

**FAIR ACRES FEDERATION
FALDINGWORTH COMMUNITY PRIMARY SCHOOL
NORMANBY BY SPITAL PRIMARY SCHOOL**

HOW WE COMPLY WITH EQUALITY DUTY

The schools in the Fair Acres Federation recognise that the Equality Act has the following aims

- 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 have a shared characteristic and those who do not

The schools in the Fair Acres Federation are committed to promoting equality and diversity, providing an inclusive, caring and supportive environment whereby the promotion of equity and equal opportunity is important for all.

- **To continue to promote a tolerant and inclusive school where all feel safe and valued.**
- **Children understand and are able to explain the meaning of equality**
- **There is an awareness and an understanding for staff and pupils of the barriers for key protected characteristics within and outside of our school community.**
- **Our curriculum celebrates cultural identity, diversity and supports an understanding of equality issues.**
- **All staff and pupils feel valued and represented**

EQUALITY ACT AIM Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act		
Objective	Action	Impact
To continue to promote a tolerant and inclusive school where all feel safe and valued.	Teach pupils about the importance of British Values. Mrs. Grummell leads a weekly school values assembly. There are regular links to protected characteristics. Coverage is tracked throughout the year. Class council meet termly and discuss a different school value. The school has a team of pupil wellbeing champions who lead a whole school initiative termly – this has included valuing individuality. School CPD and dissemination of information. Anti Bullying week initiatives – stay safe partnership anti-social behaviour and positive relationships workshops Annual Diversity Day – Samba Drumming/Indian Food/learning a song in BSL. Governor level interest and monitoring of inclusion in the school.	Pupils and staff are proactive and report incidents if they think that someone has been treated in a way that is not inclusive Staff can deal with incidents sensitively A culture exists in the school which celebrates difference and pupils are respectful towards each other and visitors Parental feedback – Thanked the school as they feel that their child with SEND is included in all aspects of school life
Children understand and are able to explain the meaning of equality	As above Also – church celebrations Harvest/Christmas/Easter each year. PSHE curriculum - this includes themes relating to • Prejudice/Discrimination and stereotyping • Family background and cultural beliefs • Who is in my family/includes LGBT+ families and friends Pupil surveys - questions posed about safety/bullying and inclusion Themes are revisited in assemblies	Children can give examples of how to show equality. They are beginning to know the difference between equity and equality Equity – tailored support Equality – everyone has the same opportunity Pupil voice shows that pupils do not tolerate discrimination

	The school provides a range of texts for all age groups which represent, celebrate and promote discussion about different characteristics Protected characteristics posters in each class	
EQUALITY ACT AIM Advance equality of opportunity between people who share a protected characteristic and those who do not		
Objective	Action	Impact
All staff and pupils feel valued and represented	Pupil and staff surveys Termly staff wellbeing check-ins by email from Headteacher and offer of face-to-face meeting. Celebration assemblies Achievement and values awards	Pupil behaviour concerns are low Pupils demonstrate good behaviour and attitudes in learning time and during breaks Staff indicate they are proud to work within the Federation
EQUALITY ACT AIM Foster good relations between people who have a shared characteristic and those who do not		
Our curriculum celebrates cultural identity, diversity and supports an understanding of equality issues.	Our World Book Day scavenger book hunt included a range of books from culturally diverse authors and themes Protected characteristics are highlighted in curriculum plans/reviewed to ensure it is inclusive Explicit teaching of themes through PSHE Visiting authors representing different backgrounds and cultures Music visitors representing authentic music from other countries World food tasting opportunities (DT and Diversity Day)	Pupils are aware of the rights of the child Pupil voice shows that children understand the importance of respecting others and their lifestyle choices. Racism is not tolerated in school Homophobia is not tolerated in school Pupils feel that they and others are represented in the curriculum

	A range of assemblies – coverage is logged. 24/25 has included World mental health Day, Interfaith Week, Diwali, Easter, International Women’s Day. These experiences are shares with parents on newsletters. Inclusive books Displays	Pupils are provided with a range of books which represent people with a range of characteristics
There is an awareness and an understanding amongst staff and pupils of the barriers for key protected characteristics within and outside of our school community.	RE – festival from different faiths Key days are marked – anti bullying/Children in Need/Comic Relief/Mental Health Wear it Green/sport diversity Wellbeing champions Explicit teaching and awareness raising within the community of protected characteristics – examples in assembly this year Marie Curie (gender/pregnancy and disability discrimination) Bill Withers and B Obama (racial discrimination) Rosie Revere Engineer – story challenging gender stereotypes Pupils visit or do virtual tours of places of workshops of the 6 main religions.	Children and staff have a greater understanding of differences between themselves and others and celebrate this