

Farley Hill Primary



Equality Information and Objectives

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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 across all characteristics – between people who share a protected characteristic and people who do not share it
- Inspire every child to recognise their individual potential and help them to be proud of themselves

Farley Hill Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We strive to create an environment where no-one is subjected to harassment, less favourable treatment or discrimination because of any protected characteristics.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise, respect and welcome difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.

5. We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of any protected characteristics.
6. We have the highest expectations of all our children.

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 embedding the objectives in the school's procedures and practices and monitoring the achievement of the objectives on a daily basis to the Headteacher

The Equality Link Governor is Fiona Ockwell. They will:

- Meet with the designated member of staff for equality, 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 Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Ensure that the objectives are embedded in the school's procedures and practices.
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for Equality (Mrs Karen Lewis, Deputy Head Teacher) 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 and the need to be aware of indirect discrimination and unconscious bias.

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 September. The training focuses on compliance but also raises awareness of forms of indirect discrimination and unconscious bias.

The school has a designated member of staff for monitoring equality issues (Jane Bateman, Head Teacher), and an Equality Link Governor (Mrs Fiona Ockwell). 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 disadvantages suffered by people which are connected to a particular characteristic they have (e.g., pupils who are being bullied on the grounds of disability or their sexual orientation)
- 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:

- 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

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Equality Information

Number of pupils on roll at the school: **335**

Age of pupils: **3 to 11**

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every

person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

Race/Ethnicity	%
Any other Asian background	0.6
Any other Black background	0.3
Any other ethnic group	1.5
Any other mixed background	1.5
Any other White background	9
Bangladeshi	0.3
Black - African	3
Black Caribbean	0.3
Chinese	2.4
Indian	8
Pakistani	2.4
Refused	0
White - British	68
White - Irish	0.6

White and Asian	0
White and Black African	0.9
White and Black Caribbean	1.5

Gender:	53% male, 47% female
Pupils eligible for Free School Meals (FSM):	9%
Pupils eligible for Pupil Premium Funding:	10%
Pupils with Special Educational Needs (SEN):	16%
Pupils with English as an Additional Language (EAL):	27%
Young carers:	0%
Looked after children:	0%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

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 relationship (PSHRE) 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 when appropriate
- 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 parliament 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
- Listening to parents/carers
- Listening to pupils at all times
- Ensuring that Farley Hill Primary School is seen as a community school within our local community

- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

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
- Challenging stereotypes
- Monitoring the use of any discriminatory language, intolerant or disrespectful behavior and working with children to strengthen their understanding of why this is appropriate.
- Disadvantaged children will be supported in the payment of trips

8. Equality objectives

Aim	Action to be Taken	Personnel	Timescale	Impact
1. Enhance and deliver an inclusive and diverse curriculum which reflects our changing community	• Review and develop opportunities for relevance for our whole community in our core and Foundation subject's curriculum • Monitor the impact of developments in the curriculum on all children's learning and outcomes, but with a focus on children with protected characteristics • Ensure resources are available to support the enhancements in the curriculum e.g., texts • Continued focus on enrichment activities and community links to reflect our increasingly	DHT - lead Teaching staff SLT Governors Curriculum and Impact Committee	2024-2025 initial enhancements in History, Science, Art and Geography implemented and outcomes monitored 2025-2026 – continued development in curriculum	

	diverse community e.g. assemblies, trips, PSHE (including protected characteristics)			
2. Create an equitable working and learning environment for our school	- Continue to ensure our recruitment processes are inclusive and equitable. - Ensure all staff and children understand and demonstrate our school values - Continue to build in opportunities for staff and children to explore and share different experiences to ensure tolerance and acceptance for all - CPD opportunities for all staff are shared without prejudice and are inclusive	HT/SBM All staff Governor's overview	Ongoing Ongoing Ongoing Ongoing	
3. To monitor and support groups of children to enable them to access their learning in a positive, respectful and inclusive manner	- Monitor outcomes for attainment, attendance, behaviour patterns etc for groups with protected characteristics and develop support in school as required - Behaviour management in school is inclusive and supportive of all our community - Children and staff are aware of opportunities to discuss concerns with others as needed	HT/DHT/Governors SENDCo/SLT Teaching staff All staff	Termly (pupil progress meetings/data analysis) Ongoing (annual review) Ongoing (safeguarding training for staff annually)	

9. Monitoring arrangements

The governing board at Farley Hill Primary, Head Teacher and School Business Manager will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by governing board at Farley Hill Primary annually.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND policy
- Inclusion policy
- Health and Safety