

Farnborough Grange Nursery and Infant Community School Equalities plan 2025/26



How we have due regard for equality

- The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.
- We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act.
- Below is an overview of the main policies and activities that show the school has due regard to the first need of the general duty: 'eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act'
- Record-keeping linked to protected characteristics – Prospective employees are asked to submit a monitoring form relating to protected characteristics. Pupil data is collected on non-sensitive protected characteristics and recorded through Arbor Achievement and progress data is collected and analysed once a term by group (eg gender, SEN, pupil premium etc).
- Related policies – The anti-bullying policy specifically refers to protected characteristics and there is a strong emphasis on safety and feeling safe. The behaviour policy establishes the importance of therapeutic approaches to behaviour, including the understanding of how children with different needs require different types of support. It is summarised for parents in an annual update and is shared with students in assemblies on at least an annual basis.
- Accessibility plan for the disabled – This plan is being implemented on an on-going basis.
- Admission arrangements – The school follows all fair access procedures as laid down by law.
- Monitoring exclusions – Exclusions are monitored on a termly basis by group. This is reported to governors.
- Recording and tackling incidents of harassment – Bullying incidents are recorded on CPOMS and reported to the local committee. As required by law, all racist incidents are recorded and followed up. Depending on the context and incident there will be educative consequences or a sanction.
- Complaints procedure – The school has a complaints procedure, which is available on the school website.
- Staff and pupil codes of conduct – Both staff and pupil codes of conduct emphasise respect and fairness. The staff code specifically mentions equality.
- Children with disabilities, overall, achieve at least as well as other groups. They are also participants in trips, visits and clubs.
- An extremely detailed summary of the support provided to pupils with disability and/or special educational needs is provided on the school's website, in the SEN Information Report (school offer) We are committed to working for the equality of people with and without disabilities.

To meet our duties under the Equality Act 2010 we show we have due regard to the advancement of equality of opportunity

and we foster good relations by:

- Teaching pupils to treat others the way they would like to be treated.
- Ensuring that the school’s values of inclusion and fairness pervade our approach in all that we do.
- Surveying pupils and parents with disability to gain up to date information about their concerns.
- Continuing to monitor the performance of disabled pupils.
- Analysing bullying data.
- Updating staff and local committee training on the duty of equality, through induction process and local committee meetings.

		What has been the impact of our activities? What do we plan to do next?
Teaching pupils about prejudice	The school’s PSHE scheme of work is comprehensive and has been updated to meet September 2020 statutory requirements <ul style="list-style-type: none"> • Teachers make regular use of circle times to address issues promptly • The school council is a strength of the school and is regularly consulted about bullying issues. They operate ‘sad to happy club’ to support children in navigating friendships. 	<ul style="list-style-type: none"> • We are a fully inclusive school with a compassionate approach. We take pride in supporting each individual to feel they are a valued member of the community. However, there is no room for complacency.
Ethnicity and race (including those with English as an additional language)	Overall there is no disparity between achievement of students from minority ethnic backgrounds and others. Bullying and racial incidents are rare, however can happen. These groups are also fully involved in the extra-curricular life of the school. We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to advance equality of opportunity by: <ul style="list-style-type: none"> • Continuing to monitor the achievement and performance of minority ethnic groups. • Continuing to work on students’ understanding of the unacceptability of racist comments through the personal development programme, through collective worship and through the curriculum in general. Foster good relations and community cohesion by: <ul style="list-style-type: none"> • Valuing cultural diversity Subject leaders audit their subjects for elements of incorporating an understanding of protected characteristics <ul style="list-style-type: none"> • Explicit teaching of the core British Values and our core Christian values through our collective worship program. 	<ul style="list-style-type: none"> • Staff are very clear about the seriousness of racist attitudes and behaviour and challenge and any examples of this. • The overwhelming majority of students understand the seriousness of racist attitudes and behaviour. Racist incidents are very rare. All racist incidents are recorded in the racist incident log on CPOMS. • Opportunities to introduce our children to more ethnically diverse communities and people from different religious backgrounds are planned within our curriculum
Addressing gender imbalance:	<ul style="list-style-type: none"> • Boys and girls are both successfully involved in leadership activities in the school. Boys and girls are equally involved in extracurricular activities, trips, sporting opportunities and visits. • Monitoring the performance of boys and girls on a termly basis and put interventions in place for underachievement. Weekly certificates are used to recognise achievement. • Monitoring the involvement of both boys and girls in leadership opportunities within the school, in sports, trips, visits and other extra-curricular activities. 	<ul style="list-style-type: none"> • In general, students’ outcomes are impacted as much by prior attainment as by gender. There is equal involvement of both boys and girls in school leadership. Behaviour and engagement are generally good.

	<ul style="list-style-type: none">• Ensuring there is no sexual bullying and that all understand the implications of this sort of behaviour.• Advancing positive role models of both men and women through curriculum coverage and through the staff profile.• Providing a broad and balanced curriculum which provides opportunities for a diverse range of learners to achieve.• Ensuring there is regular consideration of the kinds of curriculum topics and approaches which will appeal to the different genders, in order to ensure engagement.• Ensuring the book stock in school is representative of characters of different genders. Foster good relations and community cohesion by:<ul style="list-style-type: none">• Providing a strong school council which has good gender representation.• Providing high quality teaching and learning and curriculum which enables all to succeed.• Providing a strong pastoral support system which ensures that students' concerns can be listened to.	<ul style="list-style-type: none">• Continue to focus on anti-bullying including delivery of a collective worship series on equality and fairness• Ensure curriculum resources promote both male and female role models
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