

# Coalbrookdale & Ironbridge CE Primary School



## **Policy:** **Equality and Diversity**

Last Review: Spring 2026

Responsible: M. Dhaliwal (Headteacher)

Review Date: Autumn 2026

## **Vision Statement**

Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'Living life in all its fullness' is at the heart of everything we do and believe.

At Coalbrookdale & Ironbridge C.E Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond.

We strongly believe that children learn best and achieve their full potential when they are happy and feel secure. We strive to provide a safe learning environment with a warm and welcoming atmosphere that fosters a sense of belonging among children, staff, families and the wider community. We value each individual's uniqueness and diversity, promoting respect and acceptance of one another as equals and celebrating the differences that make our community so special.

We have high expectations of the children, and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities, and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of Coalbrookdale & Ironbridge with countless positive experiences, along with happy lifelong memories, from their time with us. We also have high expectations of attendance. We encourage families to be at school every day and to arrive on time in order to not miss any learning.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of trust, responsibility, respect, compassion and perseverance, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential.

### **'Flourishing For All'**

This policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability as well as SEND, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

'Let us always meet each other with a smile, for the smile is the beginning of love.' Mother Teresa.

## 1. Introduction

At Coalbrookdale and Ironbridge CE Primary School, we are committed to creating an inclusive environment where all members of the school community are valued and respected. Our Equality and Diversity Policy reflects our responsibilities under the Equality Act 2010 and the Public Sector Equality Duty (PSED). We strive to eliminate discrimination, advance equality of opportunity, and foster good relations within and beyond our school community. This commitment is central to our vision and values, underpinning everything we do.

## 2. Legal Framework

This policy is underpinned by the following legislation and guidance:

- The Equality Act 2010
- The Public Sector Equality Duty
- The Human Rights Act 1998
- The Education and Inspections Act 2006

## 3. Our Vision and Commitment

Our vision is to create a school community where every individual feels valued, respected, and empowered to achieve their potential. We are committed to:

- Promoting equality of opportunity for all members of the school community.
- Valuing diversity and respecting individual differences.
- Eliminating unlawful discrimination, harassment, and victimisation.
- Ensuring our policies, practices, and procedures are inclusive and equitable.
- Fostering an understanding of diversity through education and dialogue.

## 4. Public Sector Equality Duty (PSED)

Under the Equality Act 2010, the PSED requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Protected characteristics under the Equality Act 2010 include:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

## 5. Equality Objectives

To meet the requirements of the Public Sector Equality Duty and build on the findings of the school's annual Equality Objectives Review, Coalbrookdale & Ironbridge CE Primary School has set the following equality objectives:

	<b>Aim</b>	<b>Key actions will include:</b>
<b>Objective 1</b> Strengthen outcomes and participation for pupils with SEND and those eligible for pupil premium.	To continue reducing barriers to learning and participation for pupils with special educational needs and disabilities (SEND) and those eligible for pupil premium, ensuring that progress, wellbeing, attendance and engagement are closely monitored and supported.	<ul style="list-style-type: none"> <li>- Further strengthening adaptive teaching approaches across the curriculum.</li> <li>- Refining targeted interventions to ensure they are well-matched to individual needs.</li> <li>- Continuing the use of reasonable adjustments to support access to learning and school life.</li> <li>- Monitoring progress, attendance, behaviour and wellbeing to identify and respond to emerging needs.</li> <li>- Working in partnership with parents, carers and external agencies where appropriate.</li> </ul> <p><i>This objective reflects the school's recognition that while progress has been made, reducing inequality of outcome remains an ongoing priority.</i></p>
<b>Objective 2</b> Deepen and embed meaningful cultural representation across the curriculum.	To build on existing strengths in curriculum design by further embedding diverse cultures, histories and perspectives across all subjects, ensuring learning reflects both the local community and wider society.	<ul style="list-style-type: none"> <li>- Continuing to integrate diverse representation across curriculum subjects rather than isolated events.</li> <li>- Building on successful enrichment opportunities and partnerships to enhance learning.</li> <li>- Using pupil voice to inform curriculum development and representation.</li> <li>- Ensuring collective worship and assemblies reinforce themes of dignity, respect and belonging.</li> </ul> <p><i>This objective supports pupils' growing confidence in understanding and discussing difference respectfully and thoughtfully.</i></p>
<b>Objective 3</b> Sustain a safe, inclusive environment that promotes wellbeing and belonging for all.	To maintain and strengthen an inclusive school culture where all pupils, including those with protected characteristics, feel safe, valued and supported.	<ul style="list-style-type: none"> <li>- Continuing to embed a consistent, whole-school approach to anti-bullying and prejudice-based incidents.</li> <li>- Strengthening pupil leadership and voice in relation to wellbeing and inclusion.</li> <li>- Ongoing staff training to ensure confident, inclusive and trauma-informed responses.</li> <li>- Monitoring behaviour, bullying, attendance and wellbeing data to identify and address emerging patterns.</li> </ul> <p><i>This objective reflects the school's commitment to early intervention, safeguarding and emotional wellbeing as essential foundations for learning.</i></p>

## 6. Strategies to Promote Equality and Diversity

### **Inclusive Curriculum Design**

Regularly review the curriculum to ensure representation of diverse cultures, genders, abilities, and perspectives.

Include literature, history, and scientific achievements from underrepresented groups.

Promote respect and diversity through assemblies and themed events.

**PSHE and Protected Characteristics:** We teach PSHE through the Jigsaw curriculum, ensuring that pupils explore themes of equality, inclusion, and respect in a structured and engaging way.

**No Outsiders:** Across the school, we use the No Outsiders program to support the teaching of protected characteristics. This program helps pupils understand diversity and promotes the message that everyone is welcome.

**Collective Worship:** Our collective worship program reinforces core values such as respect, responsibility, and compassion. Through stories, discussions, and reflective activities, children learn how these values apply to their lives and interactions.

**Curriculum Integration:** Equality and diversity principles are embedded across the curriculum, ensuring that pupils encounter a wide range of perspectives, cultures, and role models.

### **Thematic Events and Celebrations**

The school calendar will include events such as Black History Month, World Religion Day, and other cultural celebrations to promote understanding and respect.

Hold **Cultural Appreciation Days** where families share traditions, customs, and foods with the school community.

**Parent Engagement:** Parents will be informed and engaged with the school's inclusive practices through newsletters, workshops, and regular communication.

### **Training and Professional Development**

Provide regular training on unconscious bias, cultural sensitivity, and inclusive teaching for all staff.

Ensure new staff receive equality and diversity training as part of their induction.

### **Promoting Pupil Voice**

Conduct pupil surveys and focus groups to ensure children feel valued and heard.

Use feedback to inform decisions and address concerns related to equality and inclusion.

### **Anti-Bullying Initiatives**

Integrate anti-bullying and equality messages into PSHE lessons.

Train children as **Anti-Bullying Ambassadors** to support their peers and promote positive relationships.

### **Accessible Learning and Environments**

Learning environments will celebrate diversity through visual displays (e.g. Diversity Wall, British Values boards, and pupil work).

Ensure physical spaces and resources are accessible to all children, including ramps, sensory-friendly areas, and assistive technology for children with additional needs.

Ensure learning materials are adapted to accommodate children with visual, hearing, or cognitive impairments.

### **Wellbeing Support**

Provide safe spaces and trained staff for children who may feel excluded or need emotional support.

Implement mindfulness and wellbeing programs to promote resilience and mental health.

## **7. Roles and Responsibilities**

Interim Executive Board: Ensure compliance with the Equality Act 2010 and the PSED, monitoring the effectiveness of this policy and holding leaders to account.

Headteacher and Leadership Team: Provide leadership in promoting equality and diversity, ensuring this policy is implemented effectively across the school.

Staff: Model inclusive practices, challenge discrimination, and contribute to fostering a respectful and supportive school culture.

Pupils: Show respect and consideration for others, understanding the importance of equality and diversity within the school and wider community.

## **8. Supporting the School Community**

Staff Training: All staff receive regular training on equality, diversity, and inclusion to ensure they are confident in addressing these issues and fostering an inclusive environment.

Parent and Community Engagement: We engage with parents, carers, and the wider community through workshops, newsletters, and events to promote understanding and collaboration.

Addressing Bullying and Harassment: We have clear procedures for addressing incidents of discrimination, bullying, or harassment, ensuring swift and effective resolution.

## **9. Monitoring and Evaluation**

We will:

- Conduct regular equality impact assessments to ensure our policies and practices promote equality and diversity.
- Collect and analyse data on pupil achievement, attendance, and behaviour to identify and address inequalities.
- Report on our progress against the PSED to stakeholders, including members of the Interim Executive Board (IEB) and the local authority.

Equality objectives will be reviewed annually and informed by analysis of impact, pupil voice, and emerging needs identified through the Equality Objectives Review.

## **10. Review**

This policy will be reviewed annually to ensure it remains relevant and effective in promoting equality and diversity within our school.

## **11. Related Policies**

This policy should be read alongside other key school policies, including:

- Anti-Bullying Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy

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