

# Model Equality and Diversity Policy

## Forest Fields Primary School

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| <b>Name of School: Forest Fields Primary School</b>                                                                          |
| <b>Date adopted by Governing Board: 23.09.2025</b>                                                                           |
| <b>Date of next review: Sept 2026</b>                                                                                        |
| <b>Signed</b><br><br><b>Chair of Governing Body: <i>James Verran</i></b><br><br><b>Headteacher: <i>Shahida Chowdhury</i></b> |

# **1. Introduction**

- 1.1 At Forest Fields Primary School we focus on the wellbeing and progress of every child and every member of our school community (staff, parents/carers/guardians and visitors) and recognise that each person is of equal worth and our Equality and Diversity Policy reflects how our school meets the duties as set out in the **Equality Act 2010**.
- 1.2 Our policy also seeks to ensure that we continue to tackle issues of disadvantage and underachievement of different groups.
- 1.3 We recognise that these duties reflect international human rights standards as expressed in the **UN Convention on the Rights of the Child**, the **UN Convention on the Rights of People with Disabilities** and the **Human Rights Act 1998**.
- 1.4 Our approach is based on seven key principles that apply to our whole school community, children, staff, parents/carers/guardians and visitors.
  - 1.4.1 **Everyone in the whole school community is of equal value.** Whether disabled or not, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious/non-religious affiliation or faith background and whatever their sexual orientation.
  - 1.4.2 **We recognise, respect and value difference and understand that diversity is strength.** We take account of difference and strive to remove barriers and disadvantages that people may face in relation to disability, ethnicity, gender and gender identity, religion, belief/faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
  - 1.4.3 **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
  - 1.4.4 **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate fully in school life.
  - 1.4.5 **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion and in continuing professional development.
  - 1.4.6 **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
  - 1.4.7 **We work to raise standards for all pupils, particularly our most vulnerable.** We believe that improving the quality of education for our most vulnerable pupils raises standards across the whole school.

## 2. The Equality Act 2010

- 2.1 The Equality Act 2010 is the foundation on which our legal responsibilities are built. The Act ensures that our children, staff and visitors are protected from discrimination, harassment and victimisation on the grounds of several '**protected characteristics**'. This means that our school cannot discriminate or treat people less favourably because of their **sex (gender), race, disability, religion/ philosophical beliefs or lack of such beliefs, gender reassignment, sexual orientation, pregnancy or maternity, marriage and civil partnership and age**.
- 2.2 The Act requires schools to comply with the **Public Sector Equality Duty** and two **specific duties**.
- 2.3 The **Public Sector Equality Duty** requires schools to:
- Eliminate unlawful discrimination, harassment and victimisation
  - Advance equality of opportunity between different groups
  - Foster good relations between different groups.
- 2.4 The Act also has two **specific duties**.
- Schools publish information to show compliance with the Equality Duty. (On our website)
  - Schools publish **Equality Objectives** at least every four years.
- 2.5 The duties are listed in section **C. Other statutory documents** of the DfE's document entitled [Statutory policies for schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law](#).

## 3. Meeting the Public Sector Equality Duty

- 3.1 The following list is not exhaustive and schools should amend/add as they consider appropriate. These should be used to inform the school's equality objectives and actions in appendix 1. It is expected that schools will identify key priorities, informed by qualitative and quantitative analysis, and developed further over the four year cycle.
- 3.2 Schools can obtain further support and information from the City Council's Equality and Employability Team by emailing them at [equalities@nottinghamcity.gov.uk](mailto:equalities@nottinghamcity.gov.uk).
- 3.3 Schools should address the following points when considering their objectives and actions:

### 3.3.1 What we are doing to eliminate discrimination, harassment and victimisation

- We take account of issues of equality in relation to admissions and exclusions.

- We work towards ensuring that reasonable adjustments are made for disabled people
- We actively promote equality and diversity through the curriculum
- Every policy will link in and make reference to the school's Equality and Diversity Policy.
- We work towards creating an environment that champions respect for all.
- We ensure that staff employment, training and promotion is based on principles of equality.
- We will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism.

### **3.3.2 What we are doing to advance equality of opportunity between different groups**

- We know the needs of our school population and collect and analyse data e.g. gender, disability and ethnicity by year group in order to inform planning and identify targets for improvements particularly between specific groups of children e.g. disabled children.

### **3.3.3 What we are doing to foster good relations**

- We prepare our pupils for life in a diverse society by ensuring that curriculum activities promote the spiritual, moral, social and cultural development of pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other

## **3.4 Meeting the specific duties**

### **3.4.1 What we are doing to show compliance to the Public Sector Equality Duty (PSED)**

- We evaluate our success in meeting the PSED by the extent to which we achieve improved outcomes for the different groups within our school. We produce equality data which inform our Equality Objectives

### **3.4.2 What we are doing re: Equality Objectives**

- Our objectives for **2023-2024** are as follows, which we will publish **2023** alongside our policy with copies available on request in a variety of languages and formats. Appendix 1 should be used for each objective identified, for which an action plan should be created, to be monitored and reviewed on a regular basis and reported at termly meetings of the full governing body.

1. Advance equality of opportunity between people by increasing attendance for disadvantaged children
2. Advance equality of opportunity between people, to ensure that interventions are effective if any differences arise in groups of children from our data analysis
3. Eliminate discrimination, harassment, victimisation by promoting respect for all which is embedded within our values; to uphold equality across the school in all we do; to celebrate the rich diversity within our school community and within the world beyond.
4. Foster good relations between people: to continue Forest Fields ethos of mutual respect, acceptance and inclusivity for others within our school environment, within our local community and the global community beyond.

### **3.4.3 Consultation**

- In order to meet the PSED, consultation of the Policy should be undertaken with the whole school community.

## **4. Roles and Responsibilities**

### **4.1 Governing Body**

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. A member of the governing body **Karen Kilner** has a watching brief regarding the implementation of this policy.

### **4.2 Headteacher and Leadership Team**

The Headteacher and Leadership Team is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

### **4.3 Teaching and support staff**

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any incidents of victimisation, discrimination, harassment and prejudice.
- Keep up-to-date with equalities legislation relevant to their work
- Support different groups of pupils through differentiated planning, teaching and making reasonable adjustments for disabled pupils and those for whom English is not a first language

### **4.4 Breaches**

Breaches will be managed by the Headteacher (Mrs Chowdhury) and Governing body.

### **4.5 Monitoring and Evaluation**

We will collect and analyse qualitative and quantitative data relating to the implementation of this policy to monitor its effectiveness and will review and amend when necessary

**Review date Sept 2024**

**Signed: Chair of Governors: Karen Kilner Headteacher: Mrs Chowdhury.....**

**Date: 25.9.23**

## Action Plan

### **Equality Objective No. 1 Advance equality of opportunity between people**

To increase attendance for disadvantaged children

| OUTCOMES                                                                                                                                                     | MEASURED BY                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Attendance for all children is in line with National</li> <li>All Pupils enjoy school and attend regularly</li> </ul> | <ul style="list-style-type: none"> <li>Through access to early help, access to the school nurse, access to agency support and through effective joint working with the Education Welfare Officer we aim to:</li> <li>Increase overall attendance for our disadvantaged children so that their attendance increases.</li> </ul> |

| Activity                                                                                                                                                                                                                                                                               | Lead                                      | Progress Milestones                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Departmental / Year group focus on attendance and engagement and enjoyment of lessons <ul style="list-style-type: none"> <li>Teachers to share attendance with children in assemblies</li> <li>AO to support with applying strategies to support an increase in attendance.</li> </ul> | Whole staff<br><br>Phase Leads<br><br>SLT | Curriculum is engaging to support an increase in attendance.<br><br>Range of strategies agreed and implemented – February half-term<br><br>Evaluation of impact – attendance, exclusions, progress data. |

Equality Objective No. 2 Advance equality of opportunity between people  
To ensure that interventions are effective if any differences arise in groups of children from our data analysis

| OUTCOMES                                                                                                                                                                                       | MEASURED BY                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Interventions are SMART- and impact quantifiable.</li> <li>Children identified for intervention receive regular sessions that narrowthe gap.</li> </ul> | <ul style="list-style-type: none"> <li>The differences are diminished within groups of children in all subjects.</li> </ul> |

| Activity                                                                                                      | Lead        | Progress Milestones                                                                |
|---------------------------------------------------------------------------------------------------------------|-------------|------------------------------------------------------------------------------------|
| Phase Leads to ensure there is baseline data and data on exit to measure progress and impact.                 | Phase Leads | Outcome data shows a positive difference to baseline entry assessment.             |
| Phase Leads to identify children who need interventions and select the appropriate adult to deliver teaching. | Phase Leads | Disadvantaged children and children from other groups apply what they have learnt. |
| Staff to deliver specific, precision teaching to narrow the identified gap.                                   | Staff       | Staff use a range of strategies to focus on narrowing the identified gap.          |

### Equality Objective No. 3 Eliminate discrimination, harassment, victimisation

To promote respect for all which is embedded within our values; to uphold equality across the school in all we do; to celebrate the rich diversity within our school community and within the world beyond.

| OUTCOMES                                                                                                                                                                                                                                                               | MEASURED BY                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Children respect the diversity within and beyond our school community and actively demonstrate our school values: curiosity, creativity, teamwork, empathetic, resilience, reflectiveness, diligence and excellence.</li> </ul> | <ul style="list-style-type: none"> <li>For the school community- comprising of children, staff, parents and carers and those who visit the school – to have continued ethos of inclusivity across the whole school through our use of SMSC and RE provision, active application of British values throughout assemblies and our curriculum, through our work with various organisations and through further enrichment opportunities</li> </ul> |

| Activity                                                                                                      | Lead                       | Progress Milestones                                        |
|---------------------------------------------------------------------------------------------------------------|----------------------------|------------------------------------------------------------|
| Assemblies and our curriculum to be created to reflect our school community, SMSC, British Values and values. | Staff<br>HT<br>Phase Leads | Assemblies and the curriculum reflect our school community |
|                                                                                                               |                            |                                                            |
|                                                                                                               |                            |                                                            |

## Equality Objective No. 4 Foster good relations between people

To continue Forest Fields ethos of mutual respect, acceptance and inclusivity for others within our school environment, within our local community and the global community beyond.

| OUTCOMES                                                                                                                                                           | MEASURED BY                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Children demonstrating acceptance, mutual respect and inclusivity for others in our school community and beyond.</li> </ul> | <ul style="list-style-type: none"> <li>Children are ready to participate with others in the rich and diverse community beyond the school.</li> <li>Children reflect the values within school and are inclusive and respectful towards all.</li> </ul> |

| Activity                                                                                                                                                                                                                                                                       | Lead                                                           | Progress Milestones                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Lead on British values and Lead on RE to review the curriculum to ensure that the message of inclusivity and British values are promoted positively.</p> <p>Headteacher to share events celebrated through the year that reflect diversity within our global community.</p> | <p>Phase Leads<br/>Subject Leads</p> <p>HT<br/>Phase Leads</p> | <p>British Values, lessons and displays of RE are present and up-to-date.</p> <p>Termly Headteacher reports to governors.</p> <p>School celebration of different events through the year that reflect diversity within our global community.</p> <p>Parents and Carers viewing events on Weduc.</p> |
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