



Nexus Education Schools Trust

Equality Information & Objectives



Statutory

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1. Aims

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

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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Local Committee 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
- 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to the Local Committee

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 LCM are regularly reminded of their responsibilities under the Equality Act.

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 which 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 above data 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
- 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

- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- 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

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

8. Equality objectives

Please see Appendix A for our objectives.

9. Monitoring arrangements

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

This document will be reviewed and approved by Nexus Education School Trust (NEST) at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment



Farnborough Primary School's Equality Objectives and Action Plan

Target 1					
Target	Actions needed – linked to the School Improvement Plan	Who is responsible?	By when?	Is a monitoring system required?	Outcomes from carrying out actions
Through curriculum opportunities and wider school life, the school will promote positive attitudes to difference and good relationships between people as a consequence of their age, with different backgrounds, genders, gender identity, sexual orientation, colour, race, cultures, faiths, abilities, ethnic or national origins and those with disabilities	<ul style="list-style-type: none"> • Focus on developing opportunities for the development of the whole child. • Assemblies • PSCHE session 	All teachers Lead focus for SLT	Yearly review for 4-year target	<ul style="list-style-type: none"> • Yearly review for 4-year target. • Linked to SIP review 	
Target 2					
Identified Issue	Actions needed – linked to the School Improvement Plan	Who is responsible?	By when?	Is a monitoring system required?	Outcomes from carrying out actions
The school will strive to ensure that children from all groups continue to make progress at least in line with their peers to meet or exceed national expectations across the curriculum.	<ul style="list-style-type: none"> • Clear focus in Pupil Progress Review meetings with strategies put in place as needed. • Monitoring of progress and attainment. • High quality class teaching. 	All teachers Lead focus for SLT Assessment lead	Yearly review for 4-year target. End of Y2 and Y6 assessments	<ul style="list-style-type: none"> • Learning walks • Observations • Tracking of children's attainment termly • Feedback from the children 	

Target 3					
Identified Issue	Actions needed – linked to the School Improvement Plan	Who is responsible?	By when?	Is a monitoring system required?	Outcomes from carrying out actions
To further ensure the curriculum provides parity for all groups of pupils.	<ul style="list-style-type: none"> • SLT and Subject Leaders to review curriculum access and implement actions as needed. • Monitor and review 	All teachers Lead focus for SLT Subject leads	Yearly review for 4-year target.	<ul style="list-style-type: none"> • Learning walks • Observations • Book scrutiny • Feedback from the children 	