abuse with annual CP training 		

including the use of homophobic language.		there are no incidents to report and pupil voice shows that children feel safe in all areas of school		<ul style="list-style-type: none"> • CEOP lessons for all children 		
To ensure that all children develop their responsibility to respect all, regardless of protected characteristics and to prevent any kind of extremist ideas or language being used or promoted within the school or the wider community.	Religion and Belief	Pupil voice demonstrates that all children can articulate the need to celebrate differences within their community. Children can verbalise their responsibility to not only accept and respect differences in others but to defend	AHT curriculum/ PSHE lead	<ul style="list-style-type: none"> • Training all staff and Governors on PREVENT through annual CP training • Ensure all are able to recognise and report potential signs of radicalisation and extremism • Promote celebration of diversity and valuing differences within our community in assemblies and through community events • Use school values of Respect, Responsibility and Resilience to develop understanding of respecting and being a voice for all • Promote British values across the school 		
To monitor assessment data at regular intervals to ensure that children are not being disadvantaged by belonging to a protected group.	All	All pupils have fair and equal access to all aspects of the curriculum. Data tracking will show all pupils making good and appropriate progress from all starting points. Measured impact of targeted intervention next steps.	AHT Assessment	<ul style="list-style-type: none"> • Collate and analyse pupil attainment by target groups • Targeted intervention put in place to improve attainment of target groups • PPG strategy in place • Opportunities to close the gap are developed and secure to raise standards • SEND provision maps in place 		
To provide an environment that welcomes, protects and respects diverse people and encourages participation of all ethnic	All	The school staff reflects the wider community more closely. We will work with a variety of stakeholders from different ethnic backgrounds in order to provide support		<ul style="list-style-type: none"> • To actively encourage applications for volunteer and paid posts which reflect the school community across ethnic groups 		

<p>groups across all stakeholders in school life.</p>		<p>for all children in a diverse and meaningful way</p>		<ul style="list-style-type: none">• To celebrate religious events of key religions through assemblies, the RE curriculum and school fetes• To encourage active participation from parents of children from ethnic minorities including involvement in child's learning through specific interventions/groups		
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