



EQUALITY & DIVERSITY POLICY

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

This policy underpins all other school policies as inequality and harassment is unacceptable. Our Behaviour policy contains 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 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.

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.

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
- 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.