

<b>Local Procedure Title</b>	<b>Equality, Diversity and Inclusion</b>
<b>Service</b>	<b>Education</b>
<b>Local Procedure date</b>	September 2025
<b>Local Procedure review date</b>	September 2026
<b>Local Procedure Author(s)</b>	Lucia Apicella
<b>Local Procedure Ratification</b>	Checked and Approved by: Keziah Raphael

## 1. Our Vision and Aims for Equality and Diversity

Roehampton Gates core values are Success, Confidence and Respect. We will treat everyone fairly; celebrating and meeting different needs so that all members of our school community are free to live, learn and achieve their potential.

### We aim to:

- Model and teach respect of everyone, accepting and celebrating difference.
- Maintain and promote a working partnership between the school, parents and community which fosters respect, honesty, truth, co-operation and tolerance.
- Help pupils understand the world in which they live, have mutual respect for the values of others and work together as a team.
- Provide opportunities for pupils to explore their own culture and identity and that of others.
- To ensure that everyone, whatever their needs and capabilities, is included and catered for.
- To value each individual and recognise and respond to the needs of all pupils.
- Give every pupil in our care the best opportunities to reach their full potential.

## 2. Defining Equality and Diversity

### Equality

Equality is about fairness and equality of opportunity. Advancing equality of opportunity involves treating people differently. People should not be treated the same. Some people may need extra help or adjustments to be part of RGS community; this includes teachers, administration, cleaning or catering staff employed at RGS as well as pupils, parents and other stakeholders. At RGS every pupil has different strengths and needs. Bespoke, meaningful curriculums are individualised for each pupil to help them meet their needs and achieve.

Relating to the Equality Act (2010) there are nine 'protected characteristics' these are:

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

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

Under the general duty Roehampton Gate must exercise 'due regard' in respect of the protected characteristics to:-

- Eliminate unlawful discrimination and harassment
- Advance equality of opportunity
- Foster good relations between different groups

**Diversity**

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. Promoting diversity, we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. Promoting a diversity friendly school culture we can meet RGS aims and objectives more efficiently. Culture is about the way we behave towards one another – the school leaders, all employees in the school, parents, pupils and the whole school community. It is about how we treat one another and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

**3. Purpose and Scope of the Policy**

This policy sets out Roehampton Gates commitment to promoting equality and diversity. We believe that it is our responsibility to promote equality and diversity wider than the nine characteristics (areas) covered by legislation. We work to remove barriers, and we will not unfairly discriminate on any grounds.

We do this by:

- Making appropriate changes to teaching resources.
- Accessing Local Authority Services e.g. Ethnic Minority and Travellers Advisory Service, external agencies that promote equality and diversity.
- Supporting children's emotional needs using therapy such as SALT, OT, Mentoring and Counselling.
- Providing a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.
- Monitoring and reviewing of this policy will take place annually and will be made accessible to all.

The policy applies to:

- Staff
- Parents
- Pupils (as appropriate)
- Visitors
- Multi-agency Professionals
- Contractors
- Other stakeholders

**4. Roles and Responsibilities**

All members of Roehampton Gate School community, staff, pupils, parents and visitors all have a part to play in implementing this policy, promoting diversity and equality, challenging inappropriate behaviour or practice to remove barriers and avoiding discrimination.

To promote the understanding of this responsibility will:

- Ensure all Stakeholders are made fully aware of our Equality and Diversity Policy and how it affects their work.
- Ensure pupils and visitors to RGS are clear about the expectations to our commitment to promoting equality and diversity.
- Provide training/development and updates as appropriate.
- Review our equality objectives and actions to ensure all relevant activity remains relevant and meets the identified needs and priorities of RGS
- Address, challenge and investigate any incidents of racism, homophobia or discrimination.

In addition, School Leaders have responsibility for overseeing, agreeing, monitoring and reviewing Roehampton Gates equality objectives, and related activity.
<b>5. Breaches of Policy</b> Roehampton Gates views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy would be referred to HR. Investigations will be carried out by the Heads Teacher, DSL, members of SLT or an external party. This may lead to disciplinary or other appropriate action being taken depending on the individual situation.
<b>6. Monitoring and review</b> Roehampton Gate has specific duties under the Equality Act (2010) to publish information about the diversity of our school community and the work we are doing to promote equality. We will review this information annually.
<b>7. Bullying and Diversity incidents Students</b> RGS believes all pupils should be safe and feel valued for themselves, whatever characteristics they may have. Bullying and harassment of pupils, staff, parents, visitors by pupils on the basis of their identity (including a perceived characteristic, and by association with a protected characteristic) is unacceptable. Incidents will be logged, investigated and appropriate actions taken to prevent future incidents and to support the victim as outlined in the School's anti-bullying Policy.
<b>8. Staff and Governors</b> Any form of discrimination undertaken by adults as serious acts of misconduct. Any such breaches could result in disciplinary action being taken and in the case of harassment, might call for police involvement.
<b>9. Diversity Complaints</b> All complaints are taken seriously; where a complaint is related to equality/diversity issues, the school procedure for dealing with complaints will apply. This procedure will be made accessible to all stakeholders upon request. Complaints should be made to the Headteacher (Keziah Raphael) or Regional Director (Maldwyn Ford-Roberts)
<b>10. Section Title</b> Content

Contents Checklist (Local Services may add additional items – this is a core list)		
Introduction The rationale and overall objectives of the procedure		
Roles and responsibilities within the school/college to support with SEND		
Areas of SEND A definition of SEN, and the four broad 'areas of need' from the SEND Code of Practice		

Or The three definitions of SEN from the Manual Of Good Practice In Special Educational Needs (Scotland), and provision for their special educational needs		
How the School/College meets Pupils Needs		
How needs are assessed and reviewed		
How progress is measured		
Involving Pupils		
Involving Parents and Carers		
Use of External Specialists		
Supporting Transition		
Accessibility of the School Environment		
How the school leadership team will ensure staff are aware of and adhere to the procedure's stated aims How Provision Is Evaluated		
Arrangements for reviewing the procedure		
Systems and processes within the school /college and the training for staff expertise and training of staff		
Any interventions that are provided to enable pupils to achieve their potential		
Arrangements for review meetings, including annual reviews.		

**Local Procedure Review History:**

Date Reviewed	Reviewer	Summary of revisions