



King Athelstan Primary School

Inclusion Newsletter



Spotlight on Diversity

At King Athelstan Primary School, we are committed to creating a welcoming and inclusive environment where every member of our community - pupils, staff, parents and carers - feels valued and respected. We expect everyone to treat each other with kindness and dignity, celebrating the diversity that makes our school special. **Racism and prejudice of any kind have no place here.** We all have a responsibility to challenge discrimination, speak up against prejudice - whether based on race, religion, disability, sexual orientation, gender identity or any other characteristic - and model respectful behaviour. By working together, we can ensure our school is a safe and supportive space where everyone can thrive.

Diversifying the Curriculum

We are incredibly lucky as a school to have such a diverse community and it is therefore of the utmost importance that we have a curriculum that reflects and represents that. It is one of the most important features of our curriculum, because children are far more engaged in their lessons if they see themselves reflected in their own learning. In conjunction with our families and communities, it will enable them to grow up knowledgeable about their heritage and, most importantly, to be proud. It will also educate children whose heritage is more regularly celebrated with something new to help them understand other perspectives. From more Black History topics that have been added at relevant points, to entire periods of study such as Early Islamic Civilisation in Year 6, it is integral that we see our children reflected in what they learn and is very rewarding to see them respond so positively. However, we are always on a journey to make our curriculum even more reflective and, as always, we welcome input from our families and community on this. Exciting times ahead!

We have signed up to the AfC anti-racist pledge and expect all members of our community to support this.

Anti-racist pledge

As a creative provision for schools in the Kingston and Richmond boroughs, we commit to the following actions:



Assemblies

We have regular Inclusion Assemblies, focussing on a wide range of topics but frequently celebrating and educating the children about diversity. We have focussed on key events such as LGBT+ History Month, Chinese New Year, the war in Ukraine, as well as assemblies on neurodiversity.

Representation in Reading

Over the past few years there have been many initiatives introduced to ensure that UK publishing includes diverse authors and texts with protagonists from different cultures, ethnic minority backgrounds and represent the LGBT+ community. As a country, we still have a long way to go in ensuring representation across the primary range and have only touched the surface of this mismatch in quality texts, however in the past few years there have been some positive shifts in the availability, marketing and award nominations for books that portray children from more varied backgrounds. [The CLPE Reflecting Realities Reports](#) over the last 4 years have had an enormous impact on how schools choose texts for book corners, curriculum content and libraries, as well as initiatives such as the [SPARK! Book awards](#) for Kingston and Richmond borough, which always chooses their nominees from a rich pool of authors and texts.

At King Athelstan, using research such as the CLPE report, we have developed our reading and writing curriculum, ensuring that each year group has access to high quality, diverse texts as part of their guided reading curriculum, writing curriculum and year group bucket lists, alongside the home reading scheme. Like the rest of the UK, we still have a way to go in ensuring that we have a wide range of books; we are dedicated to only picking 'high quality' texts, ensuring: appropriate, unbiased, unclichéd and accurate representations, which can be hard to find in the current market - this means that minorities are still underrepresented, however the range is improving year by year, and we are always on the lookout for exciting new authors and child protagonists. In addition to our existing focus on race, religion, culture, gender and sexuality, we are also hoping to increase our representation of characters and authors with disabilities or additional learning needs going forwards.

Equality and Diversity

Educating children about our differences and celebrating these, regardless of gender, sex, race, culture, age, ability or sexual orientation, will ensure that they are able to be a part of an inclusive society. Our aim as a school is to ensure that we are diversifying the curriculum at all opportunities to reflect the community in which we live. We are working hard to represent all backgrounds so that all pupils feel a sense of identity and belonging.

Miss Meggitt is our Equality and Diversity Lead. Please contact her through the school office if you would like to get involved in any of our work on this topic.



Toilet Facilities

In line with Keeping Children Safe in Education 2026, toilet facilities for children over the age of 8, are single sex. Children in KS1 have the option to access both single sex and unisex toilet facilities. We are committed to moving with the times and reflecting the changing needs of society and our community. As children at a younger age begin to explore their gender identity and we increasingly understand that this may not fit the traditional binary labels, we want to ensure there is inclusive provision to ensure everyone feels safe and welcome in school and therefore do speak to a member of the inclusion team, if these options do not meet your child's needs.



- **Nursery** will continue to have access to their usual unisex toilet facilities. There is a separate single cubicle if individual arrangements are required.
- **Reception & KS1** will have the choice to access the unisex toilet facilities near the Reception classrooms or the single sex toilets near the fish tank.
- **KS2** Years 3-6 have single sex toilets both upstairs and downstairs.

Pupil Voice

We have been proud that some of our KS2 children have felt empowered to share their personal journeys and experiences with their classmates. Some individuals created posters and Power Point presentations about their diagnosis of ADHD, to explain how this feels to others. Others have contributed to assemblies led by staff.

We have been overwhelmed by how interested, accepting, supportive and compassionate the children have been. We will continue to support any child who wishes to do similar and to ensure our Junior Leadership Team and School Council represent our diverse community.



School Uniform

You may have noticed our School Uniform Policy, has a section on how we ensure our uniform is inclusive. This includes adjustments, accommodations and consideration for characteristics such as race, culture, religion, gender identity and SEND as well as how we have tried to ensure our uniform is affordable for all. We are committed to ensuring all children feel safe and comfortable at school so they are ready for learning, whilst also upholding our high expectations.

If you feel your child needs individual adjustments, please approach a member of the Senior Leadership Team and we will discuss ways forward.



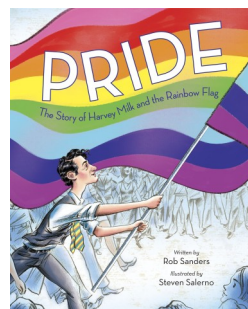
Special Educational Needs and Disabilities

- We currently have a number of children identified as requiring special educational support for their needs - some of these children have an education, health and care plan as their needs are particularly significant or complex.
- There are children with a diagnosis of autism and/or ADHD at King Athelstan and a number awaiting assessment.
- Alongside this, our other main areas of need relate to children's speech, language and communication skills (most notably in the younger year groups) and social, emotional and mental health needs amongst the older children.

LGBT+

LGBT History Month and Pride Month are both marked in Inclusion Assemblies.

In the past few years, we have listened to our '*Pride: The Story of Harvey Milk and the Rainbow Flag*' in June—learning about how Pride marches and the iconic flag came about in response to the prejudice and poor treatment of this community.



We have also learned about Catherine Duleep Singh - a woman with local connections, who performed great acts of kindness, along with her female partner, helping Jews escape from Germany to safety. This was despite experiencing great unkindness and discrimination, both for the colour of her skin and her sexuality—what a fantastic role model.



We know that the LGBT+ community is an integral part of our school family and will continue to explore ways in which we can represent different types of family, and include and celebrate contributions from this community throughout our curriculum.

English as an Additional Language (EAL)

At King Athelstan, we are proud to celebrate the rich diversity of our school community, with over 40 different languages spoken by our children and families. The ability to use more than one language is a valuable skill that learners who use EAL bring with them, regardless of whether they are new to English or not. Learners actively use the languages they already know to learn English. When EAL children arrive at King Athelstan, they are given a welcome pack and our teachers are fully trained in assessing the child's needs, supporting them in learning English and helping families transition between cultures. We love to celebrate the wonderful diversity of our school through events such as our annual International Day and community Iftar, where children experience different cultures, try foods and find out more about a range of countries, cultures and religions.



Class Artists

Pre-pandemic, in response to feedback from the school community, we changed the names of many of our classes to represent a more diverse range of artists. We introduced some more modern artists, from different races, cultures and communities, as well as ensuring female artists were better represented alongside 'old masters'. For example: artist Stephen Wiltshire, who is autistic, represents our Inclusion Room; Yayoi Kusama, a female Japanese artist, is recognised in Reception; and Kehinde Wiley, an American artist whose work celebrates black people, is represented in Year 4 along with Julie Mehretu, an Ethiopian American artist and member of the LGBT+ community. See our [website](#) for the full list of our artists and more reasons why we chose the ones we did.

