

Fiddlers Lane

Community Primary School

Equality information and objectives

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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](#).

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, 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 governing body will:

- Meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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 governors

The designated member of staff for equality is our Inclusion Manager Mrs. Gillian O'Neill. She will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- 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 receive training on the Equality Act as part of their induction, and all staff receive refresher training every June during the Equality / Diversity Day staff meeting to plan equality awareness day staff are given refresher training around equality legislation and expectations.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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
- 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. When a new policy is put into place it's impact on different groups is considered.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. See Appendix 1.

8. Equality objectives

Objective 1. Improve the knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, e.g. increasing understanding between pupils from different faith communities.

Why we have chosen this objective: The makeup of our school community is predominately White British Fiddlers Lane school has 9 out of 17 possible ethnic groups. Those with 5% or more are: 82%: White - British
Many of our pupils do not have experience of different cultures and faiths outside of school.

To achieve this objective, we plan to:

- audit pupil materials including books and displays and observe lessons to ensure there is increased presence with regard to race, gender, faith and disability.
- Continue to hold an annual Equality / Diversity day event where pupils learn about different groups and issues around race, gender and disability.

Progress we are making towards this objective:

- Our English scheme was chosen as the books used are drawn from a variety of cultures and diverse back grounds.
- We have supplemented the core reading texts and began to by books for our recommended reading scheme which represent many different cultures and religions and disabilities.
- Diversity day 2019 was around disability awareness
- Arts Week 2109 included learning around Chinese culture, polish culture, diverse families
- Assemblies held around gender, identity, inclusion...
- LGTB awareness
- Man United workshops for wheelchair football

Objective 2. Improving the attendance of pupils from particular groups

Why we have chosen this objective: Persistent absence (12.9%) was in the highest 20% of all schools in 2018/19. Learning and social wellbeing is affected if pupils do not regularly attend school.

To achieve this objective, we plan to: monitor all pupils and take action where necessary.

Progress we are making towards this objective:

- All pupils below 90% looked at every half term by the inclusion manger. For all pupils below 90% attendance parents are informed and met with.

Attendance meetings are booked pupils are referred in to the LA.
Families are rung daily if there is no reason given for an absence.
Pupils particularly KS2 meet with the inclusion manager if their absence is an issue.
Attendance race, letters, attendance assemblies, notices in newsletter.
Threaten prosecution, Un authorized holidays are prosecuted.
Encourage medical appointment to be booked out of school
Have an interschool attendance award and share best practice with the cluster of schools.
Improved attendance is celebrated in review meetings.
Home visits take place

Objective 3. Increasing the participation of particular groups in school activities – sporting activities

Why we have chosen this objective: many of our pupils are not active out of school. They do not participate in organised sports and do not volunteer for clubs that involve exercise. Studies show that girls in particular are set in their self-image by the age of ten, not seeing themselves as 'sporty' or 'good at PE'

To achieve this objective, we plan to:

- Set up daily challenge boxes for break times – to encourage personal challenge and participation.
- One day of Kickstart is planned to be for those pupils who are identified as being least active.
- Tournaments for participation of pupils who would not normally consider themselves competitive. Certificates for participation and following the rules. This will be incorporated into PE lessons.
- Increase participation of girls through 'girl specific clubs, tournaments and activities.
- Sports Crew – pupil voice in PE.
- Post Covid-19, make Kickstart lunch time sports clubs compulsory for allocated year groups.
- Offer activities after school to target and include specific groups of pupils
- Invite local clubs and groups into school to promote their clubs.
- Offer 'try it' activities during sports week to encourage pupils to find a sport they enjoy.

Progress towards the objective.

- Cluster sports activities include pupils who are not usually involved in sports.
- Awards through Kickstart for positive attitude towards PE and achievements.

- Participate in sport tournaments targeted at those who would not normally participate
- All year groups take part in 'a daily mile' – walking or running at least three times per week for all classes yr1-yr6.

Kickstart

- EYFS PE lessons N and R physical literacy and activity
- PE for years 1 & 2.
- Playtime and lunch for KS2
- Increase the range of sports offered to pupils at lunch times and after school.
- Promotion of some local clubs and teams to encourage pupils to take part in more sporting activities.
- United sports coaching subsidized by HDT year 5 and 6 take part

Surveys were conducted - the data influenced the choice of provision and equipment in the above.

Objective 4. Improving the participation and engagement of pupils, parents and communities in increasing vocabulary and reading at home and at school.

Why we have chosen this objective:

Achievement in reading and writing is in the lowest 20% nationally for pupils in KS1 and KS2. Pupils have a limited vocabulary which inhibits communication, comprehension and understanding across the curriculum.

During lock down there has been a drop in home reading. Pupils are not as engaged in reading at home as they could be and we feel we need to re-launch our reading incentives to help pupils enthuse and further develop a love of reading.

To achieve this objective, we plan to:

- Continue to develop resources and teaching to improve vocabulary. Increase the number of quality texts available to pupils across the whole curriculum.
- Re- launch our recommended reading scheme with the 100 books per class that we have hand-picked due to quality, diversity and inclusion of different groups, cross curricular links and issues.
- Have an annual budget for books which have characters and information representing the diversity in the British population
- Survey pupils to ensure their interests and identities are represented

Progress we are making towards this objective:

- Word aware scheme rolled out across English, and Maths.
- Welcomm and Eklan resources used in EYFS.
- Participation in NELI intervention program (EYFS)
- Recommended reading scheme books researched and purchased
- Specific reading scheme purchased to meet the needs of neuro diverse pupils.

- Phonics scheme RWI researched looking to purchase training once face to face training can happen (Covid-19 restrictions)
- Pupils reading through Oxford Owl
- Audit of books planned.
- Poor quality books donated to overseas charity
- Phonics intervention programs Reading Wise and Zip phonics aimed at pupils from Rec to year 4.

Objective 5: Have in place a reasonable adjustment agreement for all staff with disabilities by Dec 21, to meet their needs better and ensure that any disadvantages they experience are addressed.

Why we have chosen this objective: The inclusion of all staff members is a high priority for us at Fiddlers Lane. We have staff members who have shared that they have autism and others who have been open about mental health issues.

To achieve this objective, we plan to:

- Continue to raise awareness and have staff CPD around conditions such as asthma, autism, mental health issues such as depression and suicide awareness.
- Highlight where staff can find resources. Work towards Emotionally friendly school award.
- Use survey data to highlight issues, training needs

Progress we are making towards this objective:

- Training on autism awareness.
- Mental health surveys
- Links to Salford school zone wellbeing info
- Part way to completing emotionally friendly schools award.

The Executive Committee of the Governing Body /Headteacher will update the equality information we publish, described in sections 4-7 above, at least every year.

This document will be reviewed by Executive Governing Body Committee of Fiddlers Lane Community Primary School at least every 4 years.

This document will be approved by Executive Governing Body Committee of Fiddlers Lane Community Primary School

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Attendance policy
- Risk assessments
- SEND policy
- PE policy
- English Policy (Reading)
- PHSE and RSE policy

