Equalities Statement

Reviewed: October 2024
Approved by C*ommittee or FGB Oct 2024*
To be presented at Full Governing Body Meeting *Oct 2024*

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2	October 24	Curriculum Committee	Annually	Autumn 2025

1. Background

This Equalities Policy for Robert Blair Primary School brings together policies and action plans for Race, Gender, Disability, Diversity & Inclusion equality, meeting the statutory duties in these areas. However, it goes far beyond these strands to include sexuality, religion & faith, age and every aspect which has the potential to discriminate against or to devalue any individuals within our community, including those with special educational needs or potential language barriers. We are further committed to the development of cohesive communities both within our physical boundaries and within our local, national and global environments. Our school embraces the aims of the Every Child Matters Every Child Matters (Sept. 2023) and the Diversity strategy 2018 to 2025 which have informed and shaped this document.

This policy is inclusive of our whole school community – pupils, staff, parents/carers, governors and visitors - who are involved in and contributed to its development.

The purpose of this policy is to set out how our practice and policies can address discrimination, promote inclusive practice and ensure that those in our community requiring extra support receive it.

We aim to

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, cultures, faiths, abilities and ethnic origins

2. Our Vision: We aim for our pupils to leave our school year 7 ready

That every pupil leaves Robert Blair demonstrating:

- ✓ strength in their national and cultural identity
- ✓ aspiration for themselves, and others, to achieve more
- ✓ positive choices and creating opportunities to be the best they can be
- ✓ they can be an active participant and citizen towards creating a strong civil society
- ✓ they can be productive, valued and competitive in the world
- ✓ tolerance, empathy and an acceptance of the diversity of others and their positive role in our community

3. Our Aims in Implementing our Equalities Policy

We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of sexual orientation, race, belief, attainment, age, disability, gender (including reassignment) or background.

We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

We challenge personal prejudice and stereotypical views whenever they occur.

We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

4. Our Approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Inclusion
- Commonality, shared values and behaviours
- Valuing difference and diversity
  We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Social cohesion within our school and within our local community
- High expectations and aspiration; achieving excellence
- Personal and cultural identity
  We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- Fairness and social justice

We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

5. Guiding principles

In fulfilling the legal obligations referred to above, we are guided by seven principles.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whether or not they are disabled
- whichever their gender

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls, boys, women, men and other are recognised

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled

- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender or sexual orientation.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men and other.

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, girls boys and other.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls boys and other.

6. Action plans

We recognise that the actions resulting from a policy are what make a difference.
Each year we will ensure that the Guiding Principles underpin the overall School Improvement Plan and subject manager action plans. Where necessary a separate Equalities Action Plan may be drawn up, covering a time-limited period, setting out the specific actions and projects we shall undertake to implement the principles above.

7. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles in paragraph 5 above.

8. Ethos and organisation

We ensure that the principles listed in paragraph 5 above apply also to the full range of our policies and practices, including those that are concerned with:

- ✓ learners' progress, attainment and assessment
- ✓ learners' personal development, welfare and well-being
- ✓ teaching styles and strategies
- ✓ admissions and attendance
- ✓ staff recruitment, retention and professional development
- ✓ care, guidance and support
- ✓ behaviour, discipline and exclusions
- ✓ working in partnership with parents, carers and guardians
- ✓ working with the wider community.

9. Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2:

- prejudices around gender, racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travelers, refugees and people seeking asylum
- prejudices around disability and special educational needs
- prejudices reflecting sexism and homophobia

There is guidance in the school Behaviour Policy on how prejudice-related incidents should be recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

10. Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work

11. Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice

Appendix 1
Robert Blair Primary School
Equalities Action Plan 2024/25

Key Priority	Action – Autumn Term	Action – Spring Term	Action – summer Term
Achievement, Teaching and Learning: Foster positive attitudes, reduce and remove inequalities and barriers	To implement the cultural passport to ensure every child has equal access and opportunity	Establish & further embed development of 'expected behaviours'	Audit pupil experiences, outcomes and expected learning behaviours
Curriculum: ➢ *To continue to develop the schools culture through embedding further the vision, ethos, values and behaviours, to support the delivery of equitable and excellent outcomes for all*	➢ *To relaunch the schools cultural passport to ensure it supports our enriched curriculum and the sharing of our ethos, values, behaviours, and reflects the Habits of Mind* ➢ *To ensure the Habits of mind and schools rules reinforce, support and address equalities action*	➢ *To review the curriculum to identify strengths and next steps to diverse needs of our community*	➢ *To begin to develop a framework for evaluating the expected values and behaviours, 'linked to habits of mind' embedded in the schools ethos*
➢ *To ensure our curriculum reflects and supports our equalities statement through our healthy schools, RE, SRE, PSHE and the behaviour system reflect the needs of our diverse community*	➢ *To review our curriculum to ensure SRE, healthy schools and our cross curricular approach reflect wide ranging opportunities to further embed equalities in across our curriculum*	➢ To consider protected characteristics of staff, and pupils and families, including adaptions to support/enhance equality of access. Eg. Assemblies, cultural celebrations, educational visits, all faiths, minorities and protected characteristics	➢ Audit achievement and attainment of protected characteristics alongside behaviour and attitudes outcomes