

Equality Information and Objectives Policy

Fairmead School



Wellbeing Statement: At Fairmead School we take a holistic approach to the wellbeing of our students and staff. All policies are written with this in mind and consider the physical and mental wellbeing of our students, staff and our school community.

Signed by:	Mrs T Felstead
Date:	16 th July 2025
Policy full review:	July 2026
Objectives Reviewed:	July 2025

Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	4
7. Equality considerations in decision-making	4
8. Equality objectives	4
9. Monitoring arrangements	5
10. Links with other policies	5

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic (<https://www.gov.uk/discrimination-your-rights>) 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. The protected characteristics are:

In addition to meeting our legal obligations at Fairmead School we:

- Aim to celebrate differences through our curriculum, extracurricular activities and through all our working practices

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#)

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/careers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor for Fairmead School is **Kirsty Farthing**. They will:

- Meet with the designated member of staff for equality twice every academic 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 **Shaun France, Assistant Head Teacher** will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor twice every academic year to raise and discuss any issues
- Support the head teacher 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. This also includes visuals in staffrooms and around the school.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September as part of Safeguarding training. Staff have also received training on hidden disabilities.

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 protected characteristics

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

- 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 make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

6. Fostering good relations

Fairmead 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, RSHE (PSHE), 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 and workshops dealing with relevant issues. These have included assemblies and workshops delivered by Stand Against Racism and Inequality SARI (<https://saricharity.org.uk/>) Pupils will be encouraged to ask questions to further their understanding in such assemblies
- Working with our local community and organising school trips and activities based around the local community
- Organising school celebration days such as our Equality Day and Colour Run supported by 2BU (<https://www.2bu-somerset.co.uk/>)
- 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, genders 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/carers 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. Protected Characteristics/Equality Statement is made and minuted in Governor meetings

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 all young people

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. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

To challenge stereotypes and widen future opportunities

Invite employers from non-tradition backgrounds (e.g. female engineers, male carers) to meet students to discuss their roles and careers journeys. This could be through assemblies, class visits, workshops or employer visits.

Objective 2

To celebrate differences and raise awareness of how disabilities/diagnosis present and challenge our students

Either through chat club or student conferencing offer opportunities for students to discuss their disabilities and diagnosis with peers to raise awareness. Students could also be supported to produce short videos about their disabilities and diagnosis to further share their experiences. This would provide an opportunity to develop understanding and give students the confidence to talk about their own situation which will be very powerful as they move towards adulthood and /or work.

Objective 3

To embed the new school values through the school (proposed list: Adaptable, Considerate, Resilient, Aspirational, Honest, Appreciative)

From the list both Considerate and Appreciative show and raise awareness of others and their needs and how we show appreciation for each other in our diverse school community.

9. Monitoring arrangements

The designated member of staff for equality **Shaun France, Assistant Head Teacher** will update the equality information we publish, as described in sections 4-7 above, at least every year.

This document will be reviewed by head teacher at least every 4 years.

This document will be approved by Fairmead School's governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Equality Statement
- Ethos and values Statement
- RSHE Policy
- Behavior Policy
- Mental Health Policy (in progress)