



Policy for

**Promoting
Equality and
Diversity**

at

Fairholme Primary School

Promoting Equality and Diversity at Fairholme Primary School

Aims.....	2
Legislation and guidance.....	2
The Public Sector Equality Duty (PSED).....	2
Roles and responsibilities.....	3
Eliminating discrimination.....	3
Promoting equality.....	3
Fostering good relations.....	5
Equality considerations in decision making.....	5
Related policies and school documents.....	6
Monitoring and review.....	6
Breach of policy.....	6
Equality Objectives.....	7

Aims

Our school aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

- eliminate any discrimination, harassment and victimisation, and to ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs;
- seek to develop an understanding of, and promotion of, human equality and equal opportunities;
- promote 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;
- enable pupils to take responsibility for their behaviour and relationships with others;
- prevent unequal treatment on the grounds of disability.

Our school aims to promote respect for difference and diversity in accordance with our values or respect, responsibility, kindness, honesty, aspiration and self-belief.

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](#).

The Public Sector Equality Duty (PSED)

The Public Sector Equality Duty requires all schools to take a more proactive approach in all their activities to eliminate discrimination, harassment and victimisation, advance equality

of opportunity and foster good relations. In particular, the Equality Act 2010 prohibits all employers, service providers and providers of education, from discriminating against, harassing or victimising individuals with protected characteristics.

The protected characteristics detailed in the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

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, and that they are reviewed and updated at least once every four years;
- ensure they are familiar with all relevant legislation and with the contents of this document;
- 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 and senior leadership team will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils;
- identify any training needs and deliver training as necessary;
- 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 aims and objectives (see below) as set out within it.

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.

Promoting equality

We will not discriminate on any grounds and believe that it is our responsibility to promote equality and diversity wider than the nine characteristics covered by legislation. We work to remove barriers and challenge behaviours that could lead to unequal outcomes for children, staff, parents/carers, visitors or members of the local community. Fairholme Primary School prides itself on being an inclusive school that cares for every individual child. In doing so,

we promote and deliver a range of strategies to ensure that we comply with the Public Sector Equality Duty

Through our **curriculum** we provide all our pupils with the opportunity to succeed and reach the highest level of personal achievement. All learners have equal access to a rich, broad, balanced and relevant curriculum, which promotes equality, celebrates diversity, and teaches children about our core school values and the British Values. We promote tolerance, individual liberty, friendship and understanding by actively promoting British Values through assemblies and workshops and children develop their understanding of diversity, tolerance and mutual respect through our study of world religions and cultures. Learning opportunities enable children to explore identity and equality, and support community cohesion by fostering good relations. We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. We ensure that all children have opportunities to represent the school at events including workshops, sports competitions and on our School Council, and that these groups and teams are formed of children from a range of backgrounds.

We have consistently **high expectations** of all pupils regardless of age, gender, ethnicity, ability, social background or sexual orientation. All adults at Fairholme Primary School are expected to be good, positive role models in their approach to all issues related to equality of opportunity. A range of pedagogical approaches are used throughout the school to ensure that effective learning takes place at all stages for all pupils and to promote pupil engagement and involvement in their own learning. Monitoring and evaluating the attainment and progress of all pupils enables us to look at the performance of particular groups who share a protected characteristic and compare their performance with those who do not share it. Interventions are planned and provided to maximise the progress of all groups of children.

Our **school ethos and culture** is underpinned by our school values, together with the British Values, which promote respect and kindness. We strive to achieve a cohesive community and expect that all members of the school community behave respectfully towards one another, following our school Code of Conduct. We aim to create a feeling of openness and tolerance which enables everyone to feel welcome in our school. Children are expected to greet visitors to the school with respect and to continue to represent our values when out of school on trips. We value the opinions and views of children, parents, staff and other members of our school community and actively seek to listen to and learn from these. Where appropriate, we encourage children who have a particular characteristic to participate fully in all activities – for example, after school clubs and lunch time clubs. We provide a weekly Young Carers group which has become an established part of our school life.

We have **recruitment processes** in place which promote equality and ensure equality of opportunity. All posts are advertised formally and open to the widest possible pool of applicants. All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding and safer recruitment practices. Employment policies and procedures are reviewed regularly to check conformity with legislation and to monitor their impact.

We **challenge all forms of harassment, bullying and discriminatory behaviour** and this is made clear to staff, pupils, parents, governors and visitors to our school. We teach children about the effects of bullying, how to build positive relationships, and what to do if they are concerned about something. Through our PSHE curriculum, children learn about different forms of discriminatory behaviour, including bullying, and how to challenge this. We

record and monitor incidents in which there is discrimination against children or adults in our school with protected characteristics – for example, homophobic bullying or racism.

We value **partnerships** with children, parents, caregivers and the wider community, encouraging those from all backgrounds to participate in the full life of the school. We work hard to create an open atmosphere and good channels of communication which encourage parents/caregivers to share their views and concerns or ask for help, and act to follow up on these. We have reasonably high levels of mobility and have systems in place to ensure that new families are made to feel welcome and offered appropriate support where necessary. We work with other schools, organisations, faith leaders and the local community to provide opportunities for children which broaden the curriculum and promote positive networks and relationships for all. We celebrate a variety of religious and cultural events during the year such as Diwali, black history month and Pride. Fundraising activities for local and national charities which support the needs of families in our community form part of our school calendar year. The school has good partnerships with the local Community Police service and local youth support organisations such as Youth Bonds in order to provide additional support to children and their families. We invest in additional support services such as play therapy and family/parenting support. We work hard to address discrimination that arises from poverty, such as providing school uniform, free clubs, additional breakfast provision, food bank vouchers and food parcels through our partnership with Surplus To Supper.

We ensure our **building and site** are accessible, making adaptations to ensure all children, staff and visitors can participate as fully as possible in the life of the school. For example, this includes adapting health care plans and risk assessments for children requiring wheelchair access, providing accessible toilets and support, ensuring medical needs are considered and adjustments made for these.

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, and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas: for example, using texts from a range of cultures in English, and texts which have a disabled character, and studying notable men and women from history from a range of ethnicities and backgrounds.
- Holding assemblies dealing with relevant issues and important occasions and festivals throughout the year.
- Working with our local community. This includes inviting leaders of local faith groups to speak to children, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to minimise tensions between different groups of pupils within the school. All pupils are encouraged to participate in the school's activities, such as sports clubs and musical activities. We also work with parents to promote knowledge and understanding of different cultures by inviting them to curriculum showcase days, performances, accompanying trips, curriculum meetings and sharing newsletters.

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.

Related policies and school documents

The school has a wide range of policies and documents which make explicit the school's long-established commitment to actively promoting equality of opportunity for all. These include:

- School values and code of conduct
- Behaviour and relationships policy
- Anti-bullying policy
- SEND policy
- Child protection and safeguarding policy
- Whistleblowing policy
- School Development Plan

Monitoring and review

Fairholme Primary School has specific duties under the Equality Act (2010) to publish information about the work we are doing to promote equality and the objectives that we have set. This information can be found on our school website and will be reviewed annually. The headteacher will monitor the implementation of this policy and report to the Governing Board. This policy will be reviewed by the Governing Board at least every 4 years.

Breach of policy

Fairholme Primary School views any form of discrimination as a serious act of misconduct. Any allegation of a breach in the policy should be reported following the Whistleblowing Policy and will be investigated by the Headteacher, or where appropriate, the Governing Board. This may lead to disciplinary or other appropriate action being taken

The school's current **Equality Objectives** follow at the end of this document.

Date updated and agreed: February 2024

Date for review: February 2028

Equality Objectives (2024-2026)

In line with the requirements of the Public Sector Equality Duty (PSED, to help eliminate discrimination, increase opportunities for all and foster good relations, the school as agreed the following equality objectives:

Objective 1: To adopt a whole school approach towards mental health education with outside agency support and using taught curriculum opportunities through PSHE, PE, sport and other related lessons.

Objective 2: To develop curriculum opportunities that celebrate and respect diversity and raise aspiration in line with our school values.

Objective 3: To undertake a full review of our behaviour policy to ensure it reflects and builds on the school's commitment to building relationships, creating cohesion and belonging, being trauma-informed and providing clear and consistent expectations for all.