EQUALITY AND DIVERSITY FOR PUPILS' POLICY

APPROVED BY GOVERNORS: 13.05.24

POLICY TO BE REVIEWED: May 2026

(Equality information published will be updated on an annual basis)

Designated member of staff for equality is: Mrs Bratley

Designated link governor for equality is: Mrs Spearpoint

The Federation of Farnham and Rickling Primary Schools are church schools that provide a safe, healthy, Christian community, where everyone is accepted and respected. Our aim is to give access to a curriculum and a range of learning experiences of the highest standard, educating for life.

Through faith and nurture, we thrive.

'Life in all its fullness.' John 10:10

Be Loving/Be Respectful/Be Responsible/Be Positive/Be You

Aims

Our Federation aims to meet its obligations under the public sector equality duty by having due regard 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.
- Promote equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued.
- To promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Legislation and Guidance

This policy 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.
- The Equality Act 2010 and schools – Department for Education guidance

Roles and Responsibilities

The Governing Body will:

- Ensure that the equality information and objectives as set out in the equality statement and action plan are published and communicated throughout the school to all stakeholders and will ensure that they are reviewed and updated every four years.
- Delegate responsibility for monitoring the achievement of the objectives to the headteacher and as outlined in the equality action plan.
- Ensure complaints are investigated and dealt with effectively.
- Ensure relevant training is in place for governors and staff.

The equality link governor will:

- Meet with the designated member of staff for equality every term to review the action points on the equality action plan.
- Ensure they are familiar with all relevant legislation and with this policy.
- Attend any relevant equality and diversity training.
- Report back updates to the Full Governing Body

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff, pupils, governors and volunteers and ensure that relevant training is undertaken.
- Monitor the success in achieving the objectives and provide termly updates to governors
- Ensure that the Equality and Diversity policy is implemented.
- Treat all staff with dignity and respect, recognising and valuing individual skills and contributions.
- Create an environment in which staff are able to identify and share good practice, along with celebrating success and encouraging positive attitudes towards diversity.

Eliminating Discrimination

The school is fully aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. The school includes reference to the importance of avoiding discrimination and other prohibited conduct in all our policies (where relevant). Part of the induction process for new staff involves receiving information on the Equality Act and refresher training is given on an annual cycle.

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 activities).

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 school's data to determine strengths, areas for improvement and 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 with particular protected characteristics, identifying any issues, which could affect our own pupils.

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 Religious Education, Personal, Social, Health and Economic education (PSHE) and Citizenship work.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school.
- All pupils are encouraged to participate in all of the school's activities.
- Working with external agencies to support the school in managing good relations.
- Working with the local community and holding assemblies/events to deal with relevant issues.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school will consider whether the trip: cuts across any religious holidays; is accessible to pupils with disabilities and if it has equivalent facilities for boys and girls.

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the School's Evaluation Form (SEF)/Sustainability Plan and demonstrates

how the school community compares with the wider community, both locally and nationally. This information is used to form the basis for generating the school's equality objectives.

Ethnicity/culture context of the school (local and national)

- Compared to national averages, the schools have a lower number of children from different ethnicities. The majority of children are from white/British families – 92% at Rickling and 83% at Farnham.
- Percentage of pupils with EAL is well below average at both Farnham and Rickling Primary Schools is well below average.

Socio-economic context of the school (local and national)

Rickling

The school's pupil base deprivation and location deprivation are both well below average.

FSM numbers at Rickling well below average.

Farnham

The school's pupil base deprivation and location deprivation are both well below average.

FSM numbers at Farnham is currently below average.

How we choose our Equality objectives

We have used data taken from Local Authority Reports, IDSR (Inspection Data Summary Reports), Target Tracker, Pupil Standards meetings and Individual Education Plans. Information gathered from questionnaires, pupil perception surveys, lesson observations and surveys of any disabled visitors to the school have also been taken into account when setting objectives.

We have chosen equality objectives that will:

- Promote equality of opportunity for members of any identified groups
- Eliminate any unlawful discrimination, harassment and victimisation
- Foster good relations between different groups in terms of: ethnicity; religion; socio economic background; gender and gender identity; disability; sexual orientation and age.

The school's equality and accessibility objectives can be found in the Equality and Accessibility action plans.

Monitoring Arrangements

The school will periodically monitor the application of its policies and procedures and their impact to assess their effectiveness and will revise them as necessary. The school will monitor issues linked to recruitment, promotion, pay, grievances, disciplinary action, leave of absence, flexible working and managing sickness absence or redundancy. The school will publish Equality data as required in accordance with the Equality Act and the Public Sector Equality Duty.

EQUALITY ACTION PLAN 2024 – 2027

Through faith and nurture, we thrive.

'Life in all its fullness' (John 10:10)



Objective One: To continue to plan valuable opportunities within the curriculum for pupils to learn about the different faiths and culture within the local, national and global communities.

Equality Strand	Planned Outcomes	Planned Actions	By Whom	By When	Indicators/ How to measure
Community Cohesion	Increase children's understanding of different religious celebrations.	• Continue with whole school SMSC work and with exhibiting work through the communal display. • Create a SMSC school portfolio. • New life skills challenge booklets to be used to enhance community cohesion. • Take an active role in Global Neighbours work – celebrate and showcase work in assemblies, displays, newsletters and website • Gather evidence from Christian objectives on School Development Plan	Teachers TAs HT HT Teachers TAs HT KS	Ongoing Start Summer 2024 Launch Autumn 2024 Ongoing Ongoing	Pupil Perceptions Displays – quality of work exhibited Log of school's community engagement Challenges completed in booklets Global Neighbours Work – Bronze award achieved SDP updates

Equality Strand	Planned Outcomes	Planned Actions	By Whom	By When	Indicators/ How to measure
		• Continue with communal display exhibiting religious celebrations around the world.			SDP evidence
Race Equality	Children have an ever-growing understanding of how different faiths worship and the diverse nature of our country.	• As above	Teachers TAs HT	Ongoing	Pupil Perceptions Displays – quality of work exhibited Log of school's community engagement
Community Cohesion	Sustained charity involvement by the children.	• Continue to develop pupil voice – Courageous Advocates (School Council & Eco Squad) work • Global Neighbours Work • Children work on challenges in their skills' booklets	School Council Reps Eco Squad Staff leaders All children	Ongoing From September 2024	Charity and community work undertaken Challenges completed
Community Cohesion	Bring the wide world into school through promoting interest in the world around us.	• Use pictures from around the world to promote discussion – in assemblies and display on communal display - https://no-outsiders-assembly.blogspot.com/	HT	Summer 2024	Pictures used and feedback from children. Children feel part of the world



Key Objective Two: To close any attainment gaps between different groups.

Equality Strand	Planned Outcomes	Planned Actions	By Whom	By When	Indicators/ How to measure
All	Tracking enables us to monitor progress and attainment of different groups. Any underperformance is tracked robustly. The gap is narrowed for equality groups.	• Identify groups • Share data with staff and governors – focused sessions on analysing attainment for all groups of children. • Timely reviews are undertaken to measure impact of provision/interventions for all groups of children	HT Governors Teachers HT	Half Termly	Data analysis indicates that the gap is narrowing between different groups.
All	Pupils' participation, confidence and achievement levels are in line with each other.	• Gain feedback from all pupils. • Half termly progress and attainment reviews to be carried out by teachers and SLT.	HT Class Teachers SLT	Termly Half Termly	Reviews indicate that there is an increase in pupils' participation, confidence and achievement levels.



Key Objective Three: To provide appropriate support and resources to individual pupils who may experience barriers to learning and to provide support and guidance to individual parents if needed.

Equality Strand	Planned Outcomes	Planned Actions	By Whom	By When	Indicators/ How to measure
Gender/Disability/ Race Equality	All children, but a particular focus on SEN, EAL and vulnerable children have greater involvement in all extra-curricular activities.	• Subject Leads to review engagement within their subject. • Identify any barriers to learning and address. • Provide extra support/encouragement for SEN/EAL/Vulnerable children to participate in extra-curricular activities. • Participate in events – especially sporting ones that are specifically targeted for groups of children – i.e. Disability/SEN	Subject Leads Subject Leads HT Class Teachers SENDCo	Termly	All groups of children are engaged in extra-curricular activities.
Race Equality	Children and parents for whom English is an additional language, can access the curriculum and school information.	• Monitor parental engagement and address individual	Headteacher SENDCo	Termly	All children and parents are fully supported in accessing

Equality Strand	Planned Outcomes	Planned Actions	By Whom	By When	Indicators/ How to measure
		cases with additional support if needed.			the curriculum and school information.



Key Objective Four: To ensure equality permeates through our school vision, values and aims so that everyone shows respects for others, and everyone feels valued and proud to be who they are.

Equality Strand	Planned Outcomes	Planned Actions	By Whom	By When	Indicators/ How to measure
All	All staff and Governors are aware of the Equality Statement and Plan and understand their responsibilities. The plan is accessible to all via the school website. Promote equality by ensuring roles within the school are accessible to everyone.	• Share Equality statement and action plan. • Ensure racist incidents are logged and appropriate action is taken. • Ensure staff know how to respond to racist incidents	HT Governors Staff	Review Annually	Equality permeates through all aspects of school life for all stakeholders.
Gender/Race/ Equality/Disability	As the school staff is predominately white, female and British, we need to ensure that any staffing vacancies or volunteer posts are open to all who meet the job's criteria.	• Create and refer to equality checklist when recruiting.	HT Admin Governors	As and when needed	Recruitment adheres to equality checklists.
Gender Equality	To ensure that boys and girls feel equally represented and valued in all aspects of school life.	• Gain feedback from boys and girls.	Headteacher	Termly	Both genders are equally represented

Equality Strand	Planned Outcomes	Planned Actions	By Whom	By When	Indicators/ How to measure
		• Review boys and girls' attendance at different curriculum events and action any unequal representations.			and valued in all aspects of school life.
All	To ensure all parents and children feel that their views are heard. To continue to seek feedback from parents to ensure effective methods of communication are in place.	• Continue to develop 'Pupil Voice' • Provide forums for parents and children to share views. • HT to continue with 'open door' policy in school.	Headteacher	Ongoing	All views are listened to and taken into account when making school related decisions. Communication methods are constantly being reviewed.
Gender Equality	There will be more positive male role models in school.	• Invite male role models into school to lead events & workshops. • Ensure that men and women are portrayed doing the same jobs.	Headteacher Curriculum Leads	Annual programme	Children are frequently exposed to male role models.



Key Objective Five: To develop a coherent approach to tackling lesbian, gay, bisexual and transgender (LGBT) themes across the school which challenge stereotypes at all levels.

Equality Strand	Planned Outcomes	Planned Actions	By Whom	By When	Indicators/ How to measure
Gender identity & transgender **Sexual identity & orientation**	Everyone understands that families are made from a range of gender and sexual orientations. Ensure 'All are made in the image of God and are loved by God. Through the example of Jesus all are called to live embodied, fulfilled human lives.' From Genesis 1:27 is understood	• Ensure all staff respond appropriately to questions raised by children – refer to planning material from PSHE scheme of work. • 'No Outsiders' training to be delivered and plans implemented	HT Teaching staff HT	Ongoing Summer 2024 Ongoing	Staff are confident in responding to questions. Children's questions are answered appropriately. No Outsiders work Ethos created
Gender identity & transgender **Sexual identity & orientation**	Staff are confident in discussing and dealing with any LGBT incidents.	• Staff to receive LGBT bullying training. • Identify, respond and report any LGBT incidents (language and bullying)	HT Teaching staff	Annually	Training used and completed Incidents logged and how they are dealt with.

Equality Strand	Planned Outcomes	Planned Actions	By Whom	By When	Indicators/ How to measure
Gender identity & transgender **Sexual identity & orientation**	Appropriate books are used and support in developing a coherent approach to LGBT.	• Ensure up to date resources/books are used – as recommended in the PSHE curriculum.	HT	Annually	Resources used
Gender identity & transgender **Sexual identity & orientation**	Parents feel supported. Parents show respect for everyone in our community.	• Resources/links are shared on school website for parents • Information is shared with parents around how LGBT is covered in the PSHE curriculum.	HT	Ongoing – at least termly updates	Resources and support available

Appendix A

Additional Equality Statements to read in conjunction with published school policies

Farnham and Rickling schools expect the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

Farnham and Rickling schools recognise and value all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

The quality of provision - teaching and learning

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupils' experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

The quality of provision - curriculum and other activities

Farnham and Rickling schools provide an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis.

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- Boys and girls
- Pupils learning English as an additional language
- Pupils from minority ethnic groups, including Gypsies and Travellers
- Pupils who are gifted and talented
- Pupils with special educational needs
- Pupils with a disability
- Pupils who are in public care
- Pupils who are at risk of disaffection and exclusion
- Lesbian, gay or questioning young people

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

The quality of provision – guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children.

Farnham and Rickling schools provide appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning.

We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.

Victims of harassment and bullying are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

Behaviour and Attendance

Farnham and Rickling schools expect high standards of behaviour from all pupils, appropriate for their developmental level.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline.

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Essex LA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

We monitor exclusions by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

Our schools will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print.

There are strategies to reintegrate long-term non-attenders and excluded pupils, which address the needs of all pupils.

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

Our schools will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance of Traveller and Gypsy pupils.

Partnership with pupils, parents, carers and the wider community

We monitor parental involvement and have strategies to raise participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all.

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

Our schools work in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

Our schools' premises and facilities are equally available and accessible for use by all groups within the community.

Leadership and management

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.

Farnham and Rickling schools will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at admissions interview.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties and Essex County Council guidelines.

We will take steps to encourage people from underrepresented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school's employment practices.

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

Farnham and Rickling schools oppose all forms of racism, homophobia, prejudice and discrimination.

Resources and displays in our schools reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic and Gypsy and Traveller children; displays to be positioned at eye level, etc.

Linguistic Diversity

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays