

# Rickleton Primary School



## Equality and Diversity

**Dates of previous revisions: September 2024**

**Latest revision: September 2025**

**Approved by Governors: September 2025**

**To be reviewed: September 2026**

## **1. Purpose of the Document**

The overall objective of Rickleton Primary's Equality and Diversity Policy is to provide framework for the 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.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

## **2. Equality and Diversity Statement**

We will not tolerate less favourable treatment of anyone on the grounds of gender, race, disability, sexual orientation, identity, age, religion or belief. Equality and Diversity is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the values of each individual. We are committed to:

- ensuring that our services meet the varied and individual needs of children and young people in our school;
- that our employment practices are fair and promote equality;
- that we respect the wide variety of lifestyles and cultures, locally and nationally, aiming to prepare children and young people for living within a diverse society with increasing global connections and controversial issues.

We work hard to build strong and trusting relationships with our pupils and their families in order to harness their engagement and enjoyment in all aspects of school life. We recognise that pupils and family members may experience a range of different needs during different times in their lives and we endeavor to meet these needs by working in close partnership with relevant agencies. Equality and diversity is more than just meeting legal obligations. It is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual.

Through our school ethos, curriculum and community links, we will work towards:

- A common vision
- A sense of belonging for all
- A happy and supportive environment in which the unique potential in every child is realised
- Similar life opportunities for all
- Strong and positive relationships between different communities in a continually changing world.

## **3. Guiding Principles**

Guiding Principles regarding Equality/Good Practice

In working towards fulfilling our legal obligations under the Equality Act 2010 and integrating equality within our school ethos we are striving to adopt a whole school approach. We have developed the following seven key principles to our approach to equality.

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, race or culture, whatever their gender or gender identity, whatever their sexual orientation or whatever their religious or faith background.
2. We recognise, respect and value difference and understand and promote that diversity is a positive. We take into account difference and strive to remove barriers and disadvantages which people may face, in relation to race, disability, gender, religion and

belief and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit at our school.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
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 and contribute fully in school life.
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 our work, including recruitment and promotion and in continuing professional development.
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.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

#### **4. Equalities Legislation**

Rickleton Primary School recognises that the Equality Act 2010 introduced the Public Sector Equality Duty (PSED) which applies to all public bodies including all schools. The PSED has two parts - the General and the Specific.

Within the General Duty we recognise that we are required to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those that do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Having 'due regard' means we must consciously think about the three main elements of the general duty as part of decision making, developing and reviewing our policies and on how we deliver our services.

With regards to the Specific Duty, Rickleton Primary School recognises that we are required to:

- Publish information annually to demonstrate compliance with the PSED
- Publish equality objectives every 4 years.
- We are mindful that all information will be made accessible to the public both electronically and in paper format.

Our commitment is reinforced through our legal duty both as an employer and service provider. The legal duties come from a range of relevant equality legislation and associated codes of practice. Through this policy we are committed to complying with the general and specific duties, as well as codes of practice.

#### **Race**

The Race Relations Act (1976) and the Race Relations Amendment Act (2000) requires schools to take appropriate steps to promote race equality, eliminate unlawful race discrimination and promote good race relations. We will ensure that we follow these regulations.

### **Disability**

The Disability Discrimination Act (1995 and 2005) places a positive duty on us to ensure that services provided by the school and its premises are accessible to disabled people, that we promote disability equality, eliminate discrimination and harassment and promote positive attitudes to encourage participation. In some situations this may mean treating disabled people more favourably. We will ensure that we follow these regulations.

### **Gender**

The Sex Discrimination Act (1975) and the Equality Act (2010) places a positive duty on us not to treat anyone unfairly because of their gender, this means to eliminate discrimination and promote equality of opportunity between girls and boys, men and women. We need to ensure that the needs of both sexes and transgender people are taken into account in our services and employment. We will ensure that we follow these regulations.

### **Gender Identity**

The Gender Recognition Act (2004) places a positive duty on us not to treat anyone unfairly because of their gender identity. This means that you might identify your gender as a boy or a girl or something different. This is different from your sex, which is related to your physical body and biology. People are assigned a gender identity at birth based on their sex.

### **Sexual Orientation**

All public bodies have responsibilities to promote equal opportunities in employment and vocational training on the grounds of sexual orientation through the Employment Equality (Sexual Orientation) Regulations 2003. The Equality Act 2010, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services and facilities. We will ensure that we follow these regulations.

### **Religion and Belief**

The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of religion and belief through the Employment Equality (Religion or Belief) Regulations 2003. The Equality Act 2010, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services, facilities and public functions. This also includes lack of faith and people of no faith. We will ensure that we follow these regulations.

### **Age**

The school has responsibilities to promote equal opportunities in employment and vocational training on the grounds of age, through the Equality Act 2010 and Age Discrimination Regulations. The provisions apply to all age groups. We will ensure that we follow these regulations.

### **Community Cohesion**

The Education and Inspections Act 2006 places a responsibility on schools to promote community cohesion, locally, nationally and globally. We will do this through promoting a common vision, a commitment to equality and social justice, respecting people's different backgrounds and promoting positive relationships in the school and local neighbourhood. We recognise that the biggest influence on educational outcomes is social class and that this can also strongly affect community cohesion. We have programmes to 'narrow the gap' and to draw people together from different social backgrounds.

### **Future legislation**

We will also welcome the contribution of future equalities legislation to provide equal opportunities for everyone.

## **5. Implementation**

We will ensure implementation through action in the following areas

- Relationships and ethos – to foster behaviour based on rights, responsibilities and mutual respect between all members of the school community, to support pupils' personal development and well-being, to address all forms of prejudice related bullying.
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level possible, removing barriers to access and participation in learning and wider activities and minimising variations in outcomes for different groups.
- Teaching, learning and curriculum – to teach pupils to understand others, to promote common values and value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.
- Engagement and extended services – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different school communities locally, across the country and internationally where possible.

## **6. Roles and Responsibilities**

All who are associated with Rickleton Primary School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

### **All of our School Governors are responsible for:**

- Making sure the school complies with all current equality legislation
- Making sure this policy and the PSED are properly implemented
- Provide leadership and drive for the development and regular review of the school's policies
- Provide leadership and ensure the accountability of the Headteacher and senior leadership for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for staff, pupils, Parents / Carers and all other stakeholders
- Congratulate examples of good practice from the school
- Ensure a consistent response to incidents e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

**Our Headteacher & Deputy Headteacher are responsible for:**

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Provide appropriate role models for all staff and pupils
- Provide opportunities and mechanisms for the sharing of good practice
- Take appropriate action in cases of harassment and discrimination and ensure a consistent response to incidents e.g. bullying case, homophobic transphobic and biphobic and racist incidents
- Ensure that the school carries out its statutory duties effectively

**All of our staff are responsible for:**

- Proactively following this policy and any associated guidelines
- Providing role models for pupils through their own actions
- Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation, identity or socio-economic circumstances
- Keeping up to date with the law on discrimination and taking training and learning opportunities offered to them

**All of our pupils are responsible for:**

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any prejudiced related incidents that occur

**All of our parents / carers are responsible for:**

- Supporting our school in its implementation of this policy
- Following the school policy through their own behaviour
- Ensuring their children attend and engage in the learning
- Telling staff about any prejudice related incidents that occur

**Visitors and Contractors are responsible for:**

- Knowing and following our policy

**7. Monitoring, reviewing and assessing impact**

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

A named member of staff and a named governor responsible for equality monitors specific outcomes (see roles and responsibilities) annually.

The Headteacher provides monitoring reports for review by the Governing Body. These include: school population, workforce recruitment, retention and progression, special initiatives, progress

against Key Indicators and targets and future plans. Normally this is in the Headteacher report to Governors.

### **8. Breaches of the Policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Head Teacher and Governing Body. Anyone wishing to make a complaint will be advised to follow the School Complaints Procedure

Racial incidents will be recorded and reported to the Local Authority following the procedures and guidelines established by CYPS.

Other prejudice driven behaviour will be recorded and reported following the procedures and guidelines established by Sunderland Local Authority.