



Equality and Diversity Objectives at Frimley

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Document Control Table

Document History			
Version	Date	Author	Note of revisions
1		Rachel Farage	
2	November 22	Rachel Farage	Page 3- Rachel Farage's title added Acts of Worship added to fostering good relations Pages 5-7 October 22 update column completed
3	October 23	Rachel Farage	Pages 5-7 October 23 update column completed

This document should be read in conjunction with: “The Prospect Trust Equality Information and Objectives Statement”

The designated member of staff for equality is Rachel Farage, Deputy Head (Teaching & Learning and Curriculum).

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out below.

New staff undertake online training on the Equality Act as part of their induction, and all staff undertake online refresher training every 3 years.

Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people which are connected to 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 pupil council teams)

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

- Analyse attainment data showing how pupils with different characteristics are performing, use this to determine strengths and areas for improvement and implement actions
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

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 our curriculum. This includes teaching in RE and personal, social, health, and economic (PSHE, but also activities in other curriculum areas). For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding Acts of Collective Worship dealing with relevant global and national issues. Pupils will be encouraged to take a lead in such worship and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at Worship, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our various pupil teams have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school’s activities, such as sports clubs.

Equality considerations in decision-making

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

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for any genders

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded on the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically on the completed risk assessment.

Equality objectives

Objective 1: To attend 'Race and Identity' training and work alongside link councilor from AQC.

Objective 2: To review the curriculum and resources to ensure appropriate representations of protected characteristics.

Objective 3: To raise awareness of social inequalities through a focus on the following protected characteristics: race, disabilities and religion.

Objective 4: To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.

Objective 5: To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.

Monitoring arrangements

The Senior Leadership Team will update the equality information we publish at least every year.

This document will be reviewed by the AQC at least every 4 years.

This document will be approved by the AQC.

Links with other documents

This document links to the following documents:

- The Prospect Trust Equality Information and Objectives Statement
- The Quality Improvement Plan
- PSHE Policy
- Accessibility Plan
- Special Educational Needs Policy
- Anti-bullying Policy
- Behaviour Management Policy
- Whistleblowing Policy
- Collective Worship Policy
- Religious Education Policy
- Child Protection and Safeguarding Policy
- Recruitment and Selection Policy
- Intimate Care Policy

Equality Objectives Monitoring 2021 – 2025

Objective	Action to be taken	By Whom	Timescale	Resources	Impact	Sept 21 Review	Oct 22 Review	Oct 23 review
To attend 'Race and Identity' training and work alongside link councilor from AQC	<p>Attend a 14 month series of training opportunities working alongside other schools: Race, Identity and School Leadership Programme</p> <p>Produce action plan for the school</p> <p>Share action plan with all stakeholders</p>	<p>RF</p> <p>RF</p> <p>RF</p>	<p>Finishes Dec 2022</p> <p>Jan 22</p> <p>Feb 22</p>	<p>Training for staff</p> <p>Action plan to be shared</p> <p>Appropriate words/vocabulary to use developed</p>	<p>Whole school community to have more confidence to openly discuss race and identity</p> <p>Race to not be taboo, to be openly discussed in a positive manner</p> <p>Increased understanding for pupils and staff about race</p>		<p>RF has attended 12 months of training. This has informed INSET days and Awareness days in school.</p> <p>RF is an advocate in school for Racial Equality and awareness and concepts learnt from the course have been applied to the curriculum in respect of 9 protected characteristics.</p> <p>RF has met with the chair of the AQC to discuss the implications and actions from the course.</p>	<p>RF completed the Race and Identity course and has reflected on the impact. Interrupting stereotypes and looking at our procedures against the nine protected characteristics became a focus.</p> <p>RF has input into the Frimley QIP, and rather than writing a separate equality plan, we ensure that all groups are considered when writing the QIP.</p>
To review the curriculum and resources to ensure appropriate representations of protected characteristics.	<p>Monitor planning</p> <p>Monitor resources (including library books)</p> <p>Plan in resource use and opportunities where any additional representations are needed.</p>	<p>RF/subject leaders</p> <p>RF/subject leaders</p> <p>RF to oversee this</p>	<p>Jan 2022</p> <p>Sept 2022</p>	<p>Time for staff</p>	<p>Stereotypes being addressed so that children understand wider society</p> <p>Increased understanding about diversity and tolerance</p> <p>Increased awareness of additional pressures on specific groups of people</p>		<p>All subject areas have been reviewed against the 9 protected characteristics (Jan 2022). Subject leaders have reviewed their curriculum and made adjustments where necessary to 'interrupt</p>	<p>The RE curriculum has been adapted and encourages more reflection on beliefs and viewpoints. Thematic units based on Racism, Fairness and actions of others reflect on the protected characteristics.</p>

					Opportunity to explore and discuss prejudice		stereotypes'	
To raise awareness of social inequalities through a focus on the following protected characteristics: race, disabilities and religion.	To plan a series of Enrichment Days (1 per term) focusing on one of the 3 characteristics Write newsletter after each enrichment day and share with parents and on website Use materials for display in main hall Invite link councilor to attend Assembly on Internarial Day of Disabled Persons	Class teachers Year leaders/house Captains RF RF CW	Termly Termly Termly Termly Dec 21		Increased awareness of the UN rights of the child Increased awareness of additional pressures on specific groups of people Opportunity to explore and discuss prejudice Children will have a better understanding of equality and racial justice		Autumn 2021- Racial Awareness day. Spring 2022- Disability awareness day- planned with the Inclusion leader and pupils Summer 2022- Religious awareness day (with parents and members of the community from other religions involved).	Global Worship introduced in September 2023 focusses on people around the world and the social inequalities they may face.
To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs	Spreadsheets set up to monitor PP and SEND children in all aspects of school life. Termly pupil voice for all pupil groups. 'Councils' to be established with a range of 'groups' represented	PP leader and Inclusion leader Council leaders	On-going monitoring	Training for students	Increased pupil voice Councils represented by all 'groups' An increased % of SEND and PP children involved in wider school activities and responsibilities.	Spreadsheets set up and PP and SEND involvement monitored. 7 child-led councils established (though some have temporarily stopped due to COVID-19 restrictions). SEN chdn and PP chdn represented on Councils as well as House Captains and Y6 Ambassadors	Spreadsheets continue to be monitored and adapted. Questionnaires used to gather information about engagement. PP champions (2 class teachers) to develop engagement and mentors in year groups. All councils in place with representatives of SEND and PP in all groups.	Spreadsheet in place to capture Pupil engagement in activities to support personal development- involvement in teams, clubs, sporting activities etc. Impact- 88% of SEND pupils have attended a club in 22-23. 95% of PP have attended clubs in 22-23 PP champions in place. PP provision to include paying for Junior Dukes for all PP who want to take part and putting on a club to facilitate doing this

To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups	<p>Spreadsheets set up to monitor PP and SEND children in all aspects of school life.</p> <p>FrAss- assessment monitoring spreadsheets developed</p> <p>Review assessment system and standardized tests to be used across school</p> <p>Half-termly pupil premium meetings to discuss individual and groups of children.</p> <p>Developmental learning walks for all staff in order to improve standards.</p>	PP leader and Inclusion leader	On-going monitoring	Assessments	<p>Teachers can track and analyse data more closely. They know where the 'gaps' in learning are and how to close the gaps.</p> <p>All members of staff learn from outstanding practice and can work on their own CPD.</p>	<p>Groups monitored closely at half-termly PPMs.</p> <p>"Catch up" funding used to close any identified gaps</p> <p>Schools' Assessment system (FrAss) used to track any gaps: same day intervention groups established.</p> <p>See pupil Premium strategy document outlining progress of vulnerable groups</p> <p>CPD provided as appropriate.</p> <p>Analyse different groups eg 'pure' Pupil Premium, Pupil Premium and SEND, Children in Care etc.</p> <p>Regular reports to Leadership including AQC</p> <p>New assessment materials being trialed across whole school 21-22</p>	<p>July 2022 SATs data shows that PP gap is closing. In some areas PP exceeded the cohort and had closed the gap with national figures.</p> <p>CPD provided to support groups.</p> <p>Heritage groups on FrAss and data can be analysed for groups.</p> <p>Groups continue to be closely monitored as part of on-going assessment and PPMS.</p> <p>Assessment procedures in place September 2022.</p>	<p>July 2023 SATs data for PP exceeds that of Surrey and shows that the gap is closing in some areas.</p> <p>Heritage groups are on FrAss and continue to be monitored.</p> <p>FrAss set up and monitored in all subjects for all children (January 2023)</p> <p>Groups continue to be closely monitored as part of PPM, subject leader monitoring and on-going assessments.</p>
		MLT	On-going					

October 2nd 2023