

Roberttown CE (c) J&I School Equality Policy



Approved by:	Governing Body	Date: December 2024
Last reviewed on:	December 2023	
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1. Our Vision

Our vision is to create a fair and just school community, that promotes social inclusion, community cohesion and equality, respects diversity and challenges and acts upon discrimination and inequality including bullying. This is underpinned through our school vision and ethos:

Good Samaritan's who aspire to excellence in God's world.

Our Christian foundation recognises that we are all unique and created in God's image. This underpins our vision for education at Roberttown and is integral to our church school ethos. We, at Roberttown School, provide education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity.

2. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

3. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

4. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality termly, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every termly to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

5. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

All our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of: colour, culture, ethnicity, faith, religion, belief, national origin, national status, G&T, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependents and trade union membership.

We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our pupils in particular to talk to us about bullying, where it happens, who's doing it, and what it involves.

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)
- We strive to be a 'listening school'. We listen to all our school community members including pupils, parents, staff, visitors, wider community members, stakeholders and partners. Our 'Open Door' policy together with Comment Sheets and Parent View are just a few ways in which we are able to understand the needs of our school community. It is important to us that in planning, delivering and monitoring strategies and policies, equality and diversity issues are considered at the outset of that work and that we will consult with pupils, parents, staff, partners where appropriate and the wider community.

7. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

- › Holding assemblies dealing with relevant issues. Pupils take a lead in such assemblies and we will invite external speakers to contribute
- › Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- › We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. (The Linking Project)
- › We are striving to be a learning organisation which recognises the contribution of all pupils, staff, parents and other partners and which is supportive, fair, just and free from discrimination.
- › We will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the PSHE Curriculum and in particular focusing on the 'rights of the child', the 'right to education' and the 'right to be safe'.
- › Our SEN policy demonstrates our commitments to Pupil Participation, Parent Partnership, Resource Allocation and Curriculum Access. Some of the outcomes of how these aspects are reflected in our school practice and the steps we need to take to develop them link directly to the disability dimensions of our Equality, Diversity and Cohesion Strategy.
- › Involvement and engagement with pupils, staff, governors, parents and with the wider community forms part of our Accessibility strategy with clear objectives and timescales. Partnerships with parents, governors and the wider community are essential to promote equality, diversity and community cohesion.
- › As a school we celebrate and respect diversity and eliminate unfair treatment and discrimination through adopting Kirklees policies and procedures in particular in the areas of recruitment, training and development and promotion. We monitor the recruitment and selection of staff in post, all applicants, short listed candidates and candidates appointed. We recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions.
- › Promotion of an environment where standards of conduct are of the highest level and the assurance that no one is harassed, bullied or victimised is key.

8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

9. What we already do

- Promote equality, for example by assessing the impact of our policies on different groups.
- Challenge and eradicate discrimination, for example, by acting quickly to deal with all bullying, but particularly that which is aimed at groups as well as individuals, such as racist bullying.
- Promote community cohesion, for example, through involvement with the School Linking Project, Carry My Story and continuing established links.

- Give a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community.
- Address and raise standards of educational attainment for all individuals and groups at risk of underachieving.
- Develop and support a workforce that reflects at all levels the resident community of Kirklees.
- Ensure that our curriculum, ethos and learning environment reflects our multicultural society.
- Promote extra-curricular activities for all groups, including sporting activities for pupils with disabilities.
- Review and audit all our equality, diversity and cohesion activities.
- Promote equality, diversity and cohesion within the local community. We believe that any modern organisation has to reflect all the communities and people it serves.
- Challenging discrimination on the grounds of gender, race, age, disability, sexuality (including sexual orientation), religion or belief. Our vision for equality and diversity goes beyond establishing processes to achieve change.

We will monitor progress made towards meeting objectives to:

- take adequate steps to prevent discrimination
- take decisive action when discrimination occurs
- take steps to promote equality, diversity and cohesion

10. Equality objectives

Objective 1: To improve signage around school

Why we have chosen this objective: To ensure the signage around school is more inclusive and accessible to improve communication.

To achieve this objective we plan to: Audit existing signage, source and cost signage that provides information in a variety of ways to aid accessibility.

Objective 2: Widen knowledge and understanding of equality and diversity knowledge through studying a variety of significant people.

Why we have chosen this objective: Broaden children's knowledge and understanding of diversity and equality, ensuring a range of characteristics are represented.

To achieve this objective we plan to: Identify opportunities within the curriculum to study a range of significant people from a breadth of characteristics.

10. Monitoring arrangements

The designated member of staff for Equality will update the equality information we publish, at least every year.

This document will be reviewed by the designated member of staff for Equality at least every 4 years.

This document will be approved by the Resources Committee of the governing board.

11. Links with other policies

This document links to the following policies:

- › Accessibility plan
- › Risk assessment
- › Behaviour policy
- › Anti-Bullying Policy