



Roberts Primary School

Equality and Diversity Policy



Revised: Spring Term 2024
Consultation Period: ended April 2024
Approved by Governors: April 2024

Date of Next review: Autumn Term 2025

To be read in conjunction with:

SEN Policy
Anti-Bullying Policy
Visiting Speakers Policy
Managing Allegations Against Other Pupils Policy
Public Sector Equality Duty Policy
Whistleblowing Policy
Safeguarding Policy
Behaviour and Discipline Policy
Data Protection Policy
Equal Opportunities Policy (YourHR)

Equality Act 2010
Special Educational Needs and Disability Act 2001
Protection from Harassment Act 1997
Employment Rights Act 1996
Employment Relations Act 1999
The Health & Safety at Work Act 1974
Data Protection Act 1998

Approved by:

Senior Leader - Mrs D Hunt (Headteacher)
Governor – Mrs S Smith (Chair of Governors)

Equality and Diversity Policy

1. The School Context

Roberts Primary School is a community school and was formed in April 1984 following the amalgamation of Roberts First and Middle Schools. A school was first opened on the site on 10 September 1894 and has undergone a number of transformations reflecting the changing nature of education over the period.

Situated within Lower Gornal it has a long tradition of serving the local urban village community.

Today Gornal is an area composed of a number of communities existing side by side. There are long established communities in Upper and Lower Gornal, which co-exist with largely newly built residential estates where communities are still being formed. The school population takes from all these varying communities.

The area itself is mainly white. This is reflected in the school community which is just under 90% white. There is no predominant group within the ethnic minority population.

The school contains a very varied socio-economic mix. Gornal itself falls just inside the top third of most deprived wards in the country while the new housing estates are populated largely by professionals.

Roberts Primary School has no Travellers, refugees or asylum seekers at this time.

2. Aims and Values

Equality and diversity at Roberts Primary School is about providing equality and excellence for all in order to promote the highest possible standards of achievement. The principles of this policy apply to all members of the school community – pupils, staff, governors, parents and community members.

It is based on the following core values as expressed in this school's aims/mission statement.

'Lighting the Way to Success'

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 and safe environment in which children and staff are encouraged to develop to their full potential.

Through the National Curriculum and work of the school we aim to:

- Encourage the children to develop positive attitudes to learning and to achieve high standards
- Provide equality of opportunity for all children and staff
- Foster close co-operation between the school, home and wider community
- Help children to acquire a set of moral and spiritual values and develop habits of self-discipline and acceptable behaviour
- Help children to understand the world in which they live and so become caring, reliable and responsible members of society.

Policies have been written for each area of the curriculum and reflect these broad aims.

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These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

The School's Commitment to Race Equality

Roberts Primary School is committed to racial equality. This commitment is implicit within the aims of the school stated above, particularly through

- Providing equality of opportunity for all children and staff
- Fostering close co-operation between the school, home and wider community and
- Helping children to understand the world in which they live and so become caring, reliable and responsible members of society

Everyone within the school community is encouraged to respect and value the differences between people by promoting cultural diversity.

Under the equality act of 2010:

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment

These are known as 'Protected Characteristics'. Age, marriage or civil partnership and pregnancy or maternity are also protected characteristics but are not applicable in a primary school.

3. Leadership, Management and Governance

The governing body maintains an overview of implementation of the policy and race equality is a regular item at governors meetings

Responsibilities are clearly identified and understood.

All school policies reflect a commitment to Equality and Diversity principles.

The governing body and school management set a clear ethos which reflects the school's commitment to equality.

The school promotes a proactive approach to valuing and respecting diversity.

The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of parents.

Teaching and curriculum development are monitored to ensure high expectations of all pupils and appropriate breadth of content.

Additional grants and resources (such as those provided for minority ethnic and

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Traveller pupils) are appropriately targeted and monitored.

4. Policy, Planning and Review

Policy evaluation and auditing tools such as Learning for All will be used to identify specific targets for action

Monitoring data (including ethnicity) will be used to monitor the attainment and progress of pupils, and targets set to remove any identified gaps.

Monitoring data (including ethnicity) on admissions, attendance, exclusions, sanctions and rewards will be used to inform planning and decision-making

All policies, functions and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in

- a) Eliminating discrimination against any protected characteristic,
- b) promoting equality for those from the protected characteristic groups,
- c) promoting good relations between people from all groups.

As further equality requirements come into force policies, functions and strategies will be regularly monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils through the school council.

Outcomes of monitoring and assessment will be reported to the governing body and the LA. Members of the school community will also be kept informed, ensuring that no individual can be identified.

5. Implementing the Policy

Implementation of the policy is the responsibility of all members of staff and the governing body. A record will be made of any incident contravening the policy and appropriate action taken.

The policy and its effectiveness will be reviewed in line with the 4 year monitoring cycle.

6. Training and Development

The school will ensure that staff and governors are able to access the appropriate levels of support and training necessary to ensure that they are aware of contemporary equality & diversity practices and procedures. Staff development and training will be provided as necessary and will include whole staff training in twilight sessions and on INSET days as well as individual courses for identified staff and governors.

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7. Admissions and Attendance

The admission process is monitored to ensure that it is administered fairly and equitably to all pupils.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms.

The school and families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up by appropriate personnel who are aware of community issues.

There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

Provision is made for leave of absence for religious observance, which also includes staff.

8. Attainment, Progress and Assessment

Staff have high expectations of all pupils and they continually challenge them to reach higher standards.

The school recognises and values all forms of achievement

The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

All pupils are encouraged to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures, where possible, that assessment is free of gender, cultural and social bias.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know and can do and therefore, to benefit from assessment.

Staff use a range of methods and strategies to assess pupil progress.

9. School Ethos – Equal and Diversity

The school opposes all forms of racism, prejudice and discrimination.

The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

All staff foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups.

Clear procedures are in place to ensure that all forms of bullying and harassment are dealt with promptly, firmly and consistently and are in line with relevant LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

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Staff receive appropriate training to enable them to deal effectively with bullying, racist incidents, racial harassment and all other forms of prejudice.

10. Behaviour, Discipline and Exclusion

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

It is recognised that cultural background may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.

All staff operate consistent systems of rewards and discipline.

Exclusions and attendance are monitored and action is taken in order to reduce gaps between different groups of pupils.

Pupils, staff and parents are aware of procedures for dealing with harassment.

They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

11. Personal Development and Pastoral Care

The pastoral support system takes account of religious and ethnic differences.

The school provides appropriate support for EAL pupils and encourages them to use their home and community languages.

Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are used, where appropriate

12. Teaching and Learning

All pupils have access to the mainstream curriculum.

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued.

Teaching is responsive to pupils' different learning styles with the teacher taking positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review.

Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks.

Teachers encourage pupils to become independent and to take responsibility for their own learning.

Teachers challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

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Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

13. Curriculum

Curriculum planning takes account of the ethnicity, backgrounds and needs of all pupils.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- pupils who are from any of the groups identified as having protected characteristics;
- pupils who are gifted and talented;
- pupils with special educational needs;
- pupils who are looked after by the local authority;
- pupils who are at risk of disaffection and exclusion.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. Extra-curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

14. Staffing: Recruitment and Personal Development

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and LA guidelines.

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

Ethnic monitoring of employees. Routine monitoring of job applications and staff by grade and by ethnic groups is carried out and data submitted to the LA.

The school, or its agent, routinely monitors all recruitment activity and staff in post by the statutory equality indicators of gender, ethnic background and disability and fulfils its responsibility to provide the data to the local authority annually.

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15. Partnership with Parents and the Community

Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

All parents are encouraged to participate at all levels in the full life of the school.

Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

Information material for parents is easily accessible in user-friendly language/format and the school will endeavour to provide information in community languages, and alternative formats when necessary.

Informal events are designed to include the whole community.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

16. Monitoring and Review

All members of staff and the governing body have responsibility for the implementation of this policy.

The effectiveness of the policy will be evaluated in line with the 4-yearly monitoring cycle by YourHR.

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Responsibilities for Equality and Diversity Policy

Governing Body

Ensuring that the school complies with Race Relations and other legislation	
Ensuring that this policy and its related procedures and strategies are implemented	

Headteacher

Implementing the policy and its related procedures and strategies	
Ensuring that all staff are aware of their responsibilities and are given appropriate training and support	
Taking appropriate action in any cases of unlawful discrimination	

All Staff

Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping	
Promoting equality and good race relations, and not discriminating on any unlawful grounds including racial grounds	
Keeping up-to-date with equality legislation by attending training and information opportunities	
Making visitors and contractors aware of, and ensure they comply with, the school's Equality and Diversity Policy	

People with Specific Responsibilities

Having a member of staff, or school governor, responsible for co-ordinating equality and diversity development work	
Having a member of staff, or school governor, who is responsible for dealing with reported incidents of racism or racial harassment.	