



Equality Policy and Objectives

Policy Approval Level	Governing Body
Date of Approval	February 2024
Date of Next Review	February 2025

1. AIMS

Fawbert and Barnard Infants' School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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.

We aim to promote respect for difference and diversity in accordance with our school values:

Respect – Accepting yourself and others for who they are;

Ambition – A desire to achieve your best;

Perseverance – To keep going in spite of obstacles.

We respect our pupils as individuals and along with our school community share high ambitions for them. We provide an 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.

2. LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- Protected Characteristics: Age, Disability, Race, Sex, Gender Reassignment, Pregnancy, maternity and breast feeding, Religion and belief, Sexual orientation, marriage and civil partnership (staff only). ** age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organize children in age groups and treat pupils in ways appropriate to their age and stage of development.*

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. ROLES AND RESPONSIBILITIES

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.

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

- Keep aspects of the school's commitment to the Equality Duty under review, for example through terms of standards, curriculum, recruitment, admissions, exclusions and the school environment.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher.

The equality link governor will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary
- Have day to day responsibility for co coordinating implementation of the policy and monitoring outcomes.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. ELIMINATING DISCRIMINATION

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. ADVANCING EQUALITY OF OPPORTUNITY

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times, facilitating curriculum changes for pupils who do not celebrate calendar events such as Christmas)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school enrichment activities)
- In fulfilling this aspect of the duty, the school will:
 - Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
 - Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

6. FOSTERING GOOD RELATIONS

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Worldviews, personal, social, health and economic (PSHE) education, and personal, social and emotional development, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies and collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. EQUALITY CONSIDERATIONS IN DECISION MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school considers Equality Impact Assessments (EQIAs) to show we have actively considered our equality duties and asked ourselves relevant questions. 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 at both 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.

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 welcome feedback on Equality at our school from our key stakeholders.

8. EQUALITY OBJECTIVES

The equality objectives below have been identified as specific, measurable equality objectives for the next 4 years. These will be monitored and reviewed annually.

OBJECTIVE 1

Have in place a reasonable adjustment agreement for all staff, to meet everyone's individual needs and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: to provide employees and their line managers with the basis for discussions about reasonable adjustments, ensuring that the impact of a member of staff's disability at work is well understood by all (within line with confidentiality) in order to support them.

To achieve this objective we plan to:

- Put in place a reasonable adjustment agreement.
- Continue best practice with regards to individual staff risk assessments
- Continue to offer referrals to occupational health advisors.
- Progress we are making towards this objective: (January 2025).

Progress we are making towards this objective: (January 2025)

OBJECTIVE 2

To monitor pupil achievement by race, gender and disability (including SEND), and act on any trends of patterns in the data that requires additional support for pupils.

Why we have chosen this objective: to ensure that all pupils, regardless of background, are afforded the same opportunities.

To achieve this objective we plan to:

- Monitor vulnerable groups through pupil progress meetings
- Place emphasis on pupil achievement by race, gender and disability through subject leadership discussions
- Evaluate data termly (subject leaders)
- Have an Inclusion Lead, who has oversight of all vulnerable and other groups, including monitoring pupil achievement.

Progress we are making towards this objective: (January 2025)

OBJECTIVE 3:

To promote cultural development and understanding through a rich range of experiences both in, and beyond, school.

Why we have chosen this objective: The curriculum should be reflective of different cultures and differences in individuals, and cover all groups with protected characteristics.

To achieve this objective we plan to:

- Ensure a range of educational visits and visitors for the children
- Deliver project based topic learning
- Deliver a progressive and detailed PSHE curriculum through utilizing the SCARF scheme of work. Host school based events and celebrations that represent the full school community and wider local and national community
- Adopt a worldview approach to the teaching of RE (Religious Education)
- Continue to develop the Heritage project to celebrate all links to different faiths, countries, cultures, religions and languages.

Progress we are making towards this objective: (January 2025)

OBJECTIVE 4:

To promote positive mental health for all of our children through high quality PSHE and strong pastoral provision alongside good links with families.

Why we have chosen this objective: Having strategies in place to support mental health (including self-regulation) is the foundation for children progressing with both their personal and academic learning journey.

To achieve this objective we plan to:

- Ensure the curriculum provides a wide range of opportunities relating to the promotion and development of positive mental health
- Ensure all children regardless of their race, gender and disability are supported
- Invest in developing a Pastoral Offer that is a go to guide for parents
- Invest in staff CPD linked to mental health and wellbeing
- Allocate designated members of staff to the school mental health and wellbeing team, to ensure pupils have access to a range of people they can talk to

Progress we are making towards this objective: (January 2025):

9. MONITORING ARRANGEMENTS

The Governing Body will update the equality information we publish, [described in sections 4 to 7 above], at least every year.

This document will be reviewed by the Governing Body at least every 4 years.

This document will be approved by Governing Body.

10. LINKS WITH OTHER POLICIES

This document links to the following policies:

- Accessibility Plan
- Inclusion Policy
- SEN Information Policy