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*Inspiring learning; nurturing minds; achieving for  
life*



Rode Heath  
**PRE-SCHOOL**

# Equality and Diversity Policy

<b>Written by:</b>	John Frankland	<b>Date:</b> September 2023
<b>Approved by:</b>	The Governing Board	<b>Date:</b> September 2023
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## Equality and Diversity Policy

### 1. Aims and Legal Duties

At Rode Heath Primary School we welcome our duties under the Equality Act 2010 and the Public Sector Equality Duty 2011. The general duties are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited in the Act.
2. Advance equality of opportunity between people who share a characteristic and those who don't.
3. Foster good relations between people who share a characteristic and those who don't.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

There are nine characteristics protected under the Equality Act 2010. They are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

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
- pregnancy or maternity

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions  
**We will not publish any information that can specifically identify any child**
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## **2. Our School Values and Vision for Equality**

We believe all pupils and staff should have equal access to opportunities, regardless of sex or sexual orientation, race, age, colour, religion, nationality, ethnic origins or physical or mental abilities.

Through a specifically planned Whole Child Strategy which incorporates PSED, SMSC and RSE and which links assemblies, circle times, classroom based discussions and through our wider curriculum, we aim to ensure that our children develop a strong knowledge and understanding of what diversity means within our school, our country and our world. We deem it is essential that children are encouraged to celebrate, value and respect those who are different to themselves. It is crucial that we create a common language and understanding between all pupils and staff and we will use the phrase 'share our similarities and celebrate our differences'.

In order to achieve this, we will:

- Teach children to respect the religious, spiritual, cultural, and moral values of others and to consider thoughtfully their own attitudes, values and beliefs
- Provide an atmosphere of harmony and respect and safety within an educational environment
- Strive to make the best possible provision for all pupils/students/staff, regardless of sex or sexual orientation, race, age, colour, religion, nationality, ethnic origins or physical or mental abilities
- Respect diversity. We know that treating people equally is not simply a matter of treating everyone the same. We do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- Teach children what discrimination looks like and ways that they can actively challenge it
- Recognise that equality is not simply about protecting the potentially vulnerable
- Recognise that all children may be disadvantaged by the holding of prejudicial views, and seek to promote good relationships and positive attitudes between all groups

- Value staff for their ability and potential to help us make the best possible provision for the children in our school, regardless of gender or sexual orientation, race, age, colour, religion, nationality, ethnic origins or physical or mental abilities.

In following these practices, we believe that we will build a strong united society in our school and develop beliefs, values and opinions in our children which they will transfer to their lives within our local and wider community.

### Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

### 3. Responsibility

We believe that promoting Equality is the whole schools' responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Headteacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that all staff are aware of your responsibility to record and report prejudice related incidents.
Non-Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all

Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

## Complaints

Complaints with regard to this policy will be dealt with via the school's complaints procedure, a copy of which is available from the school office.

## 4. Monitor and Review

We will review our objectives in relation to any changes in our school profile every three years.