



FAIRFORD CHURCH OF ENGLAND PRIMARY SCHOOL

Isaiah 49:16 'I have written your name on the palms of my hands'.

Actively learning together in a safe, happy environment shaped by the certainty that each individual is loved and known by God.

Fairford C of E Primary School



Equality Objectives and Diversity Policy

Approved by Curriculum and Standards Committee: June 2025

Date of next review: June 2026

**FAIRFORD C OF E PRIMARY SCHOOL
EQUALITY and DIVERSITY POLICY**

1. Our School Vision is: *Isaiah 49:16 "I have written your name on the palms of my hands".*

Actively learning together in a safe, happy environment shaped by the certainty that each individual is loved and known by God.

We have chosen the values that best reflect our thoughts as a school and community

Perseverance

Friendship

Respect

Forgiveness

Trust

Thankfulness

This vision underpins relationships with all our pupils, staff, parents/carers and all other visitors to the school.

2. The aims of the policy

2.1 The first aim of this Policy is to set out how our policies and practices have due regard, as required by the Public Sector Equality Duty, to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity; and
- foster good relations between groups.

2.2 The second aim of this policy is to set out our Equality Objectives for the four years 2024-2028 and the steps we will take to achieve them. Our Equality Objectives are set out in the Appendix to this Policy. The Equality Objectives demonstrate that we do have regard, as required by the Public Sector Equality Duty to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity; and
- foster good relations between groups.

and show what more we intend to do in order to fulfil the requirements of the Public Sector Equality Duty and promote equality for all.

3. Achieving the aims of the policy

3.1 The school values the individuality of all our children, and we are committed to giving them every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs and we promote the principle of fairness and justice for all through the education that we provide in our school.

3.2 We offer a broad and balanced curriculum and have high expectations of all children. Their achievements, attitudes and well-being matter to us. The school does not discriminate against any pupil or anyone associated with that pupil because of their sex, race, disability, religion or belief, sexual orientation, pregnancy or maternity or gender reassignment.

3.3 We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school and constantly strive to remove any forms of discrimination that may constitute barriers to learning for some groups. We ensure that the curriculum delivery does not discriminate against any child and that anyone delivering it does not exhibit discrimination in the way it is delivered. We challenge personal prejudice and stereotypical views whenever they occur.

3.4 We value each pupil's worth and celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups. Prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

Protected Characteristics

4.1 We recognise and accept our responsibility under the law to oppose any less favourable treatment of a pupil or prospective pupil or any staff member because of any of the following characteristics (the "protected characteristics"):

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

4.2 The school strives to eliminate all forms of racism and racial discrimination. We promote equality of opportunity and good relations between people of different racial and ethnic groups. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see the school's Positive Relationship and Behaviour Policy).

4.3 The school is a Voluntary Controlled Church of England school so we adhere to the teachings of Christianity, but we endeavour to make our school welcoming to all other religions and beliefs. We promote understanding of diverse cultures through the topics studied by the children and reflect this in the displays of work shown around the school.

4.4 The school is also aware of factors which affect the interaction between beliefs and sex and sexual orientation and treat any issues with sensitivity to ensure that no child is treated less favourably and no group is discriminated against.

5. Disability

5.1 Disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities.

5.2 The school is committed to endeavouring to provide an environment that allows disabled children full access to all areas of learning. Auxiliary aids or any other service will be provided when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the child faces in comparison to non-disabled children.

5.3 In some circumstances, teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

5.4 People with disabilities are not discriminated against when applying for jobs at our school and the school understands that it is unlawful to ask health-related questions of applicants before the job offer.

5.5 The school is also committed, where possible, to meeting the needs of disabled staff, parents, carers and visitors to the school and takes all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

6. Governors

6.1 The Equality Act 2010 makes it unlawful for the Governors, who are the responsible body of a school, to discriminate, either directly or indirectly, against or harass or victimise a pupil or potential pupil:

- in relation to admissions;
- in the way it provides education for pupils;
- in the way it provides pupils access to any benefit, facility or service; or
- by excluding a pupil or subjecting them to any other detriment.

Any other person acting on behalf of the responsible body, including employees of the school, is liable for his or her own discriminatory actions.

6.2 The Governing Body is committed to equal opportunities and the school's Equality Objectives, and it will do all it can to ensure that all members of the school community are treated both fairly and equally. The Governors will ensure that all employment, promotion and training systems are fair to all, and provide opportunities for everyone.

7. The Public Sector Equality Duty (PSED)

7.1 The Equality Act 2010 requires schools in carrying out their functions to have "due regard" to the need to:

- eliminate discrimination and other conducts that is prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The duties set out above together make up the Public Sector Equality Duty or PSED. The school is obliged by The Equality Act to publish information regarding its compliance with the PSED.

7.2 The school is aware of its duty to have “due regard” when making decisions or taking actions to the implications of these for people with particular protected characteristics. The implications for equality issues are considered and acted upon before particular actions or policies are progressed. This is reflected in the school’s Equality Impact Statement, which is produced annually, together with our Equality Objectives. The latter are required to be published every 4 years, but the school keeps them continually under review.

7.3 Statistical data relating to protected characteristics is reflected in the school’s Analyse School Performance (formerly RAISEonline) information. Equality issues, as they arise, are reported to meetings of the Governing Body or its sub-committees as appropriate. Records are also kept of Governor and Staff training. Regular open forum meetings with parents/carers are also available to discuss equality issues.

8. Related policies and relevant legislation

8.1 This Policy should be read in conjunction with the school’s other procedures and policies including the:

Equality Impact Statement

Equality Objectives

Accessibility Plan

Complaints Procedure

School Development Plan

Safeguarding and Child Protection Policy

Positive Relationship and Behaviour Policy

Anti-bullying Policy

Special Educational Needs and Disability (SEND) Policy

Health and Safety Policy

8.2 This Policy has been drafted in order to ensure the school’s compliance with The Equality Act 2010, The Equality Act 2010 (Specific Duties) Regulations 2017 and the Department for Education advice entitled *The Equality Act 2010: advice for schools*, as currently in effect.

9. Review

This policy will be reviewed annually, the next review being in June 2026

Equality Objectives 2024 – 2028

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality Objective 1:

Eliminate unlawful discrimination, harassment and victimisation

Objective	Action	Anticipated Impact	Date
<p>To continue to promote a tolerant and inclusive school community where we all feel safe and valued</p>	<p>Teach all pupils to be an upstander and ensure they know how to report any incidents</p> <p>To continue to collect pupil voice re: sexism, homophobia and racism and act on results</p> <p>Ensure our school environment reflects the diversity in our school community</p> <p>Ensure staff feel confident to challenge use of careless racist or homophobic words</p> <p>Lead anti-bullying week and online safety week</p> <p>Discuss and review at each Curriculum and Standards meeting</p>	<p>Children know what to do if they witness an incident</p> <p>Staff feel empowered and knowledgeable to deal with any incidents should they occur</p>	<p>On-going</p> <p>Termly</p> <p>Termly</p>

Equality Objective 2:

Foster good relations between people who have a shared characteristic and those who do not

Objective	Action	Anticipated Impact	Date
<p>Raise awareness and understanding for staff and pupils of barriers for those who come from a range of ethnic minority, LGBTQ+, disability, religious or nationality groups and the gifts which their characteristics bring to our school community</p>	<p>Celebrate religious festivals across school that represent our wider community through assemblies, special lunches and staff celebrations. Invite faith leaders in to school and visit special places of worship</p> <p>Mark Autism Awareness week and Disability Awareness month and World Mental Health Day.</p> <p>Explicitly teach pupils about Protected Characteristics through assemblies and PINK curriculum. Discuss how these are applicable to our school</p> <p>Mark Black History Month and highlight the contributions of BAME soldiers in Remembrance commemorations</p> <p>Run a school Culture Day</p>	<p>Children and staff have a greater understanding, tolerance and respect of differences between themselves and others</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>November 2024</p> <p>July 2025</p>

Equality Objective 3:

Advance equality of opportunity between people who share a protected characteristic and those who do not.

Objective	Action	Anticipated Impact	Date
All staff and pupils feel valued and represented	<p>Actively encourage SEND pupil involvement in after school clubs and extra-curricular opportunities. Monitor uptake and address any barriers</p> <p>Run workshops for parents of children with little or no English to help them develop understanding of the curriculum and how to support their child. Offer translated materials where appropriate and possible</p> <p>Promote greater gender equality and inspire our female community through inviting speakers and providing opportunities for girls.</p> <p>Sports premium is spent inclusively. Inclusive sports provided.</p>	<p>SEND pupils can access a range of extra-curricular opportunities</p> <p>Parents will be able to access information on how to support their child at home</p> <p>Female pupils will have increased aspirations. Challenge stereotyping of girls</p> <p>All children will have the opportunity to take part in a Sports Competition. Sport is used to break gender stereo types</p>	<p>Termly</p> <p>Autumn Term</p> <p>On-going</p> <p>On-going</p>