

# Fawbert & Barnard Infants School



The Fawbert & Barnard Infants' School

## **School Equality Policy**

**This policy was adopted by the Full Governing Body  
of Fawbert & Barnard Infants School at the FGB  
meeting held on:**

**February 2023**

Review due: February 2024

Chair of Governors/Health and  
Safety Governor

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# 1: Vision and Values

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## Our vision

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To provide an excellent and enjoyable early education for every child in a safe, nurturing and stimulating environment where each individual is valued, encouraged and inspired to develop their resilience and their love of learning.

### **Our aims for the children are:**

To help each child enjoy their formative early years; building relationships based on care, trust and respect.

To recognise that all children are unique individuals who are developing intellectual, social, creative and physical abilities.

To develop an open and engaged approach to learning and an understanding that we are each individuals with our own strengths and we can all improve upon our skills.

To provide strategies that enable children to grow in independence, self-confidence and resilience.

To give each child the opportunity to develop their ability in all areas of the curriculum, providing a broad, balanced and creative curriculum, which is flexible to meet all learning needs.

To provide an approach to learning based on first-hand experiences which extend natural curiosity and reinforce the enjoyment of learning.

To encourage children to understand, adopt and maintain a healthy and active lifestyle.

To encourage children to develop their spiritual, moral, social and cultural values enabling them to become responsible and tolerant citizens who have a caring and sensitive attitude to others.

To encourage children to become active participants within their own and school community and begin to develop an awareness and appreciation of the wider world.

To recognise and appreciate their own achievements and those of others.

### **For the parents:**

To encourage effective communication between home and school; ensuring that all parents feel welcome, valued and informed.

To work in partnership with families to enhance and encourage children's learning, recognising their ongoing contribution.

### **For the adults working in the school:**

To implement new initiatives that will enhance the children's learning.

To provide a supportive environment in which staff can develop both personally and professionally.

To work as a team sharing aims, values, strengths and skills that ensure a consistent approach to learning.

### **For the school community:**

To maintain a well-organised community with high expectations of behaviour and achievement.

To maintain and further develop links with local schools and the wider community.

**We believe in and work with the following guiding principles relating to Equality**

- Respect the equal rights of all pupils, staff and other members of the community
- All learners are of equal value and will be helped to overcome barriers to learning in order to promote achievement
- We recognise and respect difference, challenge stereotypes and promote positive attitudes
- We educate learners about equality
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging by promoting equality in all aspects of school life
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce or remove any inequalities and barriers that may exist
- We consult with our key stakeholders to further improve equality
- We use information available to us to form relevant objectives to improve Equality at F&B

We recognise Protected Characteristics:

- Age
- Disability
- Gender Re-assignment
- Marriage/ civil partnership
- Pregnancy/ maternity
- Race
- Religion/ belief
- Sex
- Sexual Orientation

We also recognise paternity in relation to this Policy where appropriate.

## 2: School Context

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### The characteristics of our school

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#### **A brief description of our school and its community setting**

We are a two-form entry Infant's school with a Nursery. The original building dates back to the 1890s and has been modernised and added to over the years. The school is situated in the heart of Sawbridgeworth; five minutes walk from the railway station; and draws children from the town and some of the surrounding villages. It has strong links with the local community and is ideally placed for the children to enjoy places of geographical and historical interest and the amenities of the town. We are proud of our friendly and welcoming atmosphere which is often commented upon.

Our children generally come from well-supported backgrounds. They are well motivated, well behaved and a pleasure to teach.

Our school is non-denominational and our religious education lessons and assemblies provide coverage of all major world religions. i.e. Buddhism, Christianity, Hinduism, Islam and Judaism. The children also visit different places of worship as part of the curriculum. Our sports activities are diverse and ensure provision for all. Children with additional needs are well supported. Continuing professional development and, where necessary, the help of outside agencies ensure targeted provision for all groups of children.

Staff and Governors at F&B are strongly committed to ensuring that no children are disadvantaged or subject to discrimination. We want to provide a diverse community where all feel valued, all are welcome and all receive the best we can offer.

All of our children are given equal chances to experience the full range of activities offered by the school. We work hard to ensure that resources we use in school use gender neutral language and do not stereotype. We seek to positively promote equal opportunities and positive attitudes. Wherever possible, we seek to provide situations where our children can engage with the diverse community of which they are a part.

Most parents are keen to support their children's learning and are positively encouraged to do so. The 'Friends Association' works hard and raises a significant sum of money each year which greatly enhances the quality of resources that we can offer the children.

We believe in a 'Whole Staff' approach with the contributions of everyone being valued equally. We have a very supportive Governing body made up of parents, representatives from the local community and staff.

# 3: Equality Information

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## The duties that underpin our scheme

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Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

### General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **Eliminate [discrimination](#) (direct and indirect), [harassment](#), [victimisation](#)** and any other conduct that is prohibited by or under this Act
- **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

The Specific Duties of the Act enable schools to meet their obligations under the [Public Sector Equality Duty](#) (PSED). The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in [clause 149](#) of the Equality Act 2010
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty

### [Protected Characteristics](#)

The protected characteristics for school provisions are:

- [Age](#)\*
- [Disability](#)
- [Race](#)
- [Sex](#)
- [Gender reassignment](#)
- [Pregnancy, maternity and breast feeding](#)
- [Religion and belief](#)
- [Sexual orientation](#)
- [Marriage and civil partnership](#) (for staff only)

*\* Age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development.*

We at Fawbert and Barnard are committed to ensuring all pupils can access the curriculum, feel valued as members of our community and thrive. We produce an annual [Equality Scheme Action Plan](#). This sets out our equality objectives and reviews our progress, taking into account all relevant protected characteristics of our diverse community. We have specific policies to help us meet our objectives including, but not limited to: [EAL Policy](#); [Behaviour and Anti-bullying Policy](#); [RHE Policy](#); [PSHE Policy](#); (ADD ANY OTHER RELEVANT POLICIES).

At Fawbert and Barnard we endeavour to ensure inclusion and equality of opportunity for all pupils with additional needs. As well as our [Disability Action Plan](#), (reviewed annually) we have a [Supporting Pupils with Medical Conditions Policy](#), [Pupils with Medical Absences Policy](#) & [Appendix](#) and a [SEN Inclusion Policy](#) (ADD ANY OTHER RELEVANT POLICIES)

As well as making our environment an inclusive and welcoming one for our diverse group of pupils and their families, we also strive to make it an environment that our valued members of staff can thrive in. We recognise our duty as an employer and look to go beyond these in ensuring that our staff can reach their full potential. We have regular staff surveys and well-being workshops. We have a number of policies that help us to achieve our duties and objectives including, but not limited to: Menopause policy and bereavement policy

We consider these policies and action plans working documents. They are available on our website or in paper form from the office and are regularly reviewed and updated by our Senior Leadership team and the Governing Body. We conduct regular surveys with our pupils, parents and staff to ensure we are meeting our equalities duties and objectives effectively. The results of these surveys, along with school data, are reviewed by the senior leadership team and the governing body and where it is possible to retain anonymity may be published on the website.

We have high expectations that our staff promote community cohesion not just regarding the school and local community but the national and global community. Our policies and the delivery of our curriculum seek to equip pupils with knowledge and experiences to live successfully in modern Britain.

## 4: Roles and Responsibilities and Publication of Information, Including Commitment to Implement

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### Chain of accountability

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We expect all members of the school community, including visitors, to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

**Governing Body:** The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this policy. Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example in terms of standards, curriculum, recruitment, admissions, exclusions and the school environment.

Every 12 months there will be a report on equality and diversity to the Governors meeting prepared by the InCo.

**Leadership Team:** The Headteacher, supported by the Governing Body and Leadership Team, retains overall responsibility for ensuring that the action plan is delivered effectively. This includes ensuring all staff are aware of their responsibilities and are given appropriate training and support, and for taking any action where necessary.

The Senior member of staff on duty has day-to-day responsibility for co-ordinating implementation of the policy and monitoring outcomes.

#### **All School Staff:**

All teaching and support staff will:

- Promote and inclusive and collaborative ethos in their classroom and across the school environment;
- Challenge prejudice and discrimination;
- Deal fairly and professionally with any prejudice-related incidents that may occur;
- Maintain the highest expectations of success for all pupils;
- Support different groups of pupils in their class through differentiated planning and teaching;
- Keep up to date with equalities legislation relevant to their work;
- Ensure that any adaptations that may be required for pupils to have equal access to the full curriculum are identified as early as possible;
- Include a diverse range of people, places and lifestyles within the curriculum to reflect the world we live in;

#### **Pupils:**

- Be encouraged to actively support the policy;
- Engage in regular Pupil Voice opportunities to ensure their view is heard;

#### **Visitors:**

All visitors to the school, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy



## 5:

Engagement : Involving our school stakeholders, learners, parents /carers and others

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We consult and engage both with people affected by our decisions – parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other special interest organisations. We always keep in our mind public sector duty to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Evidence of this engagement will be included in our annual equality report showing how the duty has been addressed.

We have welcomed feedback on Equality at our school from our key stakeholders.

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## Using information – Equality Impact Assessment, data and other information

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Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

We collect information relating to incidents of harassment and bullying. Such data and evidence informs our decisions. There are regular reviews both at governor and Senior Leadership level to ensure there is no unlawful discrimination against individuals or groups. Where possible, we collect, analyse and report on matters relating to Equality.

Due to the nature and size of our school, we treat people as individuals rather than rely purely on data.

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## **Our School's Equality Objectives 2021 - 2025**

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### *Key priorities for action*

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The Headteacher and Equality linked governors concluded a full review of the School's Equality Scheme in December 2021 ensuring it is compliant with all of our Equality duties and that it is in line with Hertfordshire County Council's School Equality Scheme Toolkit for School Spring 2012.

The areas listed have been identified as specific, measurable equality objectives for the next 4 years. These will be monitored and reviewed at least annually and have been included in our overall objectives to 2021.

For details see Equalities Objectives & Action Plan 2021 to 2025

## APPENDIX 1 – SCHOOL DETAILS as 1<sup>st</sup> January 2023

There are 7 full-time teachers, 4 part-time teachers (including the Deputy Head and Inco, 12 teaching assistants to support the children's learning; an Office Manager, an Administrative Assistant, a part time Caretaker, 7 Mid-day Assistants.

| Characteristic                                     | Total | Breakdown (number)  |
|--|-------|---|
| Number of pupils                                   | 217   | 36 Nursery<br>60 Reception<br>60 Year 1<br>61 Year 2  |
| Number of staff                                    | 34    | 7 FT Teachers<br>4 PT Teachers (inc Deputy Head and Inco)<br>12 Support Staff (TA)<br>7 Midday Assistants<br>1 Office Manager<br>1 PT Admin Assistant<br>1 PT Caretaker |
| Number of governors                                | 13    | 11 including Heads  |
| Religious character                                | none  |   |
| Attainment on entry                                |       | Average/above average   |
| Mobility of school population                      |       | Very little mobility  |
| Pupils eligible for pupil premium                  | 9     |   |
| Deprivation factor                                 |       |   |
| Disabled staff                                     | 0     |   |
| Disabled pupils (SEN/LDD)                          | 12    |   |
| Disabled pupils (no SEN)                           | 0     |   |
| BME pupils   | 28    | Includes White Other, White Black African, White & Black Caribbean, White Asian, White Irish, Any other Asian, Bangladeshi, Chinese, Indian, Italian & Pakistani        |
| BME staff  | 0     |   |
| Pupils who speak English as an additional language | 11    | Bengali, Bulgarian, Russian, German, Polish, Romanian, Urdu, Bengali & Sylheti  |
| Average attendance rate                            | 94%   | 1/9/22-30/01/2023   |

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| Significant partnerships, extended provision, etc. |  | School Health UK; Jam Childcare Solutions Ltd; Premier Education   |
| Awards, accreditations, specialist status          |  | Healthy Schools, Eco-Schools Silver, Outstanding School (Ofsted 2009)<br>Mode Shift Star – Silver Award<br>Integrated Montessori Approach<br>EYFS Quality Mark |