



## Equality and Diversity Information and Objectives

Date:	January 2025
Reviewed by:	Janet Muir and staff
Agreed:	FGB
Next Review date:	January 2028
Signed:	

## 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 activities).

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 Suspensions**

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. 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 (PSHCE) 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, Buddy Groups 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 events. 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

## **11. 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

## **12. 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.

## **13. Links with other policies**

This document links to the following policies:

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

Appendix 1.

# Equality Objectives Review

## 1. Academic Year 2024/2025

Objective 1: To embed the British value of tolerance for people from different ethnic and cultural backgrounds

**Desired outcome:** To raise awareness of this protected characteristics

Action	Success Criteria
Reflect different ethnicities within displays and teaching resources used in the classrooms and throughout the school.	Displays will represent people and children from various backgrounds and different ethnicities Displays will be culturally sensitive
Continue to have a wide range of books representing characters, stories and authors from a wide range of cultures	Children will be reading and teachers will read books from a wide range of cultures
Challenge and educate children following our PSHCE curriculum	Assemblies will incorporate relevant festivals and events/celebrations from around the world. Our Cambridgeshire scheme is adapted to be representative of Foxton community

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

**Desired outcome:** To raise awareness of different faiths across our younger pupils

Action	Success Criteria
Carry out a deep dive into RE	Subject Leader to meet and discuss with all stakeholders the implementation and impact of RE
Subject Leader to create an individualised scheme for Foxton Primary School and appropriate resources	Subject Leader to identify the needs of Foxton Primary School Subject Leader to design a long term plan, planning guidance

	and medium term plans throughout the school. Subject Leader to create lesson plans and resources
Increase the representation of different faiths in assemblies	Assemblies will incorporate relevant festivals and events/celebrations from around the world.

Objective 3: To promote awareness, understanding and tolerance of different family compositions

**Desired outcome:** So that everyone feels valued and safe to express themselves

<b>Action</b>	<b>Success Criteria</b>
Teach the new relationships and sex education curriculum using materials from the PSHE association	Training on RSE and PSHCE Subject Leader to remain informed
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	Lessons and assemblies will incorporate important women in history from around the world
Ensure that resources exist to support the above, especially stories that explore gender roles	Children will be reading and teachers will read books that explore a wide range of family compositions and those that explore gender roles
Have a variety of resources that teach about different families including same sex parents, single parents, adopted children and separated parents.	Resources, assemblies and displays will represent different family compositions