

Equality information and objectives



Firfield Primary School

Learn Together, Grow Together, Achieve Together

Approved by: James Yellop

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School Vision, Aims and Values

Our school vision is to empower everyone to be brilliant every day, releasing their inner superhero so that they can flourish and thrive.



We aim is to empower everyone to be brilliant every day, having ambition and freedom to release their inner superhero, embracing new challenges with drive and determination. We inspire extraordinary learners, by fostering a love and thirst for new skills and knowledge. We encourage our school community to grow and nurture the personal qualities necessary to live happy and successful lives that are both fulfilling and rewarding. Our ambition is to ensure everyone can confidently thrive and flourish to achieve their personal best in everything they do.

Our school vision, aims, ethos and values alongside our curriculum drivers are key to promoting equality and diversity within the school. Through our daily teaching across the curriculum, our assemblies and in PSHE lessons we aim to develop pupils' knowledge and understanding of equality and diversity as well as focusing on British Values.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard for 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

Our school aims to promote respect for difference and diversity in accordance with our values and school rules shown above. Values of being inclusive, kind, resilient and honest and rules of being ready, respectful and safe.

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

The senior leadership team will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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 will receive training on the Equality Act as part of their induction, and all staff receive refresher training every year in **April**.

The school SLT will ensure monitoring equality issues and share findings with governors.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

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 that 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 each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues 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, school council appointed, Anti-Bullying Week, other awareness weeks e.g. autism, Downs Syndrome and British Values. We also provide specialist sports teachers for different year groups and a variety of external trips that extend an understanding of positive role models and past events.
- 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
- Actively working with our local community. This includes inviting focusing on our community in assemblies and lessons, organising school trips and activities, singing in the community, participation in sporting events including those specifically for children with disabilities and fundraising initiatives
- 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**

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded as part of 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

The school has chosen three equality objectives supporting pupils from disadvantaged backgrounds, pupils with SEND and pupils and developed further understanding of protected characteristics. These targets are set out over the next three pages of this policy.

Objective 1: To support disadvantaged pupils' outcomes, closing the attainment gap and improving attendance so that all children attend regularly and on time throughout the year.

Why we have chosen this objective:

- Attainment for disadvantaged pupils in Early Years has been in the lowest quintile for the last three years.
- Attainment for disadvantaged pupils for Year 1 Phonics has been in the 89th percentile for 2023 and 71st percentile for 2024.
- Overall attainment (combined reading, writing and maths) for disadvantaged pupils in Key Stage 2 (Year 6 SATs) has shown a downward trend over the past three years from 53rd percentile in 2022, 65th percentile in 2023 and 74th percentile in 2024 despite improvements in writing, SPAG and maths this year. Reading outcomes being the lowest with 30% (74th percentile) reaching the expected standard in 2024, although APS has improved this year (51st percentile).
- Attendance in 2022 was below the national average for disadvantaged and although above national average in 2023 and 2024 further improvement could be made to close the gap. The percentage of persistent absence rose from 15.1% in 2023 to 18.0% in 2024, although this was an improvement on 31.9% in 2022.
- The percentage of disadvantaged pupils has increased substantially over the past five years.

To achieve this objective, we plan to:

Using evidenced based research from the Education Endowment Foundation review the current provision and plan for pupil premium spending to ensure best value for money leads to the best outcomes for disadvantaged children.

- Use assessment data to identify any gaps linked to disadvantaged pupils.
- Plan intervention and support to accelerate learning and eliminate any gaps.
- Provide CPD opportunities for staff to improve pedagogy.
- Engage, support and hold families to account to improve attendance.
- Provide additional resources and activities to promote engagement in learning in these areas.

Progress we are making towards this objective:

Objective 2: Promote understanding and respect of differences in school and online, building knowledge of protected characteristics and reducing incidents of bullying, prejudice and racism.

Why we have chosen this objective:

- There has been an increase on reported incidents of racism, bullying and prejudice of protected characteristics.
- There are low levels of ethnic diversity in the local community and within the school community compared to many schools nationally.
- In an increasing VUCA (Volatile, Uncertain, Complex and Ambiguous) World, children and our families would benefit developing a deeper understanding of protected characteristics through our school values and rules incorporating, inclusiveness, kindness, respect, resilience and emotional safety.

To achieve this objective, we plan to:

- Develop a whole-school approach to addressing bullying, prejudice and racism, improving knowledge and understanding of protected characteristics with staff, pupils, families and other stakeholders.
- Ensure policies are updated to provide further support for pupils with protected characteristics and promote equity and fairness throughout the school.
- Resources, workforce, visitors to school and the curriculum celebrated diversity and promotes understanding of people with protected characteristics.

Progress we are making towards this objective:

Objective 3: Ensure provision for SEND give pupils with additional needs the best chances to flourish and thrive to achieve their personal best.

Why we have chosen this objective:

- Since the last review of this whole policy there has been an increase in the number and the complexity of pupils with SEND.
- There is a national and county focus on the provision for SEND. The reorganisation and restructuring of the provision for SEND under the Inclusion Support Advisory Service (ISAS).
- Outcomes for SEND pupils has been in the bottom 20% for reading and SPAG for the last two years and in the bottom 10% in maths for 2024.

To achieve this objective, we plan to:

- Use assessment data to identify any gaps linked to SEND.
- Plan intervention and support to accelerate learning and eliminate any gaps.
- Support pupils identified as having additional needs to self-regulate, have access to the resources and help needed and look at developing alternative provision in school or within the locality.
- Provide CPD opportunities for staff to improve pedagogy.
- Provide additional resources and activities to promote engagement in learning in these areas.
- Look at making best use of the existing space and where additional spaces could be developed to support the needs of all children.

Progress we are making towards this objective:

9. Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing board

10. Links with other policies

This document links to the following policies:

- School Improvement Plan
- Accessibility plan
- Risk assessment
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- Child Protection Policy
- **Equality and diversity in Employment Statement**