

# Roberts Primary School

## Equality, Diversity and Inclusion Policy



Date Revised	September 2025
Date of Next Review	September 2026
Approved by Governors	September 2025
Approved By	Mr C Watkins (Headteacher) Mrs S Smith (chair of Governors)

## **1 Introduction**

1.1 This policy outlines Roberts Primary School's approach to equality, inclusion and diversity. It describes how the school is meeting its statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality and inclusion.

1.2 At Roberts Primary School we value and consider the needs of all members of the school community – pupils, staff, governors, parents and community members. We recognise that each person is of equal worth and our Equality, Diversity and Inclusion Policy reflects how our school meets the duties as set out in the Equality Act 2010.

1.3 We believe that each child is capable of being successful in some way and therefore able to make a positive contribution to our school community. Our overriding aim is to provide a happy, safe and inclusive environment in which children and staff are encouraged to develop to their full potential. This policy also seeks to ensure that we continue to tackle issues of disadvantage and underachievement of different groups.

1.4 At Roberts Primary School we are developing an ethos of co-production, where everyone works together on an equal basis, using their skills, knowledge and experience to create better outcomes and find shared solutions to shape a more inclusive community. We invite and embrace the contributions our children and parents make to developing our policy and practice to ensure it is accessible and inclusive.

## **2 Definitions**

### **2.1 Equality**

Equality means making sure that everyone is treated fairly and with dignity and respect. It means challenging discrimination and removing barriers, so that everyone has opportunities to achieve their desired outcomes.

### **2.2 Diversity**

Diversity is about recognising the benefits of different values, abilities, and perspectives, and celebrating people's differences. This means promoting an environment that welcomes and values diverse backgrounds, thinking, skills and experience.

### **2.3 Inclusion**

Inclusion is providing a space where everyone has equal access to opportunities and resources, and where everyone feels valued and accepted. Everyone should be able to contribute and have a voice. This may mean making reasonable adjustments to facilitate participation

## **3 Legislation**

3.1 This policy has been developed in accordance with the principles established by government publications and other external guidance, including:

- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Early Years Foundation Stage Statutory Framework
- Teacher Standards
- <https://www.gov.uk/discrimination-your-rights>

### 3.2 The Equality Act 2010

The Equality Act 2010 is the foundation on which our legal responsibilities are built. The Act ensures that our children, staff and visitors are protected from discrimination, harassment and victimisation on the grounds of several 'protected characteristics'. This means that our school cannot discriminate or treat people less favourably because of their sex (gender), race, disability, religion/belief or none, gender reassignment, sexual orientation, pregnancy or maternity, marriage and civil partnership and age.

The Equality Act - Protection from discrimination

The Act protects people in various settings, including the workplace and educational establishment. People are specifically protected from:

- Direct discrimination. This means treating one person worse than another person because of a protected characteristic.
- Indirect discrimination This can happen when an organisation puts a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one.
- Harassment. This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment.
- Victimisation. This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so

3.3 The Act requires schools to comply with the Public Sector Equality Duty and two specific duties.

3.4 The Public Sector Equality Duty requires schools to:

- a. Eliminate unlawful discrimination, harassment and victimisation
- b. Advance equality of opportunity between different groups
- c. Foster good relations between different groups.

3.5 The Act also has two specific duties.

- a. Schools publish information to show compliance with the Equality Duty
- b. Schools publish Equality Objectives at least every four years. (See Appendix A)

#### 4 The Roberts School Approach

Our approach is based on seven key principles that apply to our whole school community, children, staff, parents/carers/guardians and visitors.

**4.1 Everyone in the whole school community is of equal value.** Whether they have a disability or not, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious/non-religious affiliation or faith background and whatever their sexual orientation.

**4.2 We recognise, respect and value difference and understand that diversity is strength.** We take account of difference and strive to remove barriers and disadvantages that people may face in relation to disability, ethnicity, gender and gender identity, religion, belief/faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.

**4.3 We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.

**4.4 We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate fully in school life.

**4.5 We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion and in continuing professional development.

**4.6 We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.

**4.7 We work to raise standards for all pupils, particularly our most vulnerable.** We believe that improving the quality of education for our most vulnerable pupils raises standards across the whole school.

#### 5 Promoting equality of opportunity between different groups

5.1 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 take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels

5.2 We have procedures, working in partnership with parents and carers, to identify children who have a disability or special educational need, through our pupil admissions meetings and home visits prior to entry into school and nursery.

5.3 We collect, analyse and use data in relation to attendance and exclusions of different groups.

5.4 We use a range of teaching strategies that ensures we meet the needs of all pupils.

5.5 We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

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

5.7 Our school has an accessibility plan that is renewed at least every 3 years or when a significant change has taken place.

5.8 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 Equality Objectives.

## **6 Eliminating discrimination, harassment and victimisation**

6.1 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 use facilities and services.

6.2 We are aware of the reasonable adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

6.3 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.

6.4 We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

6.5 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.

## **7 Addressing prejudice and prejudice-based bullying**

7.1 The school challenges all form 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 beliefs; prejudices around gender and sexual orientation

7.2 Staff are made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

## **8 Behaviour, Exclusions and Attendance**

8.1 The school's policies on pupil discipline, anti-bullying and attendance take full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and act promptly to address concerns.

## **9 Roles and Responsibilities**

9.1 **The school's governing body** ensures that this policy and its related procedures and action plans are implemented. The governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Equalities objectives are set every four years by the school.

9.2 **The Headteacher and Senior Leadership Team** are responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination and reporting these as appropriate

9.3 **All teaching and support staff** will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc.
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

9.4 All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will publish this policy on our website to enable them to do this.

## 10 Equal Opportunities for Staff

10.1 We are committed to the implementation of equal opportunities principles and the monitoring and promotion of equality in all aspects of staffing and employment.

## 11 Complaints

11.1 Complaints arising from the operation of this policy will be dealt with in line with our Complaints Procedure.

## 12 Dissemination

12.1 The Policy is available on the school web site and a paper copy can be obtained from the main school admin office on request.

## 13 Reviewing the policy

13.1 This policy will be reviewed annually by the Head teacher and monitored by the Chair of Governors with changes made to ensure that the Policy is relevant and up to date .

## Appendix A

### Public Sector Equality Duty Objectives.

<b>Equality Objective No 1</b>		
To eliminate discrimination, harassment and victimisation - we will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, misogyny, biphobia, sexism, ageism and disability		
Outcomes		Measured by
<ul style="list-style-type: none"> <li>• Discrimination and name calling of identified groups of children/groups is reduced</li> </ul>		<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Parent voice</li> <li>• Log of incidents</li> </ul>
Activity	Lead	Progress Milestones
To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.	All staff Governors	More diversity reflected in school displays and materials for lessons across all year groups
To identify, respond and report racist, misogynist,	Head Teacher /DHT Governors Staff – to talk to	Staff, parents and pupils are happy with the

homophobic etc. incidents – use log of incidents including racist forms	children about what is acceptable and how to report in PHSE lessons	effectiveness of response given by Teaching staff /SLT. Staff followed guidance consistently and effectively as outlined above. Governors are informed regularly of any recorded incidents regarding the equality groups.
To ensure opportunities arranged within school have an appropriate balance between girls and boys particularly in sporting events	SLT / PE Leader Governors	To ensure opportunities arranged within school have an appropriate balance between girls and boys particularly in sporting events
To ensure pupils with a disability are actively involved in school activities eg clubs. To ensure there is effective transition between classes and schools.	SENCo	Pupils with a disability are participating in extra-curricular activities. Pupils, parents and staff have opportunities to meet and discuss relevant issues before commencing a new school year.

### Equality Objective No 2

To foster good relations we want to provide more opportunities for pupils to appreciate their own culture and celebrate the diversity of others

Outcomes	Measured by	
<ul style="list-style-type: none"> <li>All pupils feel that their cultural heritage is acknowledged and valued</li> <li>Addressing issues which have had a negative impact on people of different cultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice</li> <li>Reflected in day to day life in school</li> <li>Coverage in curriculum – books</li> <li>Assembly content</li> </ul>	
Activity	Lead	Progress Milestones
Increase pupil awareness and understanding of different communities and their own heritage	RE Leader/ PSHE Leader	Broaden the children's understanding of the local and global community - wall displays
Carefully consider taught themes to ensure cultural balance	SLT Curriculum subject leaders	Long Term Curriculum plan revised to reflect 21st century



		Britain - themes and activities which promote diversity and cultural awareness. Issues such as cultural and historical racism are discussed (eg slavery)
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