



Equality information and objectives

Date **September 2020**

Reviewed by
Stephen Atkinson

Next Review **Sept 2024**

1. Equality Act 2010 - Duties for All Schools

In order to meet the requirements of the Equality Act 2010, schools must meet both general and specific duties.

The general duty requires that all schools have due regard to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct, which is prohibited by or under the Act of Law.
- b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to meet the three aims of the general duty schools have specific duties. These are:

- a) To publish information which demonstrates their compliance with the duty to have due regard for the three aims of the general duty.
- b) To prepare and publish specific and measurable objectives which they will pursue in the coming years to achieve the three aims of the general duty.

2. Protected Characteristics

There are nine protected characteristics and these relate to:

Age	Ethnicity and Race	Gender Identity & Trans Gender
Disability	Gender	Marriage & Civil Partnership
Pregnancy, Maternity & Breast Feeding	Religion & Belief	Sexual Identity & Orientation

3. Aims

At Foxton Primary School we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

Our school makes all members of our community feel welcome and valued. Our vision and values promote inclusive and equality and tackle discrimination. We have high expectations for all our pupils irrespective of race, creed, gender or disability. Our equalities statement is guided by some core principles:

- We recognise and respect difference;
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We aim to reduce and challenge barriers to equality that already exist.

4. 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](#).

5. Roles and responsibilities

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, 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 Headteacher will:

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

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 14.

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: analyse attainment data each academic year showing how pupils with different characteristics are performing; analyse the above data to determine strengths and areas for improvement and implement actions in response. The data will not be published due to the small numbers of pupils in the school community and the strong possibility, therefore of being able to identify individuals.

Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

Identify issues associated with particular protected characteristics and those which could affect our own pupils.

7. Equality in Teaching and learning

- All learners are of equal value; we provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement.
- We ensure equality of access for all pupils and preparing them for life in a diverse society
- We promote attitudes and values that challenge any discriminatory behaviour or prejudice
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- We seek to involve all parents in supporting their child's education

8. Equality in Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of race, gender, religion, belief, disability and/or socio-economic background.

9. Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We observe good practice in recruitment, retention and staff development.

10. School information

Gender

	Male	Female
Year R	4	7
Year 1	10	7
Year 2	4	4
Year 3	6	6
Year 4	7	4
Year 5	6	10
Year 6	7	5
Staff	2	15

Disability

The school has a very small number of pupils (below 10) with a physical disability, hearing or visual impairment. This number is not published as the pupils could be identified. An accessible disabled toilet is available and used by pupils with short term medical needs. There are no disabled members of staff.

Gender reassignment

No data is collated by the school about gender reassignment for the pupil or staff population.

Ethnicity

The school population is predominantly white British, with a small number (less than 10 pupils) from different ethnic backgrounds. This has been the case for the last 3 years. There are significantly fewer ethnic minority groups than National figures.

First Language

The school population predominantly speak English as a first language with a very small number (less than 10 pupils) who have English as an additional language. There are significantly fewer EAL pupils than the National figure.

Religion or belief

The school population predominantly identifies their beliefs as Christian, with a small number (less than 10 pupils) who chose to withhold this information.

Sexual orientation

No data about the sexual orientation of pupils, parents or staff is collected or held by the school.

Marriage and civil partnership

When information about changes in marital status or home circumstances is communicated to school, it is recorded in the pupil's electronic and paper file. Any changes to contact details are recorded on the pupil's electronic and paper file. No data is collated by the school about staff or parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

Pregnancy and maternity

There are currently no members of staff on maternity or paternity leave.

Free School Meals (FSM) and Deprivation Indicators

The school has fewer pupils that qualify for FSMs than National (12.6%). The percentage of children who are eligible for pupil premium is also lower than average (14.9%). The school deprivation figure is lower than National.

Vulnerable groups

There are currently no looked after children on roll or forces children that attend the school. We identify children in this group using a variety of factors – social and emotional, economic or family situations.

Bullying and discrimination

The school has an anti-bullying policy and this is supported by the school's behaviour policy and ongoing work in PSHE. The school also conducts routine pupil surveys to gauge how the pupils feel about bullying in school and how we deal with it.

11. 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, citizenship 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.

Children meet in small Buddy groups each week to discuss the school's values or other issues, enabling them to practice respect for each other equally.

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

12. 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

13. Equality objectives

.....
Objective 1: Raise awareness of sexual orientation and promote positive attitudes towards alternative lifestyles and to educate pupils in vocabulary used around sexual orientation.

Why we have chosen this objective:

Leadership monitoring noted that some pupils were not really aware of appropriate vocabulary. In general, they had little or no knowledge of people with this protected characteristic.

To achieve this objective we plan to:

- Display posters and use advice and promote best practice from <https://www.stonewall.org.uk>
- Introduce books to our libraries which show different family make ups include same sex couples.
- Challenge and educate children following our PHSE curriculum

Outcome: To raise awareness of this protected characteristics.

Progress we are making towards this objective:

.....
Objective 2: To promote positive attitudes and understanding towards all religions and faiths.

Why we have chosen this objective:

In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus and make virtual visits to different places of worship.

To achieve this objective we plan to:

- Carry out a deep dive into RE with related training
- Audit and improve our RE resources
- Increase the representation of different faiths in assemblies

Outcome: To raise awareness of different faiths across our younger pupils.

Progress we are making towards this objective:

.....
Objective 3: To promote awareness, understanding and equality of opportunity between all genders, including non-binary.

Why we have chosen this objective: To continue the inclusive ethos of the whole school.

To achieve this objective we plan to:

- Teach the new relationships and sex education curriculum using materials from the PSHE association
- Emphasise important women in history (Mary Anning, Florence Nightingale) whilst teaching a broad curriculum, raising awareness of gender struggles within each topic taught across the school
- Ensure that resources exist to support the above, especially stories that explore gender roles
- Make sure that responsibilities and activities within the school are non-gendered

- Incentivise pupils to take part in internal and external activities as well as taking on leadership roles within the school setting
- Make it possible for pupils to make anonymous contributions

Outcome: So that everyone feels valued and safe to express themselves.

Progress we are making towards this objective:

.....

14. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed and approved by the governing board at least every 4 years.

15. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- Anti-bullying policy
- Whistle Blowing Policy