

FENDER PRIMARY SCHOOL



Equality Information and Objectives Policy

Signed by:

Headteacher

Date:

Chair of governors

Date:

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Statement of intent

Fender Primary School recognises that certain groups in society can be disadvantaged because of unlawful discrimination they may face due to their race, sex, disability, gender reassignment, marriage or civil partnership, religion or belief, sexual orientation, age, or pregnancy and maternity.

The school has a statutory duty to publish an Equality Information and Objectives Statement. This policy sets out how the school determines its equality objectives.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Admissions Policy
- Complaints Procedures Policy
- Grievance Policy
- Data Protection Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy

The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination harassment and victimisation
- Advance equality of opportunity

- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities. Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race including colour, nationality, and ethnic or national origin
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, 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.
- By excluding a pupil or subjecting them to any other detriment.

The responsible body for the school is the governing board or the LA.

The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to former pupils' communications and activities.

The school will promote equality of opportunity for all staff and job applicants and will work in line with the Staff Equality, Equity, Diversity and Inclusion Policy.

2. Roles and responsibilities

The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Publish equality objectives at least every four years commencing on the date of the last publication.
 - Update and publish information every year to demonstrate school compliance with the PSED.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the school publishes information regarding how it is complying with the public sector Equality Duty and that the information is easily accessible.

The headteacher will:

- Implement and champion this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

Employees will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the headteacher as necessary and following up with pupils as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the head of year or to another member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

3. Equality objectives

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community.

The school sees all members of the school community as of equal value, regardless of any protected characteristic. The school's policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school's Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the school website annually.

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

To achieve this, the school has established the following objectives:

Updated: September 2025

At Fender Primary School, we are proud to be an inclusive, community-focused school that values every child and adult as an individual. Our ethos is rooted in equality, respect and belonging, and we are committed to promoting equality of opportunity for all members of our school community, regardless of race, gender, disability, religion or belief, age, sexual orientation, socioeconomic background or family structure.

We are fully committed to the principles of the Equality Act 2010 and actively work to eliminate discrimination, advance equality of opportunity and foster good relations between all members of our school and wider community.

• Our Core Commitments

- We believe that every child should be safe, seen, heard and valued.
- We are proactive in removing barriers to participation, learning and achievement.
- We recognise and celebrate diversity as a strength.
- We are committed to developing children's understanding of justice, equality and human rights.

- We ensure that all policies, practices and procedures reflect our commitment to inclusion and equality.
- Our curriculum is rooted in the concept of reflecting realities whilst also opening windows to the lives and experiences of others.

Equality Objectives (2025–2029)

1. Promote Inclusive Language, Curriculum and Representation

- Review and develop our curriculum to ensure it reflects diverse voices, histories and cultures.
- Ensure positive representation of different identities in books, displays, assemblies and learning materials.
- Assemblies are used to actively promote diversity through the discussion of inspirational figures from a variety of backgrounds.
- Train staff on inclusive language, unconscious bias, and intersectionality.
- Ensure oracy is used as a tool to celebrate and champion language, dialect and accent.
- Ensure the literature around school reflects the realities of our children and community, whilst also shining lights and opening windows to new experiences, cultures and backgrounds.

2. Champion Anti-Racism and Challenge Discrimination

- Maintain and build upon our anti-racism work, including pupil-led initiatives and whole-school training.
- Provide ongoing CPD for staff to identify and challenge all forms of discrimination.
- Log, monitor and respond robustly to incidents of racism or discriminatory behaviour, in line with our behaviour policy.
- Promote allyship and anti-racist practice across the curriculum.

3. Ensure Equality of Access and Participation

- Actively support the full inclusion of pupils with SEND, English as a second language and those from disadvantaged backgrounds in all aspects of school life.

- Monitor and reduce any gaps in attendance, achievement and enrichment participation.
- Continue to offer subsidised access to trips, clubs and uniform to reduce financial barriers.

4. Inclusive Uniform Policy

- Maintain a gender-neutral uniform policy that allows all pupils to dress in line with their identity and comfort.
- Ensure our uniform options reflect cultural, religious and sensory considerations.
- Engage regularly with parents and pupils to review uniform policy and ensure it continues to reflect our values of equality and inclusion.
- Cost effective?

5. Strengthen Pupil Voice and Belonging

- Ensure that all children feel represented, valued and included within school life.
- Create regular forums for pupil voice, including the School Council, Eco Council, Equalities Ambassadors and Well-Being Ambassadors.
- Use oracy-rich assemblies to promote student voice.
- Gather feedback from underrepresented groups and take action based on their lived experiences.

6. Inclusive Recruitment and Staff Development

- Commit to inclusive recruitment practices and strive for a diverse staff team at all levels.
- Provide training for all staff on equality, diversity and inclusion (EDI), with specific focus on inclusive classroom practice.

The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED.

4. Collecting and using information

In accordance with the requirements outlined in the UK GDPR and Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the Data Protection Policy and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of staff members on parental leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information it obtains to analyse any gaps present in its equality documentary, including the Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy.

5. Publishing information

The school will publish information to demonstrate its compliance with the Act. The school will publish information relating to people within the school community who share relevant protected characteristics, including people affected by the school's policies and procedures.

The school is not required to publish information annually with regard to the gender pay gap:

6. Promoting equality

The school's Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity and Inclusion Policy set out the school's approach to promoting equality and diversity across the whole school community.

7. Addressing prejudice-related incidents

The school is opposed to all forms of prejudice. The school will ensure that pupils and staff are aware of the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

8. Complaints procedures

The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.

The school will adhere to the Complaints Procedures Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality, and delivers an effective response and appropriate redress. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Complaints Procedures Policy.

The school will work to develop good professional relationships between colleagues; however, the school understands that sometimes conflicts may arise. Through maintaining open communication, the school wants its employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's Grievance Policy.

9. Monitoring and review

The headteacher will review this policy annually, to ensure that all procedures are up-to-date. The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all relevant stakeholders.