

Roding Primary School



with Provision for Deaf Children

EQUALITY POLICY

Ratified by Committee:	Personnel, Finance and Premises (including Health & Safety)
Adopted by Full Governing Body:	Spring Term 2025
Next review due by:	Spring Term 2029

Our aim is to be a school where everyone feels safe, works hard and has fun. All our policies support our ethos and stakeholders will be challenged if they fail to adhere to a policy and supported to be able to do so.

Roding Primary School and Nursery, with Provision for Deaf Children, is committed to the positive emotional wellbeing and mental health of all of our community members. This policy should be read in conjunction with the Emotional Wellbeing and Mental Health Policy.

Please read this policy with reference to the following:

- **The Emotional Wellbeing and Mental Health Policy**
- **The School Accessibility Plan**
- **The Behaviour and Relationships Policy**
- **The Complaints Policy**
- **Performance Management Policy**
- **School Pay Policy**
- **The Relationships and Sex Education Policy**
- **The Safeguarding and Child Protection Policy**
- **The Safer Recruitment Policy**
- **The Staff Handbook**
- **The Communication Policy (Deaf Provision)**
- **The SEND Policy**

Equality Objectives

At Roding Primary School we believe that “diversity is strength” and should be respected and celebrated by all those who learn, teach and visit with us.

We strive to create an inclusive environment whereby everyone has the equity to be Free to Achieve academically, personally and socially.

To achieve this, our equality objectives are as follows:

- To create an environment that shows respect and understanding to all
- To support cultural development and understanding through a rich range of experience, both in and beyond the school
- To strive to ensure all pupils are being given similar opportunities with regards to after-school clubs and activities
- To create a physical environment to enable everyone, inclusive of disabled pupils, staff and visitors to take advantage of education and associated services
- To tackle prejudice through positive support and celebration of equality in relation to race and LGBT+ communities.
- To support understanding in relation to people with disabilities and long term health conditions, with a particular focus on hearing loss
- To strive to deliver information and learning for all pupils on an equitable level
- To strive to ensure that the school community, including staff, reflects the

diversity of our community

Public Sector Equality Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

The public sector equality duty (PSED) requires schools to prepare and publish equality objectives at least once every four years. Roding Primary School's objectives, are set out above.

How Roding Primary School meets our duty

Our principle means of meeting this duty is through our ethos which works to ensure that EVERYONE is Free to Achieve. This is supported by the principles of the UNCRC (United Convention on the Rights of every Child), adopted and promoted through UNICEF. The aim is that our ethos and culture will improve well-being and develop every child's talents and abilities to their full potential, regardless of their background.

The principles of the UNCRC underpinning our ethos links to our six school values:

Respect Resilience Ambition Independence Curiosity Compassion

Through embedding our school values and ethos, we are confident that we meet our duty.

In addition, the school's policies and procedures ensure that equality is embedded at all levels through our approach to behaviour set out in our Behaviour and Relationships Policy, but also through analysis of our attainment data, which shows us where gaps may be around certain groups and allows us to identify interventions to address these. This is further evidenced through SEND as well as our Pupil Premium plan, which can be found on our website. The school also considers equalities in the curriculum, both content and delivery and when planning for school trips, for example, by giving consideration to whether trips:

- Cut across any cultural or religious holidays
- Are accessible to pupils with disabilities
- Have equitable facilities for all
- Are affordable to all

The protected characteristics as defined in the Equality Act 2010 are as follows:

Age

The school recognises that it is unlawful to discriminate against anyone because of their age and that it makes good business sense to attract as diverse a range of applicants as possible for job vacancies. Roding Primary School is committed to eliminating discrimination based on age and will take appropriate steps to deal with actual or potential situations.

Disability and Deafness

At its heart, Roding Primary is an inclusive school, with a well-founded reputation for meeting the diverse needs of children with disabilities and deafness. The curriculum, individual lessons and daily routines are well-adapted and appropriate aids, resources and services are provided to ensure that all children are welcomed and appreciated as members of the school community.

How we advance equality of opportunity:

- *We support disabled and deaf learners and staff by meeting their individual needs*
- *We make reasonable adjustments to ensure that disabled and deaf pupils are not put at a disadvantage compared to other pupils*
- *We involve learners, their families and staff in the changes and improvements we make and consult them on issues affecting them*
- *We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled and deaf pupils*
- *We are constantly developing a curriculum which supports all pupils to understand, respect and value difference and diversity*
- *We enable all pupils to learn about the experiences of disabled and deaf people and the discriminatory attitudes they can experience*
- *We promote understanding of difference, disability, deafness and special educational needs through circle times, PSHE and assemblies*
- *We tackle prejudice and any incidents of bullying based on disability*
- *Pupils treat each other with understanding, care and consideration, taking*

account of each individual's differences

- *We annually review our disability and accessibility policies to ensure that all physical barriers to learning are removed*
- *We are committed to working for the equality of people with and without disabilities*

Gender Identity or Reassignment

Working with parents, families and specialist professionals, Roding Primary will support students with their gender awareness, though we recognise reassignment in primary age pupils is rare.

Any pupil or staff member who have or are going through gender reassignment, with or without medical treatment, will be fully supported by the school, ensuring they are treated fairly and equally by staff, students and the local community.

Religion or Beliefs

Roding Primary School is committed to working for equality for people based on their religion, belief and non-belief, this is evidenced in our curriculum, lessons and assemblies. The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice

Any form of prejudice-based bullying or discrimination is taken very seriously and dealt with in line with school policy.

As highlighted in 'Keeping Children Safe' school staff are aware of contextualised safeguarding and therefore relevant cultural practices that students may need protection from: these may include FGM, honour-based violence, county lines and gang culture.

How we advance equality of opportunity:

- *We tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life*
- *We support pupils to build their sense of identity and belonging*
- *Through assemblies and the curriculum the school actively promotes the spiritual, moral, social and cultural development of all pupils.*
- *Our curriculum, including RE, supports pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination*
- *Children have the opportunity to visit local places of worship, representing a variety of faith communities*
- *If they arose, we would tackle prejudices relating to racism and xenophobia,*

including those that are directed towards religious groups and communities, such as antisemitism and Islamophobia

Ethnicity and Race

Roding is a diverse school, with our biggest ethnic groups currently being White British. Children of different races interact well together and there is vibrant diversity amongst friendship groups.

As with many groups, the achievement of children, from varied backgrounds, are monitored and suitable actions are put into place to ensure gaps are closed: though, the school ensures that interventions and teaching is never segregated into racial groups.

How we advance equality of opportunity:

- *We monitor the attainment and progress of all our pupils by a number of criteria including ethnicity*
- *We set targets to improve the attainment and progression rates of particular groups of pupils when necessary*
- *We develop particular initiatives to tackle the motivation and engagement in learning or particular groups as required*
- *We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups*
- *We are constantly developing a curriculum that supports all pupils to understand, respect and value difference and diversity*
- *We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures*
- *We ensure that the curriculum challenges racism and stereotypes*
- *We take part in events such as Black History Month, International Day*
- *We are developing our resources so that they reflect the diverse communities of modern Britain*
- *The school is quick to deal with any incidents of bullying or harassment on the basis of race, ethnicity and culture, involving parents and keeping a record on Safeguard, in order to inform the Governing Body.*

Pregnancy and Maternity

Pregnant staff members are supported within their role in school and appropriate risk assessments are carried out. Staff are supported carrying out their role and reasonable timetable changes (e.g. playground duty) and other adjustments are made. Pregnant staff members meet regularly with welfare staff and senior staff (if appropriate) to review these

adjustments and the staff member's needs.

Reasonable adjustments are made in school to support new mothers who are breastfeeding: the school will ensure there is a quiet and private place for mothers to express milk, if this is desired.

Marriage and Civil Partnership

Through PSHE lessons and circle times, children are taught the importance of healthy relationships in a sensitive, respectful and balanced way. Children, with same sex parents, and staff, in same sex relationships, are supported to ensure that they are not discriminated against by pupils, staff and parents.

Sex and relationship teaching is annually reviewed and is in line with national and local guidelines. This curriculum can be viewed in the Policy section of the school website.

Sex/Gender

We are committed to working for the equality of women and men. The school strives to ensure that all children, no matter their gender, have aspirations to achieve their goals. Roding Primary works with families to enrich the aspirations of children, preparing them for a future in further education and/or valued contributors to society.

The school works hard to address national and in school gender trends, tracking and monitoring pupil achievement from gender groups.

How we advance equality of opportunity:

- *We monitor the attainment of all our pupils by gender*
- *Neither boys nor girls are treated as homogeneous groups*
- *We set targets to improve the attainment and rates of progress of particular groups of boys and girls*
- *Students of different genders are encouraged to attend a variety of clubs.*
- *Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.*
- *We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment*
- *The school promotes the spiritual, moral, social and cultural development of all pupils through assemblies, PSHE and the general curriculum*
- *We ensure that we respond to any sexist bullying or sexual harassment in line with school policy and these incidents are recorded on Safeguard*

- *We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes*

Sexual Orientation

Staff and pupils, no matter of their sexual orientation, are supported and Roding aims to ensure they do not face discrimination, or disrespect, from fellow students, parents or staff.

How we advance equality of opportunity:

- *We are committed to providing a safe environment for all pupils*
- *We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual*
- *We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable*
- *All staff will be trained in how to deal with homophobic language and how to work positively with different families*
- *We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum.*
- *The school promotes the spiritual, moral, social and cultural development of all pupils through the curriculum and school life*
- *We use opportunities in circle time to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different*
- *We would ensure that gay, lesbian and bisexual staff feel comfortable and are supported to be open about their sexual orientation*

Appendix 1 - Information about the staff and pupil population (Including Nursery) Staff and

Governors

Number of Staff – 77

Number of Governors – 1

Ethnicity

Unknown	20
Any Other Black Background	1
Any Other Ethnic Group	2
Asian And Black	1
Bangladeshi	2
Black Caribbean	2
Chinese	0
Indian	3
Other Asian	1
Other Black African	2
Other Mixed Background	2
Other Pakistani	4
Refused	12
White – British	36
White – Irish	1
White European	3
White Other	3

Gender

Female	67
Male	10
Not Specified	0

Religion

Unknown	20
Anglican	2
Christian	15

Hindu	3
Jewish	1
Muslim	8
No Religion	5

Not Specified	1
Other	2
Roman Catholic	4
Unclassified	13
Unknown	7

Pupils

Number of pupils on roll: 441 (as of February 2025)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has substantive and long term adverse effect on that person's ability to carry out normal day to day activities.

There are pupils at our school with different types of disabilities and these include: both medical and physical needs

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
Number with Special Educational Needs	84 + 1 Assessment place DP	19.27%
SEN Support (K)	45	10.2%
Education, Health and Care Plan (E)	38	8.8%

Ethnicity and Race

	Girls	Boys	Total
Asian And Black	4	1	5
Bangladeshi	18	15	33
Black - Congolese		1	1
Black - Ghanaian	1	1	2
Black - Nigerian	6	7	13
Black - Somali		1	1
Black Caribbean	7	9	16
Chinese		1	1
Gypsy / Roma		2	2
Indian	11	13	24
Kashmiri Pakistani	2	3	5
Kosovan	2	0	2
Any Other Black Background	1	1	2
Any Other Ethnic Group	1	0	1
Other Asian	6	3	9
Information Not Obtained	1		1
Not Specified	1	2	3

	Girls	Boys	Total
Other Black African	2	4	6
Other Mixed Background	6	7	13
Other Pakistani	20	15	35
Refused	10	8	18
Sri Lankan Other	1		1
Sri Lankan Tamil	2	2	4
Traveller of Irish Heritage	1		1
Turkish/Turkish Cypriot	2	9	11
White - British	58	66	124
White - Irish		1	1
White And Asian	5	6	11
White And Black African	2	4	6
White And Black Caribbean	8	10	18
White European	37	28	65
White Other	1	5	6

Grand Total	216	225	441
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Gender		Percentage of School Population (%)
Male	225	51%
Female	216	49%

Pregnancy and Maternity	
	Number of Pupils
Pupils who are pregnant	0

Pupils who have recently given birth	0
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Religion and Belief

- We do not collect data on the religion and belief of our pupils

Gender Identity or Reassignment

- We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.

Sexual Orientation

- We do not collect data on the sexual orientation of our pupils.

Information on Other Groups of Pupils

Ofsted Inspections look at how schools help “all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support.”

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English as an Additional Language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	72	82	154	35%
Number of pupils who are at an early stage of English language acquisition				
Pupils from low-income backgrounds				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	51	43	94	22%
Looked after children (LAC)	0			
Young Carers	0			

Appendix 2 - Review of Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.

We will regularly review the progress we are making to meet our equality objectives biannually, when this whole document is reviewed. The review will be carried out by the Core Leadership Team and Governors

Equality objective 1:

To create an environment that shows respect and understanding to all

Progress we are making with this objective and next steps:

- ✓ - intensive anti-racism for all staff over 24 months
- ✓ - revision of the reporting process for racist incidents, which now includes wellbeing follow up for family
- ✓ - Initiated decolonisation of curriculum
- ✓ - Mental Health first aiders trained
- ✓ - Policies reviewed with gender neutral pronouns
- ✓ Define and introduce our new core values – resilience, respect, compassion, curiosity, ambition, independence
- ✓ Recognition of school values during assembly
- ✓ Implemented clear anti-bullying policies and procedures to address any concerns swiftly.

- ☐ - focus developed around LGBTQIA+ communities
- ☐ - Increase in understanding around world religions within the day to day running of the school
- ☐ Strengthen relationships with parents and local communities by hosting multicultural events, coffee mornings, and workshops

Equality objective 2:

To support cultural development and understanding through a rich range of experience, both in and beyond the school

Progress we are making with this objective and next steps:

- ✓ - Increased number of sporting opportunities for girls in sport
- ✓ - Wide range of extra-curricular clubs including: language, sport, chess, music etc
- ✓ - Pupil premium budget allocated to support disadvantaged children to access all experiences
- ✓ - International day is an annual event
- ✓ - Participation in wider events eg Young Voices, sporting competitions, Royal Albert Hall choral festival, chess tournaments
- ✓ Overhauled the English curriculum to include a range of diverse books by diverse authors

- ☐ - Delve into the Twelve to be launched
- ☐ Revisit the Humanities curriculum to ensure it covers diverse content in the National Curriculum

Equality objective 3:

To strive to ensure all pupils are being given similar opportunities with regards to after- school clubs and activities

Progress we are making with this objective and next steps:

- ✓ Increased number of sporting opportunities for girls in sport
- ✓ Wide range of extra-curricular clubs including: language, sport, chess, music etc to attract different interests
- ✓ Pupil premium budget allocated to support disadvantaged children to access all experiences
- ✓ Monitoring the groups represented in club take up and targeted approaches made to address imbalances
- ✓ Clubs offered during the school day to enable children transported by the LA to attend
- ✓ Increased clubs during school time to enable deaf children, who travel by bus, to attend
- ☐ Continue to increase the range of afterschool clubs and year group trips

Equality objective 4:

To create a physical environment to enable everyone, inclusive of disabled and deaf pupils, staff and visitors to take advantage of education and associated services

Progress we are making with this objective and next steps:

- ✓ Deaf Awareness training for all staff and included in the induction process
- ✓ Clubs offered during the school day to enable children transported by the LA to attend
- ✓ BSL interpretation made available to adults and children
- ✓ Accessible toilet available

- ☐ Acoustically treated work areas
- ☐ Repaired railings and handrails
- ☐ To get an additional fully accessible toilet on the 1st floor

Equality objective 5:

To tackle prejudice through positive support and celebration of equality in relation to race and LGBTQIA+ communities

Progress we are making with this objective and next steps:

- ✓ Policies reviewed with gender neutral pronouns
- ✓ Unisex accessible toilet available to all
- ✓ Clear RSHE policy in line with national and local guidelines
- ✓ Focused assemblies around discrimination and equality
- ✓ Curriculum does not avoid members of these communities when referring to their achievements and successes as appropriate to learning

- ☐ focus developed around LGBTQIA+ communities
- ☐ More intentional inclusion of members of these communities within the curriculum as appropriate
- ☐ Incorporate books, stories, and historical figures that celebrate different races, cultures, and LGBTQIA+ identities.

Equality objective 6:

To support understanding in relation to people with disabilities and long term health conditions, with a particular focus on deafness and hearing loss

Progress we are making with this objective and next steps:

- ✓ Deaf Awareness training for all staff and included in the induction process
- ✓ Clubs offered during the school day to enable children transported by the LA to attend
- ✓ Emergency light system to enable deaf people to know of emergency alarms
- ✓ BSL interpretation made available to adults and children
- ✓ Access to occupational health
- ✓ Employee support programme available to all staff
- ✓ Care plans and risk assessments written in conjunction with staff members/children's families and reviewed regularly
- ✓ Mental Health first aiders available
- ☐ Increased number of visitors who are managing such situations in their lives as inspiration and to increase understanding
- ☐ Provide training and support to adults and children in the understanding and management of their own mental health

Equality objective 7:

To strive to deliver information and learning for all pupils on an equitable level

Progress we are making with this objective and next steps:

- ✓ Adapt planning to meet the needs of each pupil
- ✓ Work with families to apply for EHCPs as appropriate
- ✓ A range of equipment available to support children to access learning
- ✓ Increased technology to enable access to learning
- ✓ Training for all staff around reasonable adjustments
- ✓ Support from external agencies
- ✓ BSL interpretation made available to adults and children
- ✓ Communication support workers employed
- ✓ Acoustically treated work areas
- ☐ Further training for staff to enable personalised learning

Equality objective 8:

To strive to ensure that the school community, including staff, reflects the diversity of our community

Progress we are making with this objective and next steps:

- ✓ Recruitment opportunities made available to all
- ✓ Appointments made on merit regardless of background
- ☐ Begin to actively monitor the ethnic makeup of the staff team and relate to the pupil cohort