



FOXHILLS FEDERATION EQUALITIES POLICY (including equalities information and objectives)

Status	Current	Approval	Headteacher (CLA)	
Review frequency	Four years	Author (role)	Headteacher	
Date first written	June 2017	Date last approved	Sept 2021	Re-written March 2023
Date of next review	March 2027	Date withdrawn	N/A	

Equality Objectives 2023- 2027

- 1) Ensure that children with mobility, neurodiversity and learning needs are enabled at all times so they can fully participate in all aspects of school life (site/building/curriculum/learning)
- 2) Ensure disadvantaged children are provided with the breadth of experiences needed to develop their cultural capital so they can fully access the school's curriculum and develop their knowledge, skills and abilities
- 3) Promote a more diverse cultural experience for children at Foxhills, which is representational of the United Kingdom, so that children are prepared for life in modern Britain and have the skills to become respectful citizens.

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers. This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that the public sector equality duty (Equality Act 2010) has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not – protected characteristics include: age (applicable only to staff), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief, sexual orientation and marital status (applicable only to staff),

We recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Schools Context

We collect equality information for both schools. Our current equality information can be found in Appendix A to this policy statement.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

Principle 1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value, regardless of

- Disability
- Ethnicity, culture, national origin or national status
- Gender and gender identity
- Religious and non-religious affiliation or faith background
- Sexual orientation
- Marital status
- being currently pregnant or have recently given birth
- Age
- Connections with the forces community
- Language (including English being their first language)
- Refugee/asylum status

Principle 2. We respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

Principle 3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend for our policies, procedures and activities to promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

Principle 4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

Principle 5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

Principle 6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at Pupil Voice; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

Principle 7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

Principle 8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010.

Our current equality information can be found in Appendix A to this policy statement.

Principle 9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7). The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within both schools
- Our practice in relation to pupil progress, attainment and achievement
- Our pedagogical approach across both schools
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our policies and practice in relation to travel arrangements and access to the site and school
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately (ref: Promoting Positive Relationships Policy).

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises. This policy will be reviewed and updated by the Governing Body in conjunction with its equality objectives every four years.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons

- support pupils in their class who have additional needs (ref: Staff Code of Conduct Policy)

Appendix A - Equality Information

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, connection with armed forces, language, religion and belief and sexual orientation).

We have also gathered information through involving staff, pupils, parents and others in the following ways:

- Pupil, staff and Parent surveys
- Staff meetings / INSET
- Pupil Voice meetings, PSHE lessons, school surveys on children’s attitudes
- Conferencing of vulnerable children and children with identified additional needs
- Pupil annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- Governing body meetings

The context of our schools:

Foxhills Infant School:



Basic Characteristics Rec, Y1, Y2 - All Pupils (179 pupils)

24 March 2023

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Rec	59	21 (35.6%)	38 (64.4%)	4 (6.8%)	3 (5.1%)	5 (8.5%)	3 (5.1%)	7 (11.9%)	6 (10.2%)	0 (0%)	1 (1.7%)	0 (0%)
Y1	60	29 (48.3%)	31 (51.7%)	4 (6.7%)	3 (5.0%)	4 (6.7%)	0 (0%)	7 (11.7%)	7 (11.7%)	0 (0%)	0 (0%)	0 (0%)
Y2	60	33 (55.0%)	27 (45.0%)	8 (13.3%)	6 (10.0%)	5 (8.3%)	1 (1.7%)	11 (18.3%)	10 (16.7%)	0 (0%)	1 (1.7%)	2 (3.3%)
All	179	83 (46.4%)	96 (53.6%)	16 (8.9%)	12 (6.7%)	14 (7.8%)	4 (2.2%)	25 (14.0%)	23 (12.8%)	0 (0%)	2 (1.1%)	2 (1.1%)

* Includes pupils with Information Not Obtained.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
White - British	76	89	92.2
White and Asian	1	2	1.7
Any Other White Background	3	1	2.2
Any Other Mixed Background	0	1	0.6
Other Mixed Background	1	0	0.6
Black - African	0	2	1.1
Any Other Ethnic Group	0	1	0.6
White and Black African	2	0	1.1
All	83	96	100.0

Year Group	Autumn Born	Spring Born	Summer Born
Year 2	19	13	28
Year 1	27	11	22
Year R	25	12	23
Total	71	36	73



Basic Characteristics Y3, Y4, Y5, Y6 - All Pupils (350 pupils)

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Y3	77	39 (50.6%)	38 (49.4%)	11 (14.3%)	11 (14.3%)	5 (6.5%)	3 (3.9%)	12 (15.6%)	10 (13.0%)	0 (0%)	2 (2.6%)	2 (2.6%)
Y4	93	37 (39.8%)	56 (60.2%)	15 (16.1%)	12 (12.9%)	7 (7.5%)	0 (0%)	11 (11.8%)	7 (7.5%)	0 (0%)	4 (4.3%)	2 (2.2%)
Y5	85	51 (60.0%)	34 (40.0%)	14 (16.5%)	13 (15.3%)	10 (11.8%)	6 (7.1%)	8 (9.4%)	5 (5.9%)	0 (0%)	3 (3.5%)	0 (0%)
Y6	95	51 (53.7%)	44 (46.3%)	19 (20.0%)	17 (17.9%)	4 (4.2%)	2 (2.1%)	17 (17.9%)	14 (14.7%)	0 (0%)	3 (3.2%)	1 (1.1%)
All	350	178 (50.9%)	172 (49.1%)	59 (16.9%)	53 (15.1%)	26 (7.4%)	11 (3.1%)	48 (13.7%)	36 (10.3%)	0 (0%)	12 (3.4%)	5 (1.4%)

* Includes pupils with **Information Not Obtained.**

Ethnic Group	No. of Boys	No. of Girls	% Pupils
Any Other Mixed Background	6	3	2.6
Turkish	1	0	0.3
White - British	163	159	92.0
White and Black African	1	0	0.3
Bangladeshi	1	1	0.6
White and Asian	1	2	0.9
White Eastern European	1	1	0.6
Any Other White Background	4	1	1.4
Any Other Black Background	0	1	0.3
White - English	0	2	0.6
Indian	0	1	0.3
Gypsy / Roma	0	1	0.3
All	178	172	100.0

Year Group	Autumn Born	Spring Born	Summer Born
Year 6	24	28	43
Year 5	27	24	35
Year 4	36	20	37
Year 3	26	16	36
Total	113	88	151

Appendix B - Objectives

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, connection with armed forces, language, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- school council and RED Force meetings
- pupil, parent and staff surveys
- parents representing pupils with particular protected characteristics
- local community and disability organisations

Our Federation Objectives

Our Objectives	How we will achieve these	What will we see when they have been achieved? (measurable outcomes)
<p>Ensure that children with mobility, neurodiversity and learning needs are enabled at all times so they can fully participate in all aspects of school life (site/building/curriculum/learning)</p>	<p>Work with the LA to ensure both school buildings are fully accessible for wheelchair users</p> <p>Ensure access routes are kept in good order, free from overgrowth, so wheelchair users can access all pathways.</p> <p>Work with external agencies (educational psychology, CAMHS, MSHT, OT,PT, SALT) in making adaptations to the school's curriculum and pedagogical approach</p> <p>Monitor the delivery of the curriculum and pupil outcomes to ensure all children are keeping up with the sequentially planned curriculum and making progress from starting points. When this is not the case, intervene and ensure provision is adapted based on accurate understanding of pupil's needs (AfL used to drive all adaptations and provision).</p>	<p>Adaptions to access arrangements: ramps to classrooms for wheelchair access via external doors, accessible toilet facilities, classroom layouts which accommodate wheelchairs and walking aids, level access for pupils with poor or impaired mobility</p> <p>Adaption to enable participation in lessons: variation to task design, reduction in cognitive load, bespoke strategies and approaches being used which are constantly evaluated for their effectiveness</p> <p>Pupils will be keeping up with the school's curriculum which has been sequentially planned to ensure knowledge builds and pupils make progress in remembering more, knowing more and doing more.</p>
<p>2) Ensure disadvantaged children are provided with the breadth of experiences needed to develop their cultural capital so they can fully access the school's curriculum and</p>	<p>Review the schools' curriculum mapping to plan enrichment opportunities which improve cultural capital.</p>	<p>Schemas will be strengthened because children will know more and remember more (pupil conferences and learning scrutiny).</p>

<p>develop their knowledge, skills and abilities</p>	<p>Embed meaning and connections through the use of key vocabulary</p> <p>Review learning journeys to ensure first hand, real life and practical learning experiences are on offer at all times</p> <p>Work with teachers to ensure high expectations for all, especially disadvantaged, which translate into additional to and different from adaptations in lessons which promote participation.</p> <p>Leaders to review the grade descriptors for personal development to ensure both schools are developing the 'whole child'.</p>	<p>Children's knowledge of the world will improve (the more you know, the more you understand the world. The more you understand the world, the more connections you can make).</p> <p>At the end of EYFS, KS1 And KS2 the gap between disadvantaged and non- disadvantaged will reduce to the extent that disadvantaged children will achieve exceptionally well from their starting points (academic outcomes and personal development).</p>
<p>3) Promote a more diverse cultural experience for children at Foxhills, which is representational of the United Kingdom, so that children are prepared for life in modern Britain and have the skills to become respectful citizens.</p>	<p>Re write the PSHE and relationships curriculum with a specific focus on cultural diversity</p> <p>Audit and keep under review reading material, resources and literature to ensure it represents the children in school and children in the U.K.</p> <p>Ensure gaps in both schools cultural make up are addressed through the curriculum and the resources we use to support teaching and learning</p> <p>Review enrichment opportunities to ensure they include cultural experiences and broaden horizons</p> <p>Review both school's educational offers: how are all school experiences teaching children about life around the world? (food options for school meals, visits and visitors, clubs, assemblies, focus days)</p> <p>Link with the parish council and the outreach project to foster intergenerational links</p>	<p>Children will recognise that the ethnic demographic of Foxhills is specific to our locality and not representational of the U.K.</p> <p>Children will understand and recognise stereotypes related to race, gender and disability and how to avoid perpetuating these.</p> <p>Children will show genuine tolerance and respect for differences and similarities between people</p> <p>Children will be prepared for life in modern Britain (CLEAR learner, an understanding of democracy, individual liberty, rule of law, respect and tolerance).</p>

NB The legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.

Only where schools have a large staff group is it likely to be necessary for the school to consider setting a staff or employment related objective. Schools should use the action plan on page 20 of the Public Sector Equality Duty Workbook to develop a strategy to achieve these objectives and this plan should be incorporated into the School Improvement Plan. Date of publication: March 2016 Date for review and re-publication: March 2020 NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.