



**Fawkham CE Primary School**  
**Policy for Equality Statement/Policy**  
**December 2018**

## Fawkham CE Primary School

### Equality Statement/Policy

*The work of our school, underpinned by our core Christian Values:  
Respect, Caring, Friendship, Honesty, Forgiveness and Responsibility*

### **DREAM, BELIEVE, ACHIEVE AT FAWKHAM CEP SCHOOL**

**We value diversity and promote equal opportunities for all.**

At Fawkham C of E Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Under the Equality Act 2010, the school complies with the general equality duty and the new specific duties. The equality duty now includes all those with protected characteristics, which makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

### **General Equality Duty**

The Public Sector Equality Duty (PSED) has three main elements.

1. Eliminate discrimination and other conduct that is prohibited by the Act
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all characteristics – between those who share a protected characteristic and those who do not.

The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.

### **Specific duties**

Schools have a duty to make reasonable adjustments for pupils with a disability. The DfE non-statutory guidance states that this duty can be summarised as follows:

- Where something a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

### **Reasonable adjustments**

Factors a school may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will play a major part in determining what is reasonable. For example, a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it and it may not be reasonable for the school to provide that equipment. On the other hand, a much larger school might reasonably be expected to provide it.

The guidance states that many pupils with a disability will have an SEN statement and auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have a statement (or the statement doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school (after the relevant provisions come into force). The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing SEN statement provisions which are part of education legislation, under which Local Authorities have a duty to provide auxiliary aids to pupils with a statement of special educational need. In addition to the duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally.

### **Equality Aims and Objectives**

We, at Fawkham CE Primary, wish to achieve the aims of the Public Sector Equality Duty to:-

- Eliminate unlawful discrimination, harassment, victimization and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

In order to do this we:-

- promote the principle of fairness and justice for all through the education that we provide in our school
- seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school
- constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups
- ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone
- challenge personal prejudice and stereotypical views whenever they occur
- value each pupil's worth, we celebrate the individuality and cultural diversity of the community

- centered on our school, and we show respect for all minority groups
- are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all

## **Racial equality**

At Fawkham CE Primary School, we will:

- Strive to eliminate all forms of racism and racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school.

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures.

We endeavour to make our school welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

## **Disability non-discrimination**

Some children at Fawkham CE Primary School may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to endeavouring to provide an environment that allows disabled children full access to all areas of learning.

In some circumstances teachers may modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

## **Gender equality**

At Fawkham, we recognise that in some subject areas the achievement of one gender is greater than the other. We are committed to seeing all individuals and groups of pupils making the best progress possible by eliminating gender biased resources and purchasing materials that interest and stimulate all.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve one gender's attainment do not do so at the expense of the other.

As we have fewer than 150 employees, our employee data will still be included in Kent published data and therefore is collated centrally.

The data will be collated from the Kent payroll system. We encourage our employees to update their data on a regular basis.

As required under the Equality Act, Fawkham CE Primary School Equality Objectives are:

To ensure the performance of all vulnerable groups in the school is closely monitored and in particular:

- To ensure that the performance gap between boys and girls is monitored and any actions taken to minimize and close any gaps if they occur.
- Ensure that the performance of disabled children is monitored and any actions taken to minimize and close any gaps if they occur.
- Ensure that the performance of children from all ethnic groups is monitored and any actions taken to minimize and close any gaps if they occur.

### **The role of governors**

The Fawkham CE Primary School governing body is committed to equal opportunities, and will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. It will check that all pupils are making the best possible progress, and that no specific group of pupils is underachieving. To do this, monitoring will be focusing on:

- Admissions
- Attainment
- Exclusions
- Rewards and sanctions
- Parents' staff, governors and pupils' questionnaires

The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governing body will, where appropriate, in its annual report, make reference to arrangements for disabled pupils as outlined in the school profile.

The governors welcome all applicants to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst at Fawkham, due to their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case individually and sensitively, and with respect for the child's cultural traditions.

### **The role of the headteacher**

It is the headteacher's role to implement the school's policy on equality, and she is supported by the governing body in so doing:-

- to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations
- ensuring that all appointment panels give due regard to this policy, so that no one is discriminated against
- promoting the principle of equal opportunity when developing the curriculum, and in providing opportunities for training
- promoting respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school
- reviewing all incidents of unfair treatment, and any racist incidents, with due concern

### **The role of the class teacher**

At Fawkham CE Primary School, class teachers do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups or genders.

We seek to implement this policy when planning schemes of work, both in our choice of topics to study, and in how we approach sensitive issues.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book, and draw them to the attention of the headteacher.

### **Monitoring and review**

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- Monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school
- Monitor the staff appointment process, so that no one applying for a post at this school is discriminated against
- Require the headteacher to report to governors annually on the effectiveness of this policy
- Take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity
- Monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed regularly and updates given to Governors, in line with any new information and guidance that becomes available.

Written by: Miss Mandy Bridges (Headteacher)

To be reviewed: December 2022

Signed..... Date.....  
(Chair of Governors)

Signed..... Date.....  
(Headteacher)