

Fiskerton CE Primary School

'Flourishing together within the love of God.'



Equality Information and Objectives

2022-26

As an inclusive and caring church school, we aim to provide an excellent education and develop a life-long love of learning. We see all members of our school family as valued and valuable in the eyes of God, and we support and challenge everyone to achieve their full potential.

"I come to bring life in all its fullness." (John 10:10)

Being a Good Neighbour	Fulfilling Our Gifts	Serving Others
Friendship	Wisdom	Compassion
Peace	Self-Belief	Forgiveness
Love	Hope	Responsibility
Thankfulness	Trust	Respect

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1. Aims

Our school aims to meet its obligations under the public sector equality duty 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
- provide equal access to education for all pupils
- provide equal training and development for all staff - relative to their role in school.

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

3. Roles and responsibilities

The governing body 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, and that they are reviewed and updated at least once every four years
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor, Emma Innesbeer will:

- meet with the head teacher every year 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 head teacher will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils
- monitor success in achieving the objectives and report back to governors The designated member of staff for equality is the SENCo.

The SENCo will:

- support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- support the headteacher in identifying any staff training needs, and deliver training as necessary.

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 reminded of their responsibilities under the Equality Act, for example during meetings. 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. The school has a designated member of staff, the head teacher, for monitoring equality issues, and an equality link governor, Emma Innesbeer. 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or who speak English as a second language)
- taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times) • encouraging people who have a particular characteristic to participate fully in any activities

In fulfilling this aspect of the duty, the school will:

- assess and track any underachievement of groups of pupils, e.g. English as an Additional language (EAL), Special Educational Needs and Disabilities (SEND), disadvantaged/ Pupil Premium.
- address any imbalance of achievement through planned interventions and/or adaptations to the curriculum or timetable
- publish attainment data each academic year showing how pupils with different characteristics have achieved
- closely monitor progress of groups of pupils including: EAL, SEND, pupil premium and gender
- ensure books and resources represent racial and other minority groups. • include church school and British values within the PSHE curriculum for all year groups
- give full consideration to access requirements to the school buildings or grounds.
- provide data on behaviour and attendance to governors on specific groups.

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 R.E.

and PSHE education, but also activities in other curriculum areas and through the daily newsround report, e.g. class reader literature aims to incorporate a range of cultures

- dealing with relevant issues through collective worship topics. Pupils will be encouraged to take a lead, 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 collective worship, and organising school trips and activities based around the local community, e.g. the mosque
- 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 school activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- developing 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 will consider the impact of significant decisions on particular groups, e.g, when a school activity is being planned, the school will ensure the trip is accessible to pupils with disabilities.

The school may need to consult and engage; both with people affected by their 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 relevant special interest organisations.

8. Equality objectives

Objective 1: Undertake an analysis of recruitment data and trends with regard to race, gender and disability, and report this to the governing body

Objective 2: Train all members of staff and governors involved in recruitment and selection, on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

We have chosen these objectives to:

- o ensure equality in recruitment
- o have access to adults of different nationalities who can provide specific

support to children and families with the same mother tongue

To achieve these objectives, we will:

o advertise vacancies within the school community: website, Facebook o monitor the number of nationalities of pupils, staff and governors in our school

9. Monitoring arrangements

- The governing board will update the equality information we publish, [described in sections 4-7 [above], at least every year.
- This document will be reviewed by the headteacher at least every four years.
- The Finance and Resources committee will approve this document.

10. Links with other documentation:

- [The Equality Act 2010](#)
- Summary: UN Convention on the Rights of the Child
http://www.unicef.org.uk/wpcontent/uploads/2010/05/UNCRC_summary-1.pdf
- Full report: UN Convention on the Rights of the Child
http://www.unicef.org.uk/wpcontent/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf
- Accessibility Plan
- Curriculum Policy
- Special Needs and Disabilities Policy.

Review Framework

This policy will be reviewed every four years (or sooner in the event of any legislative change or change of personnel).

Signed:  Headteacher

Signed:  Chair of Governors

Date 13th July 2022

Policy Approved: July 2022

Next Review (4 years): July 2026