



Written: September 2021

Review Date: September 2025

Fairmeadows Foundation Primary School

Equality Objectives Statement

Our School Commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin o
 - Their gender
 - Their gender identity
 - Their marital or civil partnership status
 - Their being pregnant or recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation

Aims to eradicate discrimination:

- We realise the uniqueness of everyone and we take pride in the fact that we get to know pupils as individuals. We believe that our school motto underpins the

ethos of our school and recognises that we are an inclusive community of individuals at different starting points.

- We value all members of our school community. We will treat every child as an individual and recognise that they are all starting their school life with different needs, cultures and attitudes.
- Whatever the starting point of each child we will help them to grow and develop their skills academically and socially across a broad curriculum within a safe environment.
- As they progress through school pupils will become resilient and independent learners who are able to self-regulate their behaviour so that they can maximise opportunities for learning.
- Working in partnership with parents/carers each child will make progress to achieve the highest level of understanding and skill of which they are capable.
- Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by celebrating the different cultures and viewpoints that are in our school community and learning from each other first hand.
- A prejudice free environment amongst adults is promoted and sustained through our 'open door' policy of support and collaboration and a willingness to learn from each other.
- Our systems of recruitment, Performance management and professional development are fair and transparent. A staff code of conduct, Well-being documentation and associated policies including whistleblowing detail expectations of a safe and happy working environment for all promoted by the values of respect, honesty, fairness, tolerance, inclusivity, compassion and open-mindedness.
- We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

Dealing with prejudice

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Behaviour logs which detail any incidence of bullying, racial and any other forms of prejudice are kept by all staff. Immediate action is taken. The behaviour logs are analysed by Senior Leaders and evaluated half termly to spot any trends or patterns. Follow up action is then taken to support cohorts or individuals where necessary.

Attainment data for all pupils is analysed and evaluated at regular intervals throughout each year. Leaders look carefully at the attainment of different groups of pupils including gender, those entitled to Pupil Premium (PP), pupils who have English as an Additional Language (EAL) and pupils who have a special Educational Need or Disability (SEND). Pupil Progress meetings detail actions that are taken to improve the provision and subsequent outcomes. SEND pupils are supported through a system of regular SEND review meetings which involve parents. This process includes the opportunity for pupil and parent voice to be heard.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality. These include the Staff Code of Conduct, Whistleblowing, Safeguarding, Discipline and Behaviour, Special Educational Needs and Disability (SEND) and Anti-bullying policies.

The school follows safe recruitment processes, and all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community. As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development. We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Equality Objectives

These were written in September 2021 and progress towards these are reviewed annually. We have identified the following barriers in relating to the protected characteristics of sex, age, race, disability, religion/belief, sexual orientation, gender reassignment, pregnancy/maternity, marriage and civil partnership.

1. Accelerate progress in EYFS Literacy so that attainment for boys, at least matches that of girls.
2. Narrow the gap between pupils who have SEND support and their peers nationally.
3. Improve rates of attendance for SEND pupils to over 96%
4. Improve the quality and range of reading material to reflect diversity and a range of cultures and languages in school.
5. To provide training for all staff and governors on equality and diversity.

Barrier	Protected Characteristic	Objective	Action	Monitoring	Review
Attainment of boys in EYFS is below that of girls in literacy	Gender	1. Accelerate progress in EYFS Literacy so that attainment for boys, at least matches that of girls.	➤ Monster Phonics purchased ➤ School improvement plan. ➤ Early identification for intervention focus groups ➤ Improve range of EYFS non-fiction books ➤ Physical programme – squiggle whilst you wiggle purchased.	Progress monitored termly through pupil progress meetings	
Attainment of Pupils with SEND in KS2 is lower than other pupils in school.	Disability	2. Narrow the gap between pupils who have SEND support and their peers nationally.	➤ Staff CPD programme ➤ National SENCO award for SENCO.	Progress monitored termly through pupil progress meetings	

			➤ Ongoing monitoring, data analysis and early identification of SEND ➤ High quality interventions ➤ Provision map purchased to track provision closely.	Lesson observations and learning walks SEND annual reviews	
Attendance of SEND pupils is lower than peers.	Disability	3. Improve rates of attendance for SEND pupils to over 95%	➤ Support for families ➤ Referral to Early Help where necessary ➤ Monitoring half termly with contact from SENCO.	Attendance report for governors.	
Childrens access to reading resources that reflect the diversity of the school's demographic	Race	4. Improve the quality and range of reading material to reflect diversity and a range of cultures and languages in school.	➤ Audit of current reading materials ➤ Purchase bilingual texts ➤ Purchase a range of multi-cultural stories.	Reading action plan.	
New members of staff in school	All	5. To provide training for all staff and governors on equality and diversity.	➤ Staff CPD calendar ➤ Awareness of objectives	School CPD records	