



Equality Policy

Updated: January 2026
To be reviewed: January 2028
Author: Andy Walker

Farndon Primary School
Churton Road
Farndon
Chester
CH3 6QP

EQUALITY SCHEME EQUALITY IMPACT ASSESSMENT FOR SCHOOL EQUALITY POLICY		
Staff / Committee involved in development:	Full Governing Committee; Headteacher	
For use by:	Staff, Governors and Parent/Carers	
This policy relates to statutory guidance:	Equality Act 2010 Education and Inspections Act 2006 Education Act 1966 Human Rights Act 1998	
Key related Farndon Policies:	Whistle Blowing Online Safety Allegations of Abuse Against Staff Safeguarding Anti-Bullying and Behaviour Accessibility Plan Dignity in the Work Place	
Equality Impact Assessment: Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.		
Groups:	Yes/ No	Positive/Negative impact
Disability	Yes	Positive impact as this policy looks to take into account these protected group.
Race	Yes	
Gender	Yes	
Age	Yes	
Sexual Orientation	Yes	
Religious and Belief	Yes	
Gender Reassignment	Yes	
Marriage & Civil Partnership	Yes	
Pregnancy & Maternity	Yes	
Other		
Reviewed by	Leadership and Management	
Agreed by		
Next Policy review date	January 2028	
A copy of this form, and any related impact assessment form or action plan must be sent to the school office		

1. Our Mission Statement

At Farndon Primary School we aim to provide a welcoming and inclusive environment where everyone feels happy, safe and secure. We promote an atmosphere of truth and honesty in which everyone feels valued and shows respect for each other and their surroundings. As a team, we are committed to high expectations and continuous improvement. We adopt a child centred approach to high quality teaching and learning, inspiring everyone to achieve their full potential. [We are a Rights Respecting school and this policy relates to articles 2; the Convention applies to all children without discrimination.](#)

2. Equality and Diversity Statement

This policy outlines the commitment of the staff and Governors of Farndon Primary School to promote equality.

In accordance with our mission statement and school values we endeavour:

- To respect the equal human rights of all our pupils
- To promote equality and diversity
- To tackle the barriers which could lead to unequal outcomes for identified groups of pupils
- To educate pupils about equality
- To respect the equal rights of our staff and other members of the school community
- To create a fully inclusive environment with regard to LGBT, race, disability and sexual orientation.

We will assess our current school practices and implement all necessary resulting actions in relation to:

- Gender
- Race
- Disability
- Religious belief
- Age
- Sexual orientation
- Pregnancy and maternity
- Socio-economic background and other protected characteristics

We will promote community cohesion at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:

- Ethnicity
- Religion or belief
- Socio- economic background

3. Discrimination

Discrimination under The Equality Act 2010 can be direct or indirect and the Act also prohibits harassment and victimisation. But the ways in which discrimination, harassment and victimisation might become illegal depend quite often on the type of protected characteristic involved and on the exceptions elsewhere in the Act. The key sections are relevant to schools, as defined under the Education Act 1996, not to early years' settings which are not maintained nursery schools. It should also be noted that victimising a pupil by reason of protected characteristics amongst their parents or siblings is also generally unlawful.

The governing body of a school must not discriminate against:

- a child applying to be admitted to the school;
- existing pupils;
- job applicants;
- existing members of staff;

on the grounds of their protected characteristic (e.g. age, sex, sexual orientation, race, colour, nationality, ethnic or national origins, disability, religion or belief, sexual orientation or marital/civil partnership status, gender reassignment, pregnancy or maternity).

3. Statutory Requirements

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions
We will not publish any information that can specifically identify any child
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse the data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers through carrying out evaluations in each policy renewal.
- Consult and involve widely
- Strive to ensure that society will benefit

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

4. Responsibilities

We believe that promoting Equality is a whole school responsibility:

School Community	Responsibility
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School Community	Responsibility
Governing Body	<p>The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equity.</p> <p>The governing body seeks to ensure that people with protected characteristics disabilities are not discriminated against when applying for jobs at our school.</p> <p>The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities. The governing body will make reference to arrangements for disabled pupils. The governors welcome all applications to join the school, whatever background or disability a child may have.</p> <p>The governing body ensures that no child is discriminated against whilst in our school on account of their protected characteristics (Equality Act 2010). So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions and those of the wider community.</p>
Headteacher	<p>It is the Headteacher's role to implement the school's equality policy and s/he is supported by the governing body in so doing.</p> <p>It is the Head of School's role to ensure that all staff are aware of the school policy on equality, and that teachers apply these guidelines fairly in all situations.</p> <p>The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.</p> <p>The Headteacher promotes the principle of equality when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.</p> <p>The Headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness and reports racist incidents to the Governing body.</p>
Senior Leadership Team	<p>To support the Headteacher as above</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>The class teacher ensures that all pupils are treated fairly, equally and with respect.</p> <p>We do not discriminate against any child.</p> <p>When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.</p> <p>When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. All our teachers challenge any incidents of prejudice or racism.</p>

School Community	Responsibility
	We record any serious incidents on CPOMS, and draw them to the attention of the Headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on the school website and as part of the school newsletter.

5. Equality Act 2010

Sex discrimination

Under The Equality Act 2010, direct sex discrimination is where A treats B less favourably than A treats others, or would treat others, if the reason for the less-favourable treatment is B's sex or because B is breast-feeding. Women are, however, entitled to special treatment in connection with pregnancy, maternity or breast-feeding. Sex discrimination is generally unlawful in schools. It covers recruitment policies, dismissals and redundancies, fringe benefits and other non-contractual matters and requires that women and men should be treated equally. The Sex Discrimination Act 1986 removes differential compulsory retirement ages for women and men.

Gender reassignment discrimination

The Equality 2010 Act reminds us that gender reassignment is a process and not an event. Discrimination in connection with the provision of education on grounds of past, present or proposed gender reassignment is generally unlawful.

Sexual orientation discrimination

Discrimination in connection with the provision of education on grounds of sexual orientation is generally unlawful under the provisions of The Equality Act 2010.

Race discrimination

Race as defined in The Equality Act 2010 includes colour, nationality and ethnic or national origins. Race is essentially a group characteristic, but one racial group can be part of a larger racial group. Discrimination in connection with provision of education on grounds of race is generally unlawful under the Act.

Note: Race Relations Act 1976 The Act makes it illegal to discriminate in recruitment, promotion, training and transfer, terms and conditions of employment or dismissal on grounds of colour, race, nationality or ethnic or national origins. Discrimination may be direct or indirect (see below). Where persons of a particular racial group are under-represented, either generally or in a section of the workforce, the Act enables employers to advertise vacancies in such a way as to encourage applications from persons of that racial group.

Race equality

The amendments to the Act give schools a statutory general duty to promote race equality and eliminate unlawful racial discrimination. All schools are required to have a written race equality policy in place.

Religion or belief discrimination

Education is rife with discrimination on grounds of religion or belief and most of that discrimination is perfectly lawful. In The Equality Act 2010, religion means any religion and reference to religion includes a reference to a lack of religion. Similarly, belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief. The trigger sections in The Equality Act 2010 for unlawful discrimination on grounds of religion or belief in schools are admissions and victimisation of pupils and for conduct of parents. The most important exceptions to The Equality Act 2010 are:

- If the school has a religious character or a registered religious ethos;
- Acts of worship and religious observances at all schools are exempted from the general prohibition of discrimination on grounds of religion or belief if the worship or observance is organised by, or for, the school, whether or not part of the curriculum.

Age discrimination

Age discrimination would be a difficult area for local authorities and for all kinds of schools, which have long-arranged classes and phases by chronological age more than

by ability or achievement. However, age discrimination in schools and in local authority provision of schools is not restricted by The Equality Act 2010.

Marriage and civil partnership discrimination

Discrimination relating to marriage or civil partnership is not restricted in the provision of education in schools by The Equality Act 2010. Note: further consideration should be given to this area as it relates to employment law.

Disability discrimination

There is a general requirement in The Equality Act 2010 to make reasonable adjustments for those with disabilities and a more specific requirement to do so in the field of education. Special educational needs are also relevant to this area of discrimination.

Accessibility for disabled pupils

The Equality Act 2010 requires local authorities in England and Wales to improve their schools and to improve the ways in which disabled pupils can access their school's pupil information and their school's curriculum. There must be a written accessibility strategy after due consultation and that strategy must be implemented within a reasonable time. Inspectors at independent schools will ask to see the accessibility plans and there is a further enforcement regime under which complaints may be made and directions given. Enforcement of The Equality Act 2010 relating to disability in schools is possible through: school admission appeals; school exclusion appeals; application to the First-tier Tribunal (in England) or the SEN Tribunal for Wales. Complaints about discrimination in maintained schools and academies may be made to the Secretary of State, seeking action by use of powers concerning unreasonable exercise of functions. A school governing body must publish information in their annual report about arrangements for disabled pupils.

Employment Equality Regulations

It is unlawful to discriminate on the grounds of sexual orientation as it relates to employment or vocational training of individuals. Sexual orientation is defined as sexual orientation towards persons of the same sex and/or towards persons of the opposite sex. The Employment Equality (Religion or Belief) Regulations 2003 make it unlawful to discriminate on the grounds of religion or similar belief in employment and vocational training. Religion or belief is defined as meaning any religion; religious belief or similar philosophical belief. The legislation gives protection against direct and indirect discrimination, harassment and victimisation and applies throughout the employment relationship, including recruitment and dismissal.

Direct and indirect discrimination

Direct discrimination is always unlawful (with the exception of genuine occupational requirements – see below). Direct discrimination occurs when a person is treated less favourably than others in the same circumstances because of their sex, sexual orientation, religion or belief, or on racial grounds. Indirect discrimination can occur when a condition or requirement is applied equally but is such that the proportion of members of one sex, racial group etc. who can meet it is considerably smaller than the

proportion of members of the other sex or other racial groups. Indirect discrimination is unlawful unless the person imposing the condition can show that it is justified, irrespective of the sex or race of the person to whom it is applied.

Genuine occupational requirement

Discrimination is permitted in cases where a person's sex, race, religion or sexual orientation is a genuine occupational requirement for the job. Examples from the sex discrimination legislation are where a job had to be held by a man and not a woman or vice versa to preserve decency or privacy, such as where the job involved visiting changing rooms while they are in use. Further exemptions relate to single sex sport. In race discrimination law, provision of childcare or similar service promoting a particular racial group's welfare may be more effectively provided by someone of that race. It may then be permissible to specify that race as a genuine occupational requirement.

Equal pay

The Equal Pay Act 1970 requires that women are paid the same as men if they are employed to do the same work or work that is of equal value. Governing bodies should ensure that this requirement is complied with when making decisions about pay. The Equal Opportunities Commission has issued a code of practice on equal pay in order to provide practical guidance on how to ensure pay is determined without sex discrimination.

Part-time workers

The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 give the right to part-time workers not to be discriminated against in comparison with comparable full-time workers, unless the employer has objective justification. Where appropriate the principle of 'pro rata' treatment should apply. An example of less favourable treatment would be the automatic selection of part-timers first in a redundancy selection exercise. The school would almost certainly find it impossible to justify this. These regulations apply both to women and men part-time workers. Additionally, as the large majority of part-time workers are women, detrimental treatment of part-timers is also likely to be indirect sex discrimination.

Complaints

In relation to complaints in the employment context, the local authority or the governing body (whichever is treated as the employer for the purposes of the Acts) may be legally responsible for the discriminatory acts against employees or applicants for jobs – including acts carried out by the head teacher or other members of staff. Such cases can be taken to an employment tribunal. Discrimination complaints involving issues such as the admission of, or equal opportunities for, pupils can be considered by the Secretary of State or by a county court.

Disability discrimination

Under The Disability Discrimination Act 1995 (DDA), employers, including local authorities and governing bodies, must not discriminate against disabled people applying for jobs, or against existing disabled staff. For these purposes, a person has a disability if they have a physical or mental impairment which had a substantial and long-

term adverse effect on their ability to carry out normal day-to-day activities. The definition is wide. It is unlawful discrimination for an employer to treat a person less favourably than others for a reason relating to disability unless the treatment can be justified by the employer. The 1995 Act imposes a duty on employers to make reasonable adjustments if the premises or employment arrangements substantially disadvantage a disabled person compared with a non-disabled person. Examples might be installation of a ramp for an employee who uses a wheelchair, having staff notices in large print etc. Whether or not a particular adjustment is reasonable depends on a number of factors such as cost, practicability and effectiveness. Failure to discharge this duty will constitute discrimination unless the employer can justify their action. Complaints about disability discrimination can be heard by an employment tribunal (if related to an employment matter) or a county court (if they concern supply of goods, facilities or services).

The Rehabilitation of Offenders Act 1974

This Act provides that if a convicted person completes a specified period without being convicted of further offences then the conviction can be held to be 'spent'. Accordingly these sentences do not have to be revealed and should not be used as a means of excluding people from employment or promotion. The important feature of this legislation is that certain occupations are not within the scope of this Act, for example, a job which involved substantial access to children under 18 years of age. In the cases of these 'exempt employments', all convictions whether spent or not can be taken into account. The Criminal Records Bureau handles disclosures of this data prior to appointment being made.

Discrimination, victimisation and harassment

(See Appendix A for further information and definitions of discrimination, victimisation and harassment.) Complaints relating to these matters must be dealt with promptly and investigated using the appropriate procedure, e.g. disciplinary procedure, anti-harassment policy and procedure. Who is the employer and who is responsible? Where the school is a community school the local education authority is the employer of all staff. However, while the governing body of a school have a delegated budget, they have powers over the appointment, suspension, discipline and dismissal of staff, even if the local authority are technically the employer of the school staff. Accordingly, where complaints are made about sex, race or disability discrimination concerning the exercise of these powers, it will normally be the governing body who are treated as the employer. It follows that the governing body of a school with a delegated budget will generally be the respondent in employment tribunal discrimination cases brought by members of staff (or job applicants), although any award of compensation or costs made by a tribunal would usually have to be paid by the local authority where they are the actual employer of the school staff and where appropriate advice had been taken, e.g. from human resources advisors. Governors should be aware that compensation payments in sex and race discrimination cases are potentially unlimited and also that tribunals have the power to require individuals, as well as employers, to pay compensation.

6. Statement of Commitment

The governing body and leaders of Farndon Primary School are committed to;

- a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.
- Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.
- We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community.
- We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.
- We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community.
- Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.
- All members of the school community are responsible for promoting the school's equal opportunities policy and are obliged to respect and act in accordance with the policy.

7. Aims and Objectives

The governing body and school, through its adopted Equal Opportunities Policy, aims to:

- carry out its legal duty in complying with the relevant legislation (including The Sex Discrimination Act, Race Relations Act, Disability Discrimination Act and Employment Equality Regulations);
- reinforce the school's position as a provider of high-quality education and as a good employer providing development opportunities;
- ensure that equality remains high on the school's strategic agenda;
- establish good people management practice and to set out a proactive agenda in which discrimination is recognised as an organisational issue which needs an organisational response;
- achieve a staffing composition that reflects the composition of the wider community;
- ensure all staff work together with a shared sense of purpose to meet the needs of every pupil;
- ensure that pupils and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;
- ensure that complaints or evidence of failure to comply with the school's equal opportunities policy will be dealt with promptly and fully investigated according to the relevant procedure (e.g. complaints relating to staff may be investigated either under the disciplinary, grievance or anti-harassment procedure as appropriate). All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable.

8. Policy and Planning

Equal opportunities implications, including race equality, will be considered and recorded whenever school policies are developed or reviewed. All policies will be regularly reviewed to provide a comprehensive and consistent process of monitoring and evaluation.

9. Employment Matters

Appointments

In all staff appointments the best candidate will be appointed based on strict professional criteria.

Family-friendly policies

The governing body/school is a family-friendly employer and will do its best to respond to the changing needs of all staff by publicising existing schemes designed to support employees in combining work and other responsibilities (parental leave arrangements, job share opportunities, flexitime where appropriate, carers' leave provision).

HIV/AIDS

The governing body/school recognises that people with HIV/AIDS suffer not only from the purely medical effects of the infection but may also experience prejudice and misunderstanding leading to unfair discrimination and victimisation. The governors/school therefore will ensure that people with HIV/AIDS do not experience unfair treatment in relation to employment, as pupils or as other members of the school community. The school and governing body will follow the detailed guidelines regarding staff recruitment and pupil admissions set out in Appendix B.

Transsexual employees and gender reassignment

The Sex Discrimination Act now expressly covers discrimination on grounds of gender reassignment.

Training and development

The success of the Equal Opportunities Policy is closely linked to the provision of relevant training. Governors will be encouraged to take up all relevant opportunities provided by the Local Authority's Governors Training Programme. The school will endeavour to:

- enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status;
- provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs;
- promote greater awareness of equal opportunities and the contribution which staff, governors, parents/guardians and pupils can make;
- equip employees with the skills to provide personal and organisational solutions, discriminatory practices and behaviour and to promote anti-discriminatory behaviour generally. Professional development involves a continuous process of learning involving self-development, encouragement and motivation. The school places great importance on the relationship between team leaders and their teams and will

ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of the school's performance management system.

10. Pupils and the curriculum

The school follows the local authority pupil admission procedures that do not permit sex, race, colour or disability to be used as criteria for admission. The school's aim is to provide for all pupils according to their needs, irrespective of gender, ability or ethnic origin. The Education Reform Act 1988 stated that 'the school curriculum should reflect the culturally diverse society to which pupils belong and of which they will become adult members.' Pupils should have access to a broad and balanced curriculum which avoids stereotypes and provides good role models for all pupils. Equality of opportunity should inform the whole of the curriculum and be reviewed regularly. Equal opportunities issues will be taken account of in planning the SMSC curriculum. This should be reflected in curriculum planning documentation as part of the theme on Equality.

11. Internal Managerial Issues

These guidelines are primarily designed to address employment aspects of governance and management. However, in consulting on the policy and developing it further head teachers and members of the senior management team will wish to take a range of other internal issues into account. Many of the issues listed will already be the subject of detailed agreed policies. It will be helpful to ensure that all existing policies are 'audited' from an equal opportunities perspective.

12. Monitoring, review and evaluation

It is the responsibility of our governing body to monitor the effectiveness of this Equality Policy. The governing body does this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- Requiring the Headteacher to report to governors on an annual basis on the effectiveness of this policy and the objectives;
- Taking into serious consideration any complaints regarding equality issues from parents, staff or pupils;
- Monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

Agreed by governors in: Full Governors

To be reviewed in January 2028

Person responsible – Mr A Walker

Signed: 

Chair of Governors – Mr Mike Rudd

Signed:

Equality Objectives 2026 - 2029

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

Farndon Primary School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

Eliminate discrimination, harassment and victimisation;

Promote equality of access and opportunity within our school and within our wider community;

Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, ethnic origins, and the LGBT community.

The Leadership Team and Governors will review the progress we are making to meet our equality objectives with regard to the protected groups (age, sex, sexual orientation, race, colour, nationality, ethnic or national origins, disability, religion or belief, or marital/civil partnership status, gender reassignment, pregnancy or maternity). under the Equality Act (2010).

At Farndon Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:

Equality Objectives 2026 - 2029	
Objective	Achieved by:
In Relation to Teaching and Learning	
We will ensure the school and classrooms are an inclusive environment in which pupils feel all contributions are valued.	<ul style="list-style-type: none">• We will take account of pupils' experiences and starting points and are responsive to pupils' different learning styles.• We will provide relevant resources in order to meet the needs of different groups of children (i.e: dyslexia friendly reading books, multi-sensory resources, 'Calm spaces', specialist teaching, behaviour support, family support).• We will provide a sensory space for those pupils who need help with their self-regulation.
To ensure that all children gain the knowledge to prepare them for the next stage of their learning and to leave school culturally sensitive, tolerant and respectful of difference.	<ul style="list-style-type: none">• Fully implement knowledge curriculum for all subjects so to effectively prepare our pupils for the next stage in their learning.• We will teach children about equality through the "no-outsiders" approach.• We will evidence our work of our SMSC policy through our WOW books.

	<ul style="list-style-type: none"> • We will actively promote our school values to effectively prepare them as future citizens. • Providing the highest standards of teaching and learning and SEN support. • We will use school data rigorously to identify underperformance of ethnic minority groups, SEN groups and gender groups. • When underperformance occurs, we will take action to address the issues through intervention or support.
In Relation to Achievement	
To narrow the achievement gap for disadvantaged children; including children in care, looked after children and children who are or have been entitled to free school meals in the last 6 years.	<ul style="list-style-type: none"> • We will monitor the attainment and attendance of disadvantaged children and set ambitious targets for improvement. • We will use Pupil Premium funding to target early reading acquisition; 1:1 tuition where appropriate for phonics; increased adult support in class; small group maths and English intervention in both Key Stages. The school will use research from the Education Endowment Fund to inform best practice. • We will encourage every pupil to take part in extra-curricular activities by keeping registers, identifying those who have not engaged and helping them to find an activity to suit them.
In Relation to Leadership and Management	
To help children to fulfil their potential by supporting families and focussing support on improving the lives of the most vulnerable children; including those who experience bullying and exclusion.	<ul style="list-style-type: none"> • As a fully inclusive school, we will invest in the highest quality staff and training to support our most vulnerable pupils. • We ensure that bullying is dealt with swiftly and children and families are involved in the process. • As a school, we seek to minimise incidence of exclusion by working with the children and families. • We will work with partner primary schools in the locality to reduce the incidence of permanent exclusion by applying the Cheshire West Fair Access Protocol. • We offer support through Team Around the Family (TAF) where agencies work with families to help them achieve desired outcomes for their family. • We offer many social and emotional support work for vulnerable pupils including therapy dog, play therapy, ELSA and counselling. • Through Healthbox, we offer support to families through SHINE club and counselling.