



Equality Information and Objectives

Fenstanton and Hilton Primary School

Reviewed by: The Full Governing Body

Date of Review: December 2023

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1. Aims

The Equality Act 2010 requires objectives to be set every four years. Aims are set by schools 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 body 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 equality link governor is Mike Gregory. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are 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 staff member for equality is the school's Headteacher.

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.

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:

- Analyse the available attainment data to determine strengths and areas for improvement, implement actions in response and publish this information
- Identify improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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, about British Values and in 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.

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

Objectives set in December 2023

Equality Objective	Proposed Actions	Desired Impact
<i>Pupils with Special Educational Needs and Disabilities (SEND) and Low Prior Attaining students to close gaps to Age-Related Expectations (ARE).</i>	<p><i>To:</i></p> <p><i>Utilise quality first teaching in every classroom.</i></p> <p><i>Embed Little Wandle for early reading, literacy and writing.</i></p> <p><i>Provide targeted support for pupils in Mathematics and to extend our pupils' use of Times Tables Rock Stars to improve number fluency.</i></p> <p><i>To use Over and In interventions, led by teachers, to support low prior attaining pupils.</i></p>	<p><i>To close gaps for SEND and Low Prior Attaining peers in Literacy and Numeracy to those pupils who are working at ARE.</i></p> <p><i>In Summer 23 these gaps were: 52% (all pupils Years 1-6) and 8% (SEN pupils) working at ARE in all of Reading, Writing and Maths.</i></p>
<i>Students eligible for Pupil Premium benefit from the rich diversity of educational opportunities available at the school.</i>	<p><i>To:</i></p> <p><i>Provide quality first teaching in every classroom.</i></p> <p><i>Support pupils and families to engage with clubs/trips and activities, including support with finance.</i></p> <p><i>Engage PP children with positions of responsibility in school, such as</i></p>	<p><i>Increased confidence of PP students.</i></p> <p><i>Improved breadth of experience, enabling students to find their "thing" through the range of opportunity provided.</i></p> <p><i>Close the gap between PP and Non-PP students.</i></p>

	<p><i>the School Council and Prefect roles and Year 6.</i></p> <p><i>Support access to external visits and residential trips, ensuring finance is not an obstacle.</i></p>	<p><i>In Summer 23 these gaps were 52% (all pupils Years 1-6) and 23% (PP pupils) working at ARE in all of Reading, Writing and Maths.</i></p>
<p><i>The school develops a culture where all students feel valued and where discriminatory language is always challenged.</i></p>	<p><i>Employment of ongoing Cambridgeshire Therapeutic Thinking development to teach students pro-social behaviours and improve behaviours for learning.</i></p> <p><i>The effective use of our Personal Development programme, including PSHE lessons, British Values, school values, enrichment opportunities, visitors.</i></p> <p><i>To support staff to challenge discriminatory comments where and when they happen, and ensuring an attitude of “it does happen here” to be ready to challenge language.</i></p> <p><i>To ensure robust and rigorous recording of and response to incidents of discrimination.</i></p>	<p><i>Reduction in use of discriminatory language (reduced reports/logs).</i></p> <p><i>Students feel safe and confident in school (pupil voice).</i></p>
<p><i>Girls increase their engagement with mathematics to close the gap between their attainment and that of male peers.</i></p>	<p><i>To:</i></p> <p><i>Utilise quality first teaching in every classroom.</i></p> <p><i>Identify girls who need additional support through intervention or adaptation.</i></p> <p><i>Establish a ‘Maths Club’ for girls.</i></p>	<p><i>Reduction in the attainment gap between girls and boys in Maths.</i></p> <p><i>In 22/23 the gap was 66% boys and 61% girls, Years 1-6, working at ARE in Maths.</i></p>
<p><i>Boys increase their engagement with reading and writing to close the gap between their attainment and that of female peers.</i></p>	<p><i>To:</i></p> <p><i>Utilise quality first teaching in every classroom.</i></p> <p><i>Provide male reading role models (parent readers) for pupils in KS2.</i></p> <p><i>Add further ‘boy-friendly’ books in the library (e.g., Diary of a Wimpy Kid; - Storey Tree House series).</i></p> <p><i>Use Little Wandle interventions to target weaker male readers.</i></p>	<p><i>Reduce the attainment gap between boys and girls in Reading.</i></p> <p><i>In 22/23 the gap was 74% (girls) and 71% (boys) at the end of KS2.</i></p>

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.

Equality Objectives will be discussed during SEND and Safeguarding Link Governor visits.