



# **EQUALITY & DIVERSITY POLICY**

## **(incl. Single Equality Scheme)**

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## **Roxeth Mead Aims and Values**

We are committed to ensuring equality of education and opportunity for staff and pupils irrespective of ability, disability or culture. Promoting equal opportunities is fundamental to the aims and ethos of Roxeth Mead School and we welcome pupils with as diverse a range of background as possible. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual and providing a comfortable and welcoming atmosphere where each individual feels valued and can flourish. The achievement of all pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

## **Introduction**

All stakeholders in any school community should have the right to enjoy, achieve, and feel valued and safe from discrimination, across the whole range of school activities. The overall objective of this policy is to provide a framework for Roxeth Mead School to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

This policy aims to build on the school's core values and ethos.

- To provide a secure, caring, and disciplined environment in which all pupils are encouraged to develop their individual talents and interests and realise their full potential.
- To foster positive relationships throughout the school encouraging respect and tolerance and valuing the contribution made by all.

## **Protected Characteristics:**

Roxeth Mead School is committed to equal treatment for all ensuring that there is no discrimination and those with protected characteristics are treated fairly. Protected characteristics can be defined as:

- Age
- Disability
- Gender reassignment
- Race – colour ethnic or national origins and nationality
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

**Unlawful behaviour** can be defined as:

- Direct discrimination either by association or perception
- Indirect discrimination
- Victimisation including victimisation of a pupil for anything done by a parent or sibling
- Harassment
- Discrimination arising through disability
- Failure to make reasonable adjustments

Roxeth Mead School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for all.

The School has a published three-year Accessibility Plan to demonstrate its intentions to increase the extent, with reasonable adjustments, to the delivery of the education and improvement to the physical environment, so enabling disabled pupils to participate fully in the School's curriculum.

This policy underpins all other school policies as inequality and harassment is unacceptable. Our Behaviour and Anti-Bullying policies contain clear procedures for dealing with unlawful discrimination so that we can maintain the School's ethos of tolerance and respect. This policy complies with the Equality Act 2010

### **Equality**

We are committed to supporting the achievement of everyone in the school, enabling them to fulfil their potential and to develop as independent learners. We realise that certain social divisions and prejudices may act as obstacles to achieving that goal. We are, therefore, committed to challenging racism, classism, sexism, religious intolerance and discrimination. We aim to develop a community of learners where diversity is accepted and valued and to prepare young people to be tolerant, humane and just members of society. We realise that this will involve everyone - pupils, staff, parents and governors - in processes of examining and possibly changing the way that we think and behave. Any behaviour which is contrary to the equal opportunities values of this school will be responded to openly, honestly and fairly in the spirit of this policy statement.

We aim to provide equality and excellence for all in order to promote the highest possible standards. We will:

- Work within a culture of respect for others in line with the school's vision
- Recognise and celebrate differences between people.
- Nurture a community where pupils are well prepared for life in a diverse society.

We seek to ensure that no pupils, staff, parents/carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown as justified. This covers race, ethnic or national origin, language, religion or belief, gender, sexual orientation, marital status, disability, age, responsibility for children and other dependents, trade union or political activities, social class, where the person lives or spent convictions

### **Race**

We acknowledge that racism exists in society today and are committed to work towards its elimination by preparing children for life in a multi-ethnic society. The school aims to tackle racial discrimination and promote race equality and good relations across all areas of school activity.

### **Delivery**

The school curriculum takes account of different religious and cultural values across all subject areas, and welcomes visitors who contribute to the diversity of daily life in the school. Pupils learn about religions from around the world, look at art forms, study Artefacts and listen to stories.

- The school actively seeks to create an environment which respects and values cultural, linguistic and religious differences.
- Teachers plan activities and learning that will ensure an even balance of views from cultures other than their own and will also challenge cultural bias and stereotyping.
- All staff deal with racist incidents if they occur and report to the Head teacher

### **Monitoring**

- All staff are responsible for monitoring racial equality in the school. Racial incidents and occurrences are reported immediately and recorded electronically in school. Incidents are reported to the LA by formal annual return and parents are informed.

### **Disability**

There is a significant overlap between those who count as disabled under the Disability Discrimination Act and those who have special educational needs as defined by the Education Act 1996. The definition of Special Educational Needs and Disability (SEND) includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs and disabilities by:
  - creating effective learning environments;
  - securing their motivation and concentration;
  - providing equality of opportunity through teaching approaches;
  - using appropriate assessment approaches;
  - Setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **The Duty**

The Disability Discrimination Act 2005 (DDA) places a general duty on schools to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This duty requires schools to take a more proactive and comprehensive approach to promoting disability equality and eliminating discrimination. It is acknowledged that there needs to be a move from individual focus/response to an approach that builds disability equality considerations in from the start.

As school policies are reviewed, consideration is given to their impact on pupils, staff and parents with disabilities.

### **Gender**

We have a general duty to promote equality of opportunity between boys and girls, men and women.

- We shall raise awareness of stereotypes and prejudices, patronising behaviour and bias in books, curriculum and behaviour. Parental roles will be shown as a shared endeavour between men and women, as will all types of careers in society.

## **Monitoring**

The Headteacher will report on any decisions involving gender categorization to the Governing Body. This will be monitored to ensure there is no discrimination on the grounds of gender.

## **A Cohesive Community**

Community Cohesion is working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace and wider community.

### **We will:**

- Provide opportunities across the curriculum to promote shared values and help pupils to value differences and to challenge prejudice, discrimination and stereotyping.
- Provide a programme of curriculum based activities whereby pupils' understanding is enriched through visits and meetings with members of different communities.
- Provide opportunities for pupils to interact through curricular and extra-curricular activities such as sport, drama, school trips
- Use assemblies which involve members of the wider community to promote engagement and shared understanding, as well as the school's ethos and values.
- Engage in and build successful partnerships with families.
- Work closely with outside agencies to support the needs of our pupils and their families.
- Offer extended learning opportunities through the school and/or local partnership arrangements

## **Delivery**

### **Within the school:**

At Roxeth Mead School there is considerable emphasis on the development of the 'whole child' and to this end, we work hard at preparing pupils for life beyond, maximising the personal / independence skills to prevent any barriers to successful transition to other schools at age seven. We teach our older children to be responsible for helping and supporting our very young children. We operate a successful range of after school clubs, based on pupils' interests as well as a before and after school club. We often have events for parents/carers to attend alongside their child. Assembly is used to help address issues that affect us all and encourage pupils to consider the impact of certain behaviours on their immediate surroundings.

### **The local community:**

All learning is related to real life experiences to help pupils make sense of themselves within their society.

The local community is used in a variety of ways to support the curriculum, whether it be visiting local places of worship, using the locality or continually encouraging visitors to come into school.

### **The UK Community:**

We offer school journeys in all year groups and encourage participation in National Days, such as World Book Day, Anti-Bullying Week and Red Nose Day.

### **Global Community:**

Our curriculum is planned to enhance the understanding of our pupils that they are part of a diverse global community. Pupils undertake a range of fund-raising events and this helps them to

understand how lives can be very different around the world. We support our local Open House group.

#### Roles and responsibilities

The **Head Teacher** will ensure that the procedures laid out in this policy are followed and ensure that a school culture is established, maintained, and developed which:

- Celebrates diversity/equality and achievement and encourages pupils to recognise the contributions made by different cultures.
- Promotes high expectations towards disabled people and those with protected characteristics
- Provides a curriculum that promotes positive attitudes to all gender, ethnic and cultural diversity, and challenges racism, prejudice and extremist opinion.
- Promotes fundamental British values, encouraging pupils to understand the value of democracy and the importance of participating in the democratic process
- Communicates behaviour expectations
- Provides support for those pupils who have been bullied because of their difference or special need.
- Provides appropriate information and training for staff to deal effectively with discrimination and extremist opinions and behaviour
- Supports staff in identifying and assessing for SEN those children making less than expected progress
- Coordinates provision for pupils where a Special Educational Need and /or disability is established in partnership with parents/carer and pupil.

In the event that the Head Teacher considers that Roxeth Mead School is unable to meet the needs or continue to offer the appropriate support for a pupil she will offer assistance and guidance for the parents in accessing the educational provision that best suits the child's development.

All **Staff Members** will actively implement this policy and will be expected to avoid any form of discrimination.

- They will uphold the school ethos that promotes inclusion by providing positive role models for the pupils.
- They will act promptly if they are made aware of incidents of harassment, bullying and unlawful behaviour and follow the Behaviour and Anti-Bullying policies and procedures.
- They will challenge discriminatory or extremist opinions or behaviours
- They will monitor carefully pupils' work to ensure that children making less than expected progress are assessed for SEN
- They will ensure that there is appropriate provision and differentiated work in the classroom for pupils identified as having SEN and/or disability.
- They will ensure that the four step graduated response is implemented and reviewed regularly for those pupils identified with SEN
- They will provide information regarding the pupil's progress if required for EHC plan assessment.
- They will ensure that they receive training and information to enable them to deal effectively with intolerance or prejudice.
- They will not promote partisan political views in the teaching of any subject in the school
- They will actively support a culture that promotes democracy and the rule of law.
- They will support the Head Teacher in providing assistance for the parents of those pupils whose specific needs cannot be met appropriately at Roxeth Mead School.

The **Proprietors** will:

- Ensure that equality is taken seriously.
- Ensure that there is a written three-year accessibility plan in operation
- Ensure that there is a copy of the accessibility plan available for inspection
- Ensure that they allocate adequate resources for implementing the accessibility plan
- Ensure that staff are given adequate training in equality and diversity issues
- Designate a lead member for equality issues
- Ensure that fundamental British values and the value of democracy are embedded in the ethos of the school and are reflected in the school curriculum
- Apply the principles of best value without discrimination when purchasing goods and services.
- Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- Expect all members of the school community to be committed to this policy
- In the event of staff members breaching the policy instigate the relevant disciplinary procedures as set out in the staff handbook.

Pupils and Parents/Carers will

**Pupils** are expected to be tolerant and respectful of each other and each other's position within the school community. In the case of a pupil breaching the policy he/she will be dealt with in accordance with the Behaviour policy.

- **Parents/Carers** are expected to be committed to this policy. A successful equality and diversity policy requires strong and positive support from parents and carers and full acceptance of the School's ethos of tolerance and respect.
- Keeping the school informed of any aspect of this policy that affects them and/or their child
- Encouraging their children to develop positive and inclusive attitudes

Requests for variation in the School uniform

Although Roxeth Mead maintains a Christian ethos we are welcoming to pupils of all faiths or none and we do not select for entry on the basis of religious belief. Parents should be aware, however, that all pupils are required to wear a uniform. The Head Teacher will consider written requests from parents for variations in the uniform on religious grounds that are consistent with the School's ethos and its policy on health and safety. The Head Teacher may take expert advice and will normally arrange to meet with the parents to discuss the implications of such a request.

### **Monitoring and Evaluating**

This policy will be reviewed regularly. We will gather evidence regarding the implementation of this policy by:

- observing actions and relationships in and out of the classroom; raising issues in order to address
- taking appropriate action to address the range of needs to ensure equality of opportunity
- monitoring exclusions and behavioural referral forms and reporting to the local authority and to governors
- scrutinizing racism, racial harassment and bullying incidents; reporting to the local authority, governor and parents/carers where required
- monitoring teaching and learning; ensuring all policy documents conform to this policy
- analysing performance data by groups based on ethnicity, gender, disability and other needs; reporting back to staff and governors

- ensuring any action arising from our monitoring is addressed in the School Improvement Plan/ Head teacher's Report to Governors

**Success criteria:**

We will know that all our responsibilities are being met when a number of factors occur:

- The school community is engaged in driving improvement and will allow all **children** to engage and integrate in all parts of the school life.
- Pupil performance data indicates that teaching and curriculum provision support high standards of attainment where no group of pupils perform less well than any other group (this is monitored in governor meetings and children and learning meetings)
- Planning demonstrates opportunities for children to learn with, from and about others. All children are able to access all areas of the curriculum and make good progress.
- The school will host a range of events that meet the needs of its community and will signpost extended services.
- Staff will engage in development activities with other professionals, all staff are enabled to fulfil their role and be fully involved in all aspects of school life.
- Strong links with local agencies are evident.
- The balance and profile of staff employed. The number and range of adults participating in school and social events.
- The number of referrals of bullying and racist incidents recorded, in comparison with comparable schools.
- There is a happy, caring environment encouraging children to show respect and to share and understand the ways of others and their various responses to life.

Links with other policies/ plans:

- Accessibility plan
- Single Equality Scheme (found underneath)
- SEND policy
- Health and Safety Policy
- Behaviour Policy
- Anti-Bullying Policy

Single Equality Scheme

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- sex
- race
- disability
- sexual orientation
- religion or belief
- gender reassignment
- pregnancy or maternity
- age (in relation to staff)

Public bodies have a 'General Duty' to

- eliminate 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.

and a ‘specific duty’ to

- publish information showing that they have complied with the General Duty annually
- publish evidence of the equality analysis undertaken annually
- publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives
- set and publish Equality Objectives

**The General Duties – Information showing that the School has complied with the General Duty**

DUTY	ACTIONS TAKEN
Eliminate conduct that is prohibited by the Act	<p>We review the whole school profile annually and make changes in consultation with staff and stakeholders.</p> <p>The school has STAR values and these are embedded into the ethos of school life. They are promoted through assemblies and general school life including behaviour management and behaviour for learning.</p> <p>There are virtually 0 reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities. Any incidents are recorded and reported to Governors.</p> <p>The school has a Promoting Equality Policy and Racial Equality Policy in place and the current required Equality Schemes and Accessibility Plan. Policies for Recruitment, Pay and Appraisal are in place and the mechanisms are transparent to all staff and governors.</p>
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<p>Groups of pupils who have particular needs are well supported in our school. The progress of pupils with protected characteristics are analysed in depth and their progress is tracked by established and effective monitoring systems.</p> <p>The behaviour of individuals and groups is logged and tracked where relevant and staff always intervene to prevent incidents of behaviour or bullying. Pupils and parents report that they feel safe in school, and that their views are listened too.</p> <p>Our Anti-Bullying and Behaviour Policies that tie in with our STAR values are shared with pupils and parents. This is reviewed on an annual basis.</p>
Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it	<p>Valuing and celebrating individuals is central to our school ethos. Our vision is Learning , Pride and Success. There are opportunities in Assemblies, PSHE and SEAL sessions, as well as throughout the curriculum to learn about diversity, both in our own community and others including the global dimension. Promoting diversity through</p>

	<p>the curriculum and extra- curricular opportunities is a regular focus. It is evident in our curriculum overview and planning.</p> <p>Pupils participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of charities each year. We raise money for Harvest, Christmas, Comic Relief and other local events.</p> <p>We aim for quality communication with all member of our community and seek to provide access to information in a range of media.</p> <p>As a school we believe in giving children the opportunities to be leaders. Our school council and Eco- Council is democratically elected by the pupil body and is broadly reflective of the diversity of the school community. All Staff have equal access to performance management, subject leadership coaching and CPD support as described in our Appraisal, Pay and CPD Policies.</p>
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### Equality Analysis Undertaken

<b>Policy / Practice Considered</b>	<b>How Evaluated</b>	<b>Outcome</b>
Behaviour	Policy reviewed Autumn 2017 – this included our inclusion of STAR points. Shared with staff and parents and part of Induction documentation for all staff. Behaviour is discussed with pupils at the beginning of each year. Class rules are agreed and made with children. Behaviour is recorded on SIMS.	We looked at our sanctions and have discussed how we will support children with SMEH.
Anti Bullying	Anti Bullying Policy Due for Review Autumn Term 2018 Child Protection: Policy and Safeguarding statement are in date. Pupils discuss the meaning and effects of bullying as part of SEAL, circle times and in assembly. E Safety Workshops are now provided to all pupils and parents in the Autumn Term.	Continue to work on our support with Cyber bullying and E-Safety
Equal Opportunities	Promoting Equality Policy, Racial Equality Policy and Accessibility Plan are all in date and form part of Induction documentation for staff. Governors monitor the progress and outcomes of the Accessibility Plan. Policies for Recruitment, Pay and Appraisal are in place and the mechanisms are transparent to all staff and governors.	All Staff and Governors are aware of their responsibilities under these policies.
Curriculum including RE and SRE	Our Learning Policy, R.E policy, Collective Worship Policy and Visiting Places of Worship Policy are in date and reflect the inclusive ethos of the school.	Need to review the SRE policy through consultation with Staff

	<p>Our Star Values are discussed regularly in class and assemblies and used to enrich curricular learning.</p> <p>The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE. Parents are informed of their right to withdraw children from RE and Collective Worship.</p> <p>The SRE Policy is up to date with current changes. When SRE is being taught, parents are invited in to view the materials and curriculum content and ask any questions they may have. Alternative arrangements are made for children withdrawn from the PSHE elements of the curriculum so that they have equal access to the statutory Science curriculum.</p>	<p>and Governors was identified.</p> <p>Continue to work towards the success criteria of SDP</p>
Learning and Teaching	<p>Our Learning Policy is in date, reviewed annually by the whole staff and highlights how all pupils have equal opportunity to access the curriculum through the variety of teaching styles used. Teaching is regularly reviewed through SLT Learning Walks, Subject leaders and consultants.</p> <p>The progress of all pupils is analysed in depth and their progress is tracked by established and effective monitoring systems. The SLT review the progress of groups with protected characteristics to ensure there are no achievement gaps. Any achievement gaps, however small, are addressed through the SDP.</p>	
Safeguarding	<p>All Safeguarding Policies are in date and recently reviewed to implement new legislation. All members of staff and governors have read the policies and there is a signed register kept. There are sufficient trained DCPOs in school. Staff have annual updates in INSET day training.</p>	<p>Continue to ensure that all staff update their training regularly</p> <p>Currently Head , Deputy Head and SENDCo are trained DCPOS.</p>
Recruitment	<p>The Selection, Recruitment and Retention Policy is reviewed regularly by Governors and complies with Equality law. The Governing Body is committed to being an Equal Opportunities employer.</p>	<p>Ensure Governors are aware that recent legislation has disallowed Health Related Questions pre interview.</p>
Consider ways to build transparency in our priorities and action to foster fairness and promote equality.	<p>Equality policy to be reviewed annually and consultation with parents/carers.</p> <p>Review our school profile data to ensure inclusion in a school which is relatively</p>	<p>Parents Forum</p> <p>School profile and tracking data will show</p>

	<p>homogenous recognising that our children belong to a society and world that is diverse and multi-cultural.</p> <p>Track incidents of bullying and of racial nature to ensure they are managed effectively.</p> <p>Governors to consider ways to include less mobile persons to become a school governor through electronic capability</p>	<p>expected progress for all pupils.</p> <p>Follow-up conversations with all parties concerned will show successful management of incidents.</p> <p>Technology will be used for participation and voting purposes</p>
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#### Details of Engagement with Stakeholders

Stakeholders	Type of Engagement	Outcome of Engagement
Pupils	Pupils are involved in the leadership and decision making procedures of the school through the democratically appointed School Council, the Sports Council, Pupil Forums and also through class and group questionnaires.	Pupils report feeling safe in school. There are virtually 0 reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with unacceptable behaviour.
Parents	Parents regularly liaise with the school through Family Forum, FRIENDS (PTA events) and meetings with the Headteacher. Parents and consultation evenings are also provided. Annual online questionnaires are used to ascertain views.	Parents overwhelmingly agree or strongly agree that their child is happy and safe at school and makes good progress.
Staff	Staff are regularly consulted with through Staff Meetings, TA	All Staff identify their needs for ongoing training and CPD through the Performance Management Cycle. All middle and senior leadership staff are involved in policy making.

	meetings, Year Group Meetings, and Senior Leadership Meetings..	
Governors	Governors regularly review issues pertaining to equality and inclusion at meetings. New governors attend training which includes their responsibilities towards equality.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.

### Equality Objectives

Characteristic	Objective	Success criteria	Date for review	Responsibility
All	Ensure Cyber Bullying is addressed through the Anti Bullying Policy and introduce further opportunities for key principles of e safety to be promoted	Children feel safe from cyber bullying, confident to manage it if it occurs and understand where they can ask questions or access support	September 2018	HT/PSHE Leader/Computing Leader
Advance equality of opportunity between people who share a protected characteristic and people who do not share it.  Foster good relations across all characteristics.	Staff and pupils who have a particular need are well supported and make progress in line with expectation.  Audit our SMSC provision	Progress will be evident in tracking data.  SDP success criteria  Attendance issues will be managed effectively ensuring better attendance across the school. Provision will be made for any pupil	September 2018	HT/ SLT/ All staff/ Governors
All	Review and adopt an updated SRE policy	Children access an SRE curriculum that is age appropriate, relevant to their needs and safeguards their	September 2018	HT/RE Leader/SLT/FGB

		physical and emotional wellbeing		
All	Ensure staff are aware of new policies introduced in the year 2014 – SEND policy, Behaviour Policy, and updated curriculum policies	Staff implement and respond to the policy changes	Ongoing	HT/SLT/ SENDCO
Disability	Ensure Governors are aware that recent legislation has disallowed Health Related Questions pre interview.	Children are supported by a wide range of staff who have been fairly selected, recruited and promoted	Ongoing	HT/Chair of Gobs/Chair of Staffing Committee
Accessibility	This will form part of risk assessment walk of the school. Update our Accessibility plan to include all groups and ensure reasonable adjustment is in place.	Our accessibility plan will reflect reasonable adjustment.	Updated annually in line with other policies	
Publish our equality policy and scheme.	Communicate our commitment to equality through discussion with all stakeholders.	Policy and scheme will be on school website.	Head. SLT	