



Fingringhoe

Church of England (VA) Primary School

Equality Information and Objectives

March 2023

Approved by: Governors

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1. Introduction

Fingringhoe CofE (VA) Primary School is a very welcoming, caring, and inclusive community where everyone is valued highly and where tolerance, honesty, co-operation, and mutual respect for others are fostered through our core values – Care, Courage, and Compassion.

At our school, we benefit from the diversity of experience that our children bring. We welcome differences and celebrate culture, respecting the needs of the individual, the group, and the school community. We seek to share the diverse cultures represented here to inform and enrich.

In addition, we invite visitors into our school to describe their own faiths, beliefs, and ways of life. The children in our school are taught to respect such visitors and approach these opportunities with a real spirit of enquiry.

We encourage a sense of pride and aim to help children feel confident in discussing their own experiences and sharing their beliefs and family cultures.

We recognise the importance of enabling all our children and their family's equal access, as far as possible, to the facilities and activities we have to offer.

High standards are possible for all, and we seek to ensure that our expectations are challenging whatever the level of intellectual or physical ability, gender, race or religion. We try to extend this welcome to all our catchment including staff, parents/ carers, governors, children, and the community.

Fingringhoe CofE (VA) Primary School is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination, and inequalities of opportunity, and promote diversity in terms of our pupils, our workforce, and the community in which we work.

We will assist our pupils in achieving to their very best potential. Where pupils experience barriers to their success we will work with them to address these in a sensitive and sympathetic way. We will teach our pupils the importance of equality and what forms discrimination can take, and the impact discrimination can have.

2. 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.

The policy applies to:

- School Governors
- Staff
- Parents
- Pupils (as appropriate)
- Visitors to the school
- Multi-agency Professionals
- Contractors

3. 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.

As a school, we welcome our duties under the Equality Act 2010.

As a Governing Body and employer, we will also not accept any of the following:

- Direct or Indirect Discrimination.
- Harassment; and
- Victimisation.
- [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](#).

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity, and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for staff only)

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including schools. This combined equality duty came into effect in April 2011. Public bodies are required to have due regard to the three main elements.

They need to:

- 1) Eliminate discrimination and other conduct that is prohibited by the Act,
- 2) Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- 3) Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Protected Characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment, and victimization?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<ul style="list-style-type: none"> • Race equality policy • Data on admission • Termly report on racial incidents to GB • Low number of reported racial incidents 	<ul style="list-style-type: none"> • Celebration of differences • Curriculum • Collective Worship/ Assemblies • School policies • Value differences 	<ul style="list-style-type: none"> • Celebration of differences • Curriculum • Collective Worship/ Assemblies • Good links with parents • School policies promote equality • Job descriptions for staff • School values • School displays promote diversity
Disability	<ul style="list-style-type: none"> • School policies • Inclusive practices • Feedback from parents/questionnaires • Termly report to GB • Assessment data • Purchase additional resources – auxiliary equipment 	<ul style="list-style-type: none"> • School policies • Raising attainment • Tracking progress • Inclusion team 	<ul style="list-style-type: none"> • Good links with parents • Parent support workers • Assemblies/collective worship • SEND meetings • School values • School displays promote diversity.
Gender	<ul style="list-style-type: none"> • Admissions process • Recruitment process • Gender equality scheme • Tracking data 	<ul style="list-style-type: none"> • Recruitment process • School policies • Tracking progress • PPMs 	<ul style="list-style-type: none"> • Good links with parents • Parent support workers • Assemblies • School values
Gender Reassignment	<ul style="list-style-type: none"> • Inclusive practices • Admissions process 	<ul style="list-style-type: none"> • Celebration of differences • School policies 	<ul style="list-style-type: none"> • Good links with parents • Parent support workers

	<ul style="list-style-type: none"> Recruitment process Equality policy 	<ul style="list-style-type: none"> Value differences Review of practices Inclusion 	<ul style="list-style-type: none"> Admissions process School values
Pregnancy and Maternity	<ul style="list-style-type: none"> Policy for expectant parents Reasonable adjustments in place to support Regular meetings Risk assessment 	<ul style="list-style-type: none"> Continue good practice Paternity leave 	<ul style="list-style-type: none"> Following policy Continue to make reasonable adjustments to ensure that are supported at work School values
Age	<ul style="list-style-type: none"> Employment/ recruitment process 	<ul style="list-style-type: none"> Recruitment process 	<ul style="list-style-type: none"> Recruitment process School values
Religion and Belief	<ul style="list-style-type: none"> Admissions procedures Employment documents Balance of staff employed 	<ul style="list-style-type: none"> Celebration of differences Curriculum Assemblies/ Collective Worship 	<ul style="list-style-type: none"> Celebration of differences Curriculum Assemblies/ Collective Worship Good links with parents Parent Support Workers School values School displays promote diversity
Sexual Orientation	<ul style="list-style-type: none"> School policies Inclusive practices Admissions process Recruitment process Equality policy 	<ul style="list-style-type: none"> Celebration of differences School policies Value differences Review of practices Inclusion co-od 	<ul style="list-style-type: none"> Good links with parents Parent support workers Admissions process School values

4. Roles and Responsibilities

All members of the school community, governors, 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 understanding of this responsibility: -

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.
- Ensure that all governors are aware of their legal responsibilities under equality legislation.
- Receive and discuss regular equality reports on progress and performance.
- Check that implementation of the Scheme and Action Plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion, and belief.

The headteacher will

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation.
- Ensure staff, pupils, parents/carers, and any other interested stakeholders are aware of the equality objectives and their roles and responsibilities in implementing them.
- Monitor success in achieving the objectives and report back to governors.

The senior leadership team will

- Drive forward implementation of the objectives.
- Support staff to conduct their role in implementing the objectives.
- Provide effective leadership on equality, inclusion, and community cohesion.
- Respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment, or victimization.

All staff will

- Recognise that they have a role and responsibility in their day-to-day work to
 - Promote equality, inclusion, and good community relations
 - Challenge inappropriate language and behaviour
 - Tackle bias and stereotyping
 - Respond appropriately to incidents of discrimination, harassment, and report these
- Highlight to the senior leadership team any staff training or development that they require to conduct the above role and responsibilities.

All staff will also ensure that pupils are encouraged to:

- Recognise that they have a role and responsibility to themselves and others so that they understand and are able to
 - Promote equality, inclusion, and good community relations
 - Challenge inappropriate language and behaviour
 - Tackle bias and stereotyping
 - Work to promote anti-bullying strategies
 - Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

5. 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.



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Staff and governors are regularly 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.

Updates on equality information are included in staff briefings and as part of CPD and staff development as appropriate. 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.

6. 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 gay pupils who are being subjected to homophobic bullying)
- 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 (e.g., encouraging all pupils to be involved in the full range of school societies)

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

- Monitor and analyse data each academic year showing how pupils with different characteristics are performing.
- Determine strengths and areas for improvement and implement actions in response.

7. 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 personal, social, health and economic (PSHE) education, 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 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.

8. 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 Education Visits Coordinator (EVC) will evaluate school visit risk assessments for school trips and activities to ensure that all reasonable adjustments have been put in place to meet the needs of all children and adults.

9. Equality Objectives (See equality objectives set in grid below).

Fingringhoe CofE (VA) Primary School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided; and
- Improving the availability of accessible information to disabled pupils.

Fingringhoe CofE (VA) Primary School leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

Fingringhoe CofE (VA) Primary School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided; and
- Improving the availability of accessible information to disabled pupils.

Fingringhoe CofE (VA) Primary School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (a) Increasing the extent to which disabled pupils can participate in the curriculum.
- (b) Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided; and
- (c) Improving the availability of accessible information to disabled pupils.



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Equality Objectives

Objective Group	Objective	Actions (and by who is responsible)	Progress (Review February 2024)
Pupil Achievement	<ul style="list-style-type: none"> All pupils are assessed, monitored, and tracked through Target Tracker and analysis of data. Under-achievement is identified, and appropriate intervention is applied. Pupils are able to participate in a full range of extra-curricular opportunities. 	<ul style="list-style-type: none"> HT and Governing body will use the data to monitor and assess the impact of the school's progress. Regular Pupil Progress meetings track attainment and next steps for teaching and learning. High quality interventions in place with clear timeframes and evaluations to ensure impact. Analysis of assessments and data demonstrates the gap is narrowing for identified groups/individuals. Monitoring by HT / senior lead teacher identify strengths and development points. 	
Behaviour and Safety	<ul style="list-style-type: none"> Pupils respect one another. Pupils feel safe and valued. Pupils, staff, and parents know that misconduct and gross misconduct will be challenged. 	<ul style="list-style-type: none"> To actively promote, and model school ethos and respect among all stakeholders. Ensure the curriculum promotes role models that positively reflect the school's values and ethos. Include as item on school agenda and through pupil voice. A clear log of any incidences and actions to be reported to governing body. Wellbeing mentor and PSHE co-ord to monitor well-being in school to support children as identified. 	
Teaching	<ul style="list-style-type: none"> All pupils experience 100% 'good or better' lessons. 	<ul style="list-style-type: none"> HT to carry out observation and monitoring of teaching across the school. Subject leads to review and update action plans to ensure curriculum coverage across the school follows progression. 	
Leadership and Management	<ul style="list-style-type: none"> The staff and governing body reflects the diversity within the Fingringhoe CofE (VA) Primary School community. No pupils (or their families) are 	<ul style="list-style-type: none"> All curriculum and policy review will refer explicitly to our equality policy and statement reflect the school's ethos. Behaviour policy and systems promote respect for differences and equality. Planned community / parent participation in questionnaires and 	

	<p>disadvantaged academically, socially, or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.</p> <ul style="list-style-type: none"> The Headteacher is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents. 	<p>consultations e.g. SRE consultation.</p> <ul style="list-style-type: none"> Expectations and monitoring of the learning environment and resources to ensure that it reflects the community including book choices, SEND provision and achievement. Curriculum map / planning reviewed to ensure assemblies, school events, visits and visitors reflect the whole community and British values. Ensure high quality provision and resources in PHSE / RE lessons which develop and challenge understanding of difference and equality in the community and wider world. HT to ensure termly report to governing body of racial incidence. 	
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Fingringhoe CofE (VA) Primary School will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (b) Increasing the extent to which disabled pupils can participate in the curriculum.
- (b) Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided; and
- (c) Improving the availability of accessible information to disabled pupils.

Fingringhoe CofE (VA) Primary School leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

Fingringhoe CofE (VA) Primary School does this by measures that include:

- (a) For pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour, and anti-bullying).
- (c) For staff - implementation of policies on equal opportunities, recruitment, and selection, pay and anti-harassment policy.
- (c) PSHE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles.
- (d) Employing specialist staff to support pupils with special needs or disabilities and implementing Fingringhoe CofE (VA) Primary School disability access plan.
- (e) Monitoring of welfare, with intervention and support where required.
- (f) Taking steps to meet the particular needs of pupils or staff that have a particular characteristic.

10. Monitoring arrangements

The governing body will update the equality information we publish, (described in sections 5-8 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 the governing body.

11. Links with other policies:

This document links to the following policies:

- Equalities Policy
- Accessibility Plan
- SEND Policy
- Behaviour and Anti-Bullying Policy
- Sex, Relationships and Health Education Policy



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