



Equality and Diversity Statement

Fairview Community Primary School

Reviewed: July 2026

Policy Review Due: July 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

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. Protected characteristics

The Equality Act 2010 protects people from discrimination based on the following protected characteristics:

- **Age** (in relation to employment only)
- **Disability**
- **Gender reassignment**
- **Marriage and civil partnership** (in relation to employment only)
- **Pregnancy and maternity**
- **Race**
- **Religion or belief**
- **Sex**
- **Sexual orientation**

At Fairview Community Primary School, we are committed to ensuring that all members of our school community – pupils, staff, parents, carers, and visitors – are treated with dignity and respect, regardless of any protected characteristic they may have.

4. 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 9.

5. 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. This training covers:

- Understanding the protected characteristics
- Recognising and challenging discrimination, harassment, and victimisation
- Making reasonable adjustments for disabled pupils, staff, and visitors
- Promoting equality and diversity in the classroom and across the school
- Responding appropriately to incidents of prejudice-based bullying or discrimination

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.

6. 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

6.1 Reasonable adjustments for disability

The school recognises its duty under the Equality Act 2010 to make reasonable adjustments for pupils, staff, and visitors with disabilities. We will take positive steps to ensure that disabled people can fully participate in school life by:

- **Making physical adjustments** to the school environment where practicable (e.g. improving access to buildings, installing ramps, ensuring accessible toilet facilities)
- **Providing auxiliary aids and services** where needed (e.g. assistive technology, visual aids, specialist equipment)
- **Adapting our policies, practices, and procedures** to remove barriers (e.g. adjusting teaching methods, providing additional time for tasks, adapting the curriculum)

We work closely with pupils, parents, staff, and external professionals to identify what reasonable adjustments are needed and to implement them effectively. Our Accessibility Plan (reviewed regularly) sets out our strategy for improving accessibility across the school.

7. 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

7.1 Addressing incidents of prejudice-based discrimination or bullying

We take all incidents of prejudice-based discrimination or bullying seriously. When such incidents occur, we:

- Record the incident and the action taken
- Investigate thoroughly and take appropriate action in line with our behaviour and anti-bullying policies
- Support the victim and work with the perpetrator to help them understand the impact of their actions
- Use incidents as learning opportunities to reinforce our commitment to equality and respect
- Monitor patterns and trends to identify any emerging issues
- Report serious incidents to governors and, where appropriate, to external agencies

8. 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, including when:

Planning school trips and activities

We consider whether the trip or activity:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Is affordable for all families (with support available through pupil premium funding where needed)

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.

Curriculum planning and resource selection

We ensure that:

- The curriculum reflects the diversity of our society and challenges stereotypes
- Resources and materials represent a range of cultures, religions, family structures, and abilities
- Teaching approaches are inclusive and accessible to all learners

Recruitment and staff development

We ensure that:

- Recruitment processes are fair and non-discriminatory
- Job descriptions and person specifications focus on essential requirements
- Staff training and development opportunities are accessible to all
- We actively promote equality and diversity in our workforce

Policy development

We ensure that:

- All new and revised policies are assessed for their equality impact
- Policies do not inadvertently discriminate against any group
- Policies promote equality and good relations

Budget allocation

We ensure that:

- Funding decisions consider the needs of pupils with protected characteristics
- Resources are allocated fairly to support equality objectives
- Pupil premium and other targeted funding is used effectively to close gaps

9. 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 2026 – *the school benefits from assemblies led by Family Trust. Some classes have had parents of other faiths visited to share information about their religion during our Inclusion and Diversity Day. I have been liaising with members of the RE Hub to retrieve new contacts.*

- reflect the geographical and ethnic background of members of our school community in high profile displays around the school

Review July 2026 – *Our curriculum follows a Home, Near and Far approach, with the opportunity for learning about our local area. I have provided support slides with images of local places of worship that can be used alongside the learning.*

- organise visits to a range of places of worship in our local area

Review July 2026 – *Most year groups visit St Matthew's Church and all year groups use virtual tours to show other places of worship, both locally and further away. Year 5 and 6 visit the Church for Easter and Christmas experiences*

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 2026 - *Groups of learners are identified by specific characteristics including but not limited to FSM, pupil premium entitlement, social care involvement, deprivation and SEN. Their levels are tracked by AHT inclusion and DHT and 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 and fostering agencies 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 2026 - *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, MYG activities and any paid for after school clubs. Pupil premium funding is used to support the pastoral team and the school's Family Support Manager 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. Pupil premium funding has been used to support assessment and targeted interventions.*

- Make all reasonable adaptations to allow equal access for all characteristics to learn effectively.(i.e disabled access, adaptations to classrooms)

Review July 2026 - 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, and external services such as physio therapists and occupational therapy teams. We use adaptive staffing to support with activities such as swimming to ensure all learners are able to access this. SEND learners are supported through the use adaptive teaching and technology and visuals to support learning and organization which helps 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 2026 – The Deputy Headteacher is the designated teacher for looked after children and attends all professional meetings, these include termly PEPs, LAC reviews and meetings regarding care arrangements and transition between placements. We work to develop positive relationships with carers and social care teams to ensure we are holistically 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 2026 - Accessibility Policy and Plan reviewed and updated February 2026 to cover the three-year period 2026 – 2029. The plan was discussed and approved by the school's Governing Body.

The plan was thoroughly reviewed by Julie Trundle (SBM) and Kelly Brown (DHT) and a full audit of the school's physical environment was carried out, to ensure all aspects of the curriculum are accessible for pupils with a disability.

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

Review July 2026 – Parent of pupil in Year R invited in to school to assess all areas of the school, paying particular attention to the transition into KS1 and any adaptations that may be required, including resources which may need to be purchased in time for the September start of term

Refurbished KS2 Quiet Area plans have made 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 July 2026 – Inclusive trips for all children to attend – individual risk assessments are written if needed for pupils with SEN and/or a disability

Parents are consulted with regard to any issues foreseen with off site visits for pupils with a disability and/or SEN needs. Pupils' safety is of over-arching importance, but all steps will be taken to

accommodate pupils' needs, such as making alternative travel arrangements or assistance from additional adults.

10. Monitoring arrangements

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

10.1 What equality information we publish

In line with our statutory duties, we publish the following equality information on our school website annually:

- **Pupil attainment data** broken down by relevant protected characteristics (e.g. disadvantaged pupils, pupils with SEND, looked after children, pupils from different ethnic groups)
- **Progress towards our equality objectives**, including the annual reviews shown in section 9
- **Details of any equality-related incidents** and how they were addressed (in anonymised form)
- **Our Equality and Diversity Statement** (this document)
- **Our Accessibility Plan**

10.2 Where equality information is published

All equality information is published on our school website under the 'Policies' section. Hard copies are available from the school office on request.

11. 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
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- Admissions Policy
- Recruitment and Selection Policy