



FENISCOWLES PRIMARY SCHOOL
'STRIVING FOR EXCELLENCE'



EQUALITYPOLICY

2024 - 2028

1. Aims

Our 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

Our school aims to promote respect for difference and diversity in accordance with our values.

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 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
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Meet with the designated member of staff for equality every 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

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
- Meet with the equality link governor at least once a year to discuss steps being taken to tackle inequality.

Teachers and staff will:

- Enact all aspects of this policy, its commitments and procedures, and their responsibilities within it.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher.
- Promote equality and good relations and not discriminate on any grounds.
- Attend training and information sharing opportunities as necessary.
- Promote equal opportunities through their words and actions.
- Ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- Be aware of any gender or cultural bias in teaching and learning materials.
- Recognise equality of gender. Grouping within the classroom should encourage co-operation between the sexes whilst tasks should be bias free.
- Recognise and celebrate cultural similarities and differences.
- Ensure that pupils have equal access to classroom activities and resources.
- Address any special individual needs, whether academic, physical, social, emotional or behavioural.
- Keep the curriculum under review to ensure equal opportunities and heighten pupils' awareness of such issues.
- Recognise and celebrate diversity within our curriculum whilst promoting community cohesion.

Pupils according to their ability and understanding should:

- Refrain from engaging in discriminatory behaviour, or any other behaviour that could cause offence to others under this policy.

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 – 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 every year on the first INSET day in September

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, 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 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)
- Have clear reporting to governors regarding data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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, 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
- 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

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 keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends in regard to race, disability and gender by and report on this to the staffing and pay sub-committee of the governing board (September 2024)

Why we have chosen this objective:

We recognize that our staff team may not represent the diverse community we serve and would wish to represent this more closely.

To achieve this objective we plan to:

Analyse staffing structure against gender, race and disability . During recruitment processes, take this analysis into consideration when shortlisting

Objective 2

Increase the representation of teachers from local Black and minority ethnic communities over a 4-year period (from July 2024 to July 2028), so that this group increases from 15% of the workforce.

Why we have chosen this objective:

We recognize that our staff team may not represent the diverse community we serve and would wish to represent this more closely.

To achieve this objective we plan to:

Aim to shortlist at least 2 candidates from black or ethnic minority backgrounds, subject to application forms being comparable when measured against the person specification and job description

Objective 3

Eradicate the use of abusive language relating to protected characteristics.

Why we have chosen this objective:

Occasions have been noted where children casually use homophobic language or gender based comment to tease friends. This is minor in frequency, but we recognize this is also a community problem.

To achieve this objective we plan to:

Supplement our PSHE curriculum with additional development opportunities.

Source visitors from different groups, specifically to talk to children about protected characteristic and the harm casual comments can have on people.

Monitor behaviour incidents relating to this language and report termly to the governing board.

Objective 4

Carefully analyse and monitor the participation of different groups in school extra-curricular activities. This includes those from different ethnic backgrounds, gender balance and those from disadvantaged backgrounds.

Why we have chosen this objective:

As the range of opportunities have increased since the Covid-19 pandemic , we want to ensure fair and equal access is in place for the extra curricular opportunities.

To achieve this objective we plan to:

Monitor access for different groups.

Plan clubs to specifically target underrepresented groups.

Ensure priority access is given (if required) for targeted groups

9. Monitoring arrangements

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

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

This document will be approved by [governing board

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment