Pupil Voice tool for schools

Equality and Diversity Survey

Inclusive culture						
	Question Agree or Strongly Agree	**Strongly Agree**	**Agree**	**Don't know**	**Disagree**	**Strongly Disagree**
1	Children in my school are all given equal opportunities. 86%	22 73%	4 13%	4 13%		
2	I feel the school celebrates Diversity/peoples' differences 90%	23 77%	4 13%	3 10%		
3	My school equips me well for life in modern day society (promoting tolerance, values and resilience). 93%	21 70%	7 23%	2 7%		
4	My school shows a strong commitment to ensuring the equal treatment of all its pupils. 90%	23 77%	4 13%	3 10%		
5	My school gives equal value to girls and boys. 96%	25 83%	4 13%	1 4%		
6	My school's ethos and practices are effective in eliminating discrimination. 92%	22 73%	6 19%	2 8%		
7	My school encourages people of different racial groups to become involved in the school. 96%	27 89%	2 7%	1 4%		
8	My school promotes a positive view of children, young people and adults with a disability. 96%	25 83%	4 13%	1 4%		
9	I learn about a wide range of religions and beliefs.	20 66%	8 26%	1 4%	1 4%	
10	I visit places of worship virtually, through school trips or have visitors in to talk to me about other faiths. 53%	4 13%	12 40%	9 30%	5 17%	

11	My school promotes positive images of ethnic minorities in newsletter and on the website. 70%	16 53%	5 17%	9 30%		
12	My school challenges stereotypes. 93%	20 66%	8 27%	2 7%		
13	My school challenges racism. 96%	27 89%	2 7%	1 4%		
14	My school challenges homophobia, biphobia and transphobia. 96%	18 75%	5 21%	1 4%		
15	My school celebrates British Values through its displays in school and information on the website. 100%	24 80%	6 20%			
16	I know how I can contribute towards supporting the ethos of the school. 79%	16 53%	8 26%	6 21%		
17	I would be interested in attending further workshops and meetings promoting diversity and equality at school. 93%	22 73%	6 20%	2 7%		
18	How could the school improve further on its teaching of equality and diversity? Year 2: Stop bullying/swap bullying for kindness/give kindness and you will get kindness back; more visits Year 3: Learn more about religions; do more as normal learning (not just in Jigsaw lessons) Year 4: Have an 'Everybody Is Different' day; learn more about different religions; go to church more; learn more about difference; have a day a year or month when we celebrate difference; take in more people with disabilities; visit more religious places other than church so we can celebrate more religions; don't judge people (don't stereotype) Year 5: We do learn about this in PSHE and can make decisions; go to church more; make sure everyone has equal chances eg in representing school at football etc (not the same people all of the time); allow everyone to make their own choices and decisions; give more opportunities to do different things (other than they would normally); visit more different places of worship and learn about faiths; make sure that there is diversity in football; do more Jigsaw sessions throughout the week					

	Year 6: You are already doing the best that you can do!; all of the teachers teach this to very high standards; to support people with disabilities, you could have someone who will always sit by them and be positive – a buddy; have more Jigsaw sessions during the week; the staff are doing the best that they can do to make our school a happy and safe environment Main findings: Most children felt that equality and diversity are well taught in our school and that we are an inclusive and caring community. When asked, most children knew what to do and where they could go to for help if they had concerns or issues about aspects of equality and diversity although some found it difficult to articulate their contribution to supporting the ethos of the school. Our main area for development is to plan and undertake visits to a variety of places of worship to broaden children's understanding of different faiths and their beliefs and practices. New resources from the Telford and Wrekin Sacre website will support school in implementing this through recommended places of worship to visit and also recommended visitors from other faiths who could come into school. Staff are aware of these resources but visit/visitor planning during COVID has not enabled any visits to be planned or made.