

Equality information and objectives policy

Fulbrook



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This policy sets out our approach to equality and the equality objectives for Fulbrook School.

1.

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic 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

Our school aims to promote respect for difference and diversity in accordance with our core values, such as Compassion, Respect, Responsibility and Trust.

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 the [Department for Education \(DfE\) advice for schools on the Equality Act](#), 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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The Local Governing Body will:

- Ensure that the equality information as set out in this statement is published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher.

3.2 The link local governor for equality will:

- › Meet with the designated member of staff for equality every six months, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they are familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the local governing board regarding any issues

3.3 The head teacher will:

- › Promote knowledge and understanding of the equality objectives amongst staff and pupils
- › Monitor success in achieving the objectives and report back to governors

3.4 The designated member of staff for equality will:

The designated member of staff for equality will, for their school:

- › Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- › Meet with the link local governor for equality, every six months, to raise and discuss any issues
- › Support the head teacher in identifying any staff training needs, and deliver training as necessary

3.5 All staff across the school will:

- › Have regard to this document and work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

Fulbrook 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.

Local governors and all staff 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.

New staff are signposted to the Equality Act and this policy, as part of their induction; all staff receive refresher training annually; they are expected to familiarise themselves with the Equality Act as part of this training and when the equality information, which is reviewed annually and published by the school, is shared with all staff.

Each school has a designated member of staff for monitoring equality issues, and an equality link local governor. They liaise regarding any issues, at least once every six months; they make senior leaders and local governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the trust aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people which are connected by 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 (e.g. enabling Muslim pupils to pray at prescribed times)
- › 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, extra-curricular activities and visits)

In fulfilling this aspect of the duty, the school will:

- › Review attainment and progress data for each academic year, to know how students with different characteristics are performing
- › Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- Potentially publish, or share with approved organisations (e.g. KET or Ofsted), further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

In addition to the information about students, we shall consider how our activities as an employer affect staff with protected characteristics. As a school, we shall review:

- The make-up of our workforce, with breakdowns of staff with different protected characteristics where possible
- Gender pay-gap reporting and other pay equality issues
- Recruitment and retention rates for staff with different protected characteristics
- Applications for flexible working and their outcomes for staff with different protected characteristics
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues for staff with different protected characteristics
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys

We shall make sure that with any data we publish, to show how we meet our equality duties, individual staff or students will not be identifiable. This means we may suppress some data, if it relates to a very small number of staff or students, to preserve their confidentiality.

6. Fostering good relations

The 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 the curriculum. This includes teaching in Philosophy, Beliefs and Ethics (PBE) and our Personal Development curriculum, but also activities in other curriculum areas. For example, as part of teaching and learning in English, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we shall also invite external speakers to contribute
- Making sure we work with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within our school. For example, school councils and other student leadership groups have representatives from different year groups and are formed of students from a range of backgrounds. All students are encouraged to participate in school activities, such as sports and other extra-curricular clubs. We work with parents, to promote knowledge and understanding of different cultures.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop how we implement our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

We shall always consider the impact of significant decisions on particular groups. For example, when a school visit or activity is being planned, the school considers whether it:

- Cuts across any religious holidays
- Is accessible to students with special educational needs and/or disabilities
- Has equivalent facilities for all pupils, irrespective of their gender
- Caters for students with different needs e.g. Halal meat, vegetarian options, etc.
- Is promoted to students from all backgrounds, genders and ethnicities

The school monitors equalities issues via a number of avenues; staff and governors are aware of its importance and monitor in it their specific remits. Examples include our 'My Concern' records, which can highlight issues directly linked to students and behaviour (e.g. racism, homophobia). We are able to identify specific groups of students or show trends in data, linking this to our data analysis of progress, in order to check for gaps between any groups. Our visit planning risk assessments take into account the specific needs of individual staff and students.

8. Equality objectives

It is the school's vision that every single young person who joins our school is offered all the opportunities to learn, experience and achieve what they need and want, to build a fulfilled life. This aim extends to our staff team.

Fulbrook stands against all forms of discrimination on the grounds of age, disability, gender reassignment, ethnic origin, religion, sexual orientation, gender, disability or ability.

This is achieved through the five objectives listed on the following pages:

Objectives	Measurement Criteria	Success Criteria	Timeline
1. Promote our school expectation to <i>Be Kind to everyone</i> , without exception, challenging any type of intolerant attitude, comment or action that undermines the value or dignity of others.	<ul style="list-style-type: none"> • Ensure the tracking of such behaviours is accurate and consistent • Use tracking data to identify target areas • Review curriculum content to promote cultural understanding, awareness and tolerance of differences within our school community through whole school events, trips and the development of knowledge through education • Ultimately, reduce the number of incidents of unkind, bullying and/or discriminatory behaviour 	<p>The Behaviour and Relationships Policy rewritten for autumn 2024. Further work with KET will implement changes to this policy from spring 2025.</p> <p>Review of data used to target interventions within school, using the support of external agencies, assigning at least one workshop delivered per term to whole school, relevant to current issues identified.</p>	<p>Termly</p> <p>Termly</p>
2. Monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities.	<ul style="list-style-type: none"> • Consistent registration of attendance at extra-curricular activities • Plan and implement a well-defined and articulated student leadership career path, from Year 5 through to Year 11 	<p>Review of registration data used to target relevant extra-curricular activities for all students</p> <p>Student Leadership Career Path is defined and implemented</p> <p>Relaunch of House System and School Council</p>	<p>Termly</p> <p>Autumn 2024</p> <p>Spring 2025</p>
3. Actively work to narrow gaps in attainment and progress between all groups of students to bring rates in line	Track the attainment and progress data of individuals and groups to target early intervention across the whole school.	SENDCo works with Deputy Head and core subject leaders to identify individuals and groups.	Termly review and action following each data drop

with whole school and national targets.		Termly/half termly review of progress data to drive targeted interventions HLTA appointment to deliver interventions	Spring 2025
4. Monitor and improve accessibility across the school for students, staff and visitors with disabilities, as well as ensure that the needs of people with particular characteristics are met.	Listen to the views of students and staff when identifying the most appropriate spaces; allocate the spaces as soon as practicable and review their suitability with students and staff at regular intervals	Student and staff surveys Survey outcomes to be compared and monitored	Biannually: autumn 2 and summer 2
5. Monitor and aim for improved diversity in the staff body, local governing body and in leadership roles	Conduct staff and governor surveys; analyse data collated from recruitment processes; gain a more accurate record of the groups represented on our staff body, along with all leadership roles held, including LGB Review annually our recruitment and retention policies, with the support from KET, to attract and retain the best staff for our school.	Survey data outcomes used to identify target areas for diversity to move towards a better representation of our communities and student body on our staff team and local governing body. Retention target to be reviewed	Annually Annually

9. Monitoring arrangements

The designated member of staff for equality, together with the head teacher, will update the equality information we publish, at least every year.

This document and the objectives therein will be reviewed by the head teacher and the local governing body at Fulbrook at least every four years.

10. Links with other policies

This document links to the following policies:

- Disability and Accessibility Plan
- Behaviour and Relationships Policy (including the Anti-bullying policy)
- Health and Safety policy
- Safeguarding and Child Protection policy
- SEND policy
- Single Equality policy (KET)