



## Fishergate Primary School

### Single Equality and Equity Policy

#### **Mission Statement**

Achieving great things together.

At Fishergate Primary School, we are committed to promoting equality and equity of education and opportunity for all pupils, staff, parents and carers who engage with our school. We recognise that equity means providing fair access, support and resources according to individual need, so that everyone can achieve their full potential.

This commitment applies irrespective of gender, race, disability, sexual orientation, pregnancy or maternity, gender reassignment, faith or religion, or socio-economic background.

We aim to develop a culture of inclusion, equity and diversity, where differences are recognised and valued, and where everyone connected to the school feels respected, supported, proud of their identity, and able to participate fully in school life.

The achievement and wellbeing of pupils will be monitored by race, gender, disability and other relevant factors. We will use this information to identify barriers, address disadvantage, allocate support equitably and raise standards for all. We will tackle discrimination by positively promoting equality and equity, challenging bullying and stereotypes, and creating an environment that champions respect and fairness.

We believe that diversity is a strength and that fairness does not always mean treating everyone the same, but ensuring everyone gets what they need to succeed.

#### **Teaching and Learning**

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To achieve this, we will:

- Use contextual and pupil-level data to identify individual and group needs and provide targeted, equitable support
- Monitor achievement and progress data by ethnicity, gender, disability and other relevant characteristics, and take action where gaps are identified
- Take account of the achievements and needs of all pupils when planning learning and setting ambitious but realistic targets
- Ensure equality of access to learning opportunities, while providing reasonable adjustments and additional support where needed
- Use teaching materials that reflect the diversity of the school, local community and wider society, without stereotyping
- Promote attitudes and values that challenge discriminatory behaviour, prejudice

and inequality

- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of others
- Seek to involve all parents and carers, recognising and addressing barriers to engagement
- Encourage discussion about equality, equity and fairness, including how stereotypes and disadvantage can impact learning
- Promote understanding that while we are all different, we all have equal rights and deserve fair treatment

### **Admissions and Exclusions**

Our admissions arrangements are fair, transparent and inclusive. They do not discriminate on the grounds of race, gender, disability or socio-economic background.

Exclusions are always applied in line with the Behaviour Policy. We monitor exclusions carefully to ensure that no group of pupils is disproportionately affected, and we take equitable action to address any emerging patterns or underlying needs.

### **Equal Opportunities and Equity for Staff**

We are committed to implementing equal opportunities principles and to actively promoting equity, inclusion and fairness in all aspects of staffing and employment. Appointments and promotions are based on merit and ability and comply with legislation.

We also seek, where possible, to ensure that staffing reflects the diversity of the school community and that staff are supported equitably, recognising differing needs, responsibilities and circumstances.

### **Equality, Equity and the Law**

The Equality Act 2010 requires schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

In line with this duty, the school also recognises the importance of equity by taking proportionate and reasonable steps to remove barriers, address disadvantage and provide additional support where required.

### **Disability and Equity**

We recognise that achieving equality for disabled pupils, staff and visitors often requires equitable adjustments and additional support. We will:

- Make reasonable adjustments to avoid disadvantage
- Provide auxiliary aids and services where reasonable

- Use the Accessibility Plan to increase participation, improve the physical environment and ensure information is accessible
- Review and revise the Accessibility Plan every three years

### **Tackling Discrimination and Promoting Equity**

Harassment or discrimination on the basis of race, gender, disability, sexual orientation or any other protected or socio-economic characteristic is unacceptable.

All staff are responsible for:

- Challenging discrimination and prejudice
- Responding proportionately and sensitively to incidents
- Supporting pupils according to their individual needs and circumstances
- Recording and reporting incidents appropriately

We recognise that pupils affected by discrimination may require additional pastoral or educational support, and we respond equitably to ensure their wellbeing and inclusion.

### **Review of Progress and Impact**

The Governing Body reviews the Equality and Equity Plan annually and the full policy on a three-year cycle.

We regularly assess pupil progress and wellbeing, monitoring outcomes by ethnicity, gender, disability and other relevant factors. Where disparities are identified, we take targeted and equitable action to remove barriers and improve outcomes.