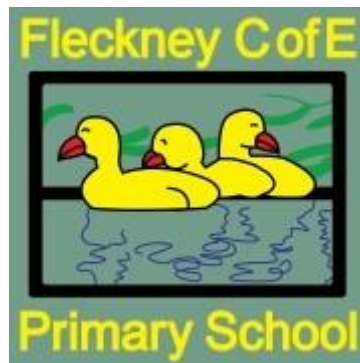


Fleckney C of E Primary School

Equality policy, statement and objectives



**‘Let your light shine’
Matthew 5:16**

Be the best that you can be !

Our Vision

Fleckney Church of England Primary School is a place where kindness, compassion and respect are at the heart of everything we do. We aspire for everyone to thrive and flourish and achieve our full potential in every aspect of school life. Through our Christian values, we nurture self-confidence, resilience and a sense of community so that we have an understanding of ourselves and our place in the wider world.

Date of Policy: November 2024

Drafted by: J.Richards

Approved by: G.Robinson

Date of Review: Summer 2027

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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, such as respect, compassion, community, responsibility, fairness and aspiration.

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 3 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

If you have an equality link governor, insert and amend as applicable, the following:

The equality link governor is Mr G Robinson, They 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 among staff and pupils

- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among 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 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- 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)
- 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
- 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 have developed 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.

9. Equality statement

Our Equality Statement is based on the principles above and aims to ensure that:

'All pupils and members of staff at our School are provided with opportunities to fulfil their potential whatever their sex, race, colour ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.'

10. Equality objectives

Objective 1

To develop the provision of PSHE to embed a clear understanding of the protected characteristics at an age-appropriate level.

Why:

To ensure that our pupils are well-prepared for an ever-changing and diverse society and that they consistently display our core value of 'inclusive' in their interactions with other people.

Implementation:

Embed the school values throughout the curriculum and our wider provision through identifying opportunities to discuss the protected characteristics in the long term PSHE planning. Regular opportunities are planned for discussion around the protected characteristics in collective worship, and during the weekly whole school and Christian Values assemblies.

Progress:

To be completed summer 2025

Objective 2

To monitor and raise the attainment and outcomes for the progress and attainment of all vulnerable and minority groups.

Why:

Monitoring and raising attainment for vulnerable and minority groups is crucial to ensure equity in education. These groups often face systemic barriers, such as socioeconomic challenges, language differences, or discrimination, which can hinder their progress. Addressing these disparities:

1. **Promotes Fairness:** Ensures every child has equal opportunities to succeed.
2. **Closes Achievement Gaps:** Reduces differences in outcomes, improving overall school performance.
3. **Supports Social Inclusion:** Helps build confidence, belonging, and future opportunities for all students.
4. **Meets Legal and Ethical Obligations:** Aligns with policies ensuring all students thrive regardless of background.

By focusing on these groups, schools foster a more inclusive, supportive, and high-achieving learning environment.

Implementation:

To improve progress and outcomes for vulnerable and minority groups, we will regularly analyse data to identify gaps and trends, providing tailored interventions such as tutoring, mentoring, and additional resources. Staff training on inclusion, cultural competence, and differentiated instruction is essential, alongside fostering strong parental engagement to support learning at home. Setting high expectations for all students, building community partnerships to address broader barriers, and frequently monitoring progress while adjusting strategies are vital steps toward achieving equity and success for all learners.

Progress:

To be completed summer 2025

Objective 3

Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and in particular, for those with Mental Health needs.

Why:

This needs to be done to ensure *inclusion* and *equality* in education. Every pupil at this school, regardless of their mental health needs, deserves equal opportunities to thrive academically, socially, and emotionally. The **Equality Act 2010** mandates that schools must make reasonable adjustments to meet the needs of all pupils, promoting fairness and eliminating discrimination. Furthermore, ensuring emotional wellbeing supports a more inclusive environment where all students feel valued, understood, and capable of reaching their full potential. Resilient pupils are better equipped to handle challenges, reducing barriers to learning and fostering a culture of belonging for all.

Implementation:

To support emotional wellbeing and resilience for all pupils, especially those with mental health needs, schools should begin by assessing pupils' needs through surveys, observations, and discussions. Staff training is essential to equip teachers with the skills to recognise and address mental health challenges. A new referral process for emotional support was put in place Autumn 2024. Creating safe spaces, such as 'Winnie's Den', within the school provides pupils with a place to regulate their emotions, while implementing wellbeing programs such as mindfulness sessions and emotional literacy workshops can help build resilience. Targeted support, including small group interventions, should be offered to those with specific needs, alongside engagement with families to reinforce strategies at home. Collaboration with mental health professionals ensures expert guidance and referrals where necessary. Finally, schools should regularly monitor and evaluate the effectiveness of these interventions to ensure continuous improvement.

Progress:

To be completed summer 2025

10. Monitoring arrangements

This document will be reviewed by headteacher at least every 3 years.

This document will be approved by governing board

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Health and Safety Policy
- School Behaviour Policy
- Anti-bullying Policy
- SEND Policy