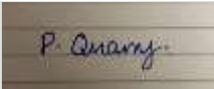
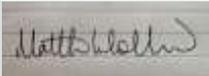


Fitzwilliam Primary School

'Working and growing together'

Equality Information and Equality Objectives



Approved by:	Paul Quarry	Date: November 2021
Headteacher:		Date: 17.11.21
Approved by:	Matthew Holland	Date: November 2021
Chair of Governors		Date: 17.11.21
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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 and respect across all characteristics – between people who share a protected characteristic and people who do not share it

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](#).

This document also complies with our articles of association.

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

The equality link governor is Ekanem Kofi Ikpeme. The governor will:

- Meet with the designated member of staff for equality every term 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 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

The designated member of staff for equality, Paul Quarry, will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- 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 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 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 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 clubs and groups);

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing;
- Analyse the above data 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);
- Publish further 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 and characters that challenge stereotypes;
- 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 aim to develop 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 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

To promote spiritual, moral, social and cultural development through all curricular opportunities (curriculum content choices, texts used, assemblies), with particular reference to issues of equality and diversity and the protected characteristics of race and sexuality.

Why we have chosen this objective: The school population and community is primarily white British and does not reflect the cultural diversity within Britain. School must ensure that all children experience diversity in order to fully understand equality and equity. Recent analysis of behaviour incidents and discriminatory behaviour indicates that racist comments and those about sexual orientation are the most common form of discrimination against the protected characteristics. Initial discussion suggests that some pupils are exposed to outdated opinions and inappropriate, offensive discriminatory language.

To achieve this objective we plan to:

- **carefully consider curriculum content across all subjects in order to promote diversity across the curriculum;**
- **carefully consider texts read in Literacy lessons and in class story times to cover a wide range of characters, covering a wider range of protected characteristics;**
- **carefully plan assemblies to educate pupils about the protected characteristics; equality, equity and diversity and discrimination.**

Progress we are making towards this objective:

2021-22:

2022-23:

2023-24:

2024-25:

Objective 2

To review and rewrite the PSHE curriculum (including RSE) and scheme of work to include all new and updated legislation.

Why we have chosen this objective: The previous PSHE and RSE scheme of work was outdated and now needs to reflect updated guidance and legislation to fully prepare pupils for life in the modern global society they are growing up in.

To achieve this objective we plan to:

- **use guidance from the PSHE Association to rewrite the PSHE and RSE schemes of work, ensuring progression across the year groups;**
- **implement the new curriculum across school;**
- **monitor the implementation of the new scheme of work, by looking at pupil work and conducting pupil discussions to see if pupils know more, remember more and understand more;**

Progress we are making towards this objective:

2021-22:

2022-23:

2023-24:

2024-25:

Objective 3

To increase the awareness and understanding of pupils, parents and staff, of disability and how this can impact on the child, their learning and their mental health and wellbeing, as well as increasing the understanding of strategies (reasonable adjustments) that can be successfully implemented to support pupils with disability.

Why we have chosen this objective: Comments from pupils and parents indicate that greater understanding of some of the disabilities that provide challenges for some pupils in school is needed. There has been a noticeable increase in referrals being made for disabilities such as ASD and ADHD.

To achieve this objective we plan to:

- **share information with pupils, parents and staff to educate them about different disabilities, the impact the disability can have on learning and successful strategies that can be implemented to support these pupils;**
- **conduct assemblies to further develop knowledge and understanding of pupils about disabilities;**
- **include pupils with disabilities when planning assemblies and encourage them to play a role in delivering these assemblies to pupils and staff.**

Progress we are making towards this objective:

2021-22:

2022-23:

2023-24:

2024-25:

9. Monitoring arrangements

The headteacher 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 and equality link governor at least every 4 years.

This document will be approved by the Chair of Governors on behalf of the Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- SEND Policy and Local Offer
- RE policy
- PSHE Policy
- RSE Policy
- Positive Behaviour Policy
- Anti-bullying Policy