



Equality and Diversity Statement

Fairview Community Primary School

Reviewed: July 2024

Policy Review Due: July 2026

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

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

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

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 Headteacher and Deputy Head are responsible for monitoring equality issues.

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 who 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 showing how pupils from disadvantaged backgrounds are performing.
- › Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

Identify issues associated with particular protected characteristics, 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

These considerations are 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 – Reviewed by Catherine Allen – RE Leader

To promote cultural understanding and awareness of different religious beliefs and ethnic groups within our school community

Why we have chosen this objective:

Fairview is situated in an area which is not particularly culturally diverse and it is therefore important to be proactive in raising awareness amongst our pupils

To achieve this objective we plan to:

- invite a range of speakers in to school from different religious backgrounds
Review July 2024 – Unfortunately the Sikh speaker cancelled due to a family bereavement, but I have passed details onto the new Year 3 team to arrange a visit for next summer. I have also obtained a contact for a Muslim visit and will pass the details onto the relevant year groups.
- reflect the geographical and ethnic background of members of our school community in high profile displays around the school
Review July 2024 – Slides on RE plans show local places of worship so that children can discuss where they go.
- organise visits to a range of places of worship in our local area
Review July 2024 – Most year groups visit St Matthew's Church, all year groups are using virtual tours to show places of worship and discussing where our local places of worship are in relation to the school.

Objective 2 – Reviewed by Kelly Brown – Deputy Headteacher

Actively close gaps in attainment and achievement between all groups of pupils; especially those eligible for free school meals, and those with special educational needs and disabilities, looked after children and those from minority ethnic groups

To achieve this objective we plan to:

- quickly and accurately identify groups of learners.
Review July 2024 - Groups of learners are identified by specific characteristics and their levels are tracked by AHT inclusion and DHT. These groups are monitored through pupil progress meetings and internal tracking systems. Pupil premium children are tracked in terms of attainment and progress and specific interventions planned and put in place to close these gaps. LAC pupils are supported in collaboration with Virtual School and LA social care. This is a team approach including foster carers to ensure that LAC pupils are able to make the best possible progress. Targets are set and updated through PEP meetings.
- effectively use top up funding and the Pupil Premium funding available to close academic gaps and extend outcomes.
Review July 2024 - Pupil premium funding is used to ensure that children from disadvantaged families can access all school opportunities including swimming, educational visits, the Year 6 residential and any paid for after school clubs. Pupil premium funding is used to support the pastoral team and the school's FSM works closely with many of these families. Funding has been used to purchase items and equipment specifically to support Pupil premium children in forest school and P.E. After school clubs ensure that places are offered to Pupil premium children.
- Make all reasonable adaptations to allow equal access for all characteristics to learn effectively.(i.e disabled access, adaptations to classrooms)

Review July 2024 - We are committed to following the 9 protected characteristics within school and we make reasonable adjustments to ensure that all learners have equal access to areas of our site and experiences. This is done through risk assessments written in collaboration with parents/carers, adaptive staffing to support with activities such as swimming. SEND learners are supported through the use of visuals and adaptive technology to ensure that their SEND need is not a barrier to them being able to show their knowledge, skills and understanding.

- Liaise with other professional agencies in regards to pupils with a protected characteristics (i.e looked after children)

Review July 2024 – The Deputy Headteacher is the designated teacher for looked after children and attends all professional meetings. There are positive relationships with carers and social care teams to ensure we are supporting a child's needs. Statutory documents and PEPs are all completed in a timely manner with additional funding sourced for the children, where necessary, to be used to support a pupil's individual needs.

Objective 3 – Reviewed by Julie Trundle – School Business Manager

Continue to improve accessibility across the school for pupils, staff and visitors with disabilities

Why we have chosen this objective:

Fairview is a large primary school and the buildings date from the 1950s which lead to challenges in ensuring that all areas are accessible and appropriate for disabled members of our school community

To achieve this objective we plan to:

- audit and regularly review the school's Accessibility Policy and Plan to ensure it reflects best practice and ensures all reasonable steps are taken to make the school site as accessible as possible

Review July 2024 - Accessibility Policy and Plan reviewed and updated March 2023

- consult with disabled members of our school community when planning any building work

Review July 2024 - Parents of pupil in Y5 consulted re first floor classroom

KS2 disabled toilet made more user friendly

Refurbished KS2 Quiet Area plans will make the area more accessible

No building work commissioned this year

- always consider the needs of pupils with SEN and disability when planning any educational visit or activity to ensure these pupils can fully participate

Review 2024 – Inclusive trips for all children to attend – individual risk assessments are written if needed for pupils with SEN and/or a disability

9. Monitoring arrangements

The governing body will update the equality information we publish, at least every year, and this document will be reviewed annually.

10. Links with other policies

This document links to the following policies (please click [here](#) for our policies page):

- › Accessibility plan
- › Educational Visits
- › Health and Safety
- › Inclusion