



FOUNTAINS

PRIMARY SCHOOL

Always achieving our potential

Equality Objectives

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ALWAYS ACHIEVING OUR POTENTIAL

Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values, which link to Personal Learning and Thinking Skills (creative thinker, reflective learner, independent enquirer, self manager, effective participator and team worker). This also links to the Esteem Mat values (Working Together, Celebrating Difference, Being Brave and Enjoying Learning

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 Department for Education (DfE) guidance: The Equality Act 2010 and schools, 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.

Roles and responsibilities

The governing board will:

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Amy Dunne. They will:

Meet with the designated member of staff for equality every [frequency], and other relevant staff members, to discuss any issues and how these are being addressed

Ensure they're familiar with all relevant legislation and the contents of this document

Attend appropriate equality and diversity training

➤ report back to the full governing board regarding any issues

The headteacher will:

Promote knowledge and understanding of the equality objectives among staff and pupils

Monitor success in achieving the objectives and report back to governors

Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

➤ Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils

➤ Meet with the equality link governor every term to raise and discuss any issues

➤ 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 in section 8.

Eliminating discrimination

The school 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.



Staff and governors 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 receive training on the Equality Act as part of their induction, and all staff receive refresher training every year through National College.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 that 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

- 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)

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

- Publish attainment data each academic year showing how pupils 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)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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, citizenship and personal, social, health and economic (PSHE) education, 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

- Making pupils aware of our behaviour and anti-bullying policies



Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, 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 assemblies, 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 school council has 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. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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 boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as 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 with the completed risk assessment.

Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen September 2029 to be our deadline for this

Objectives should be specific and measurable. They should be used as a tool to help improve the experience of a range of different pupils. The school can set as many objectives as it believes appropriate to its size and circumstances; the objectives should fit your school's needs and be achievable.

Objective 1



By July 2026, develop and implement a comprehensive staff well-being and inclusion strategy, including annual staff surveys, mentoring for underrepresented groups, and half termly well being evenings and initiatives, led by staff, aiming for a 10% increase in staff satisfaction scores year-on-year.

Why we have chosen this objective:

- Moves beyond recruitment to focus on retention and genuine belonging, ensuring staff feel valued and supported.
- Builds a thriving and representative workforce, where diverse perspectives are embraced and everyone has opportunities to grow.
- Aligns with our wider organizational goals of equity, inclusion, and sustainable staff well-being.

To achieve this objective, possible initiatives are:

- Guided relaxation or mindfulness sessions
- Social gatherings (e.g., shared meals, creative activities)
- Peer support groups
- “Walk and Talk” sessions during lunch breaks
- Physical health challenges (e.g., step count challenge)

Objective 2

By July 2027, establish a Pupil and Family Equality Council representing different disabilities, cultures, and backgrounds, meeting at least once per term, to co-produce policies, events, and improvements. Success will be measured by documented council feedback and at least three school-wide changes per year directly informed by the group’s input.

Why we have chosen this objective:

- Moves from staff-led initiatives to shared leadership.
- Ensures the school’s direction is shaped by lived experiences. Undertake an analysis of recruitment data and trends in regard to race, disability and any gender pay gap by July 2027, and report on this to the governing board.

To achieve this objective, we plan to:

- Establish a Pupil and Family Equality Council with diverse representation, meeting each term to co-produce policies and events.
- Run listening sessions and surveys to gather lived experiences and shape school-wide improvements.
- Audit recruitment data on race, disability, and gender pay gaps to identify trends and areas for change.

- Provide inclusive recruitment training for staff and share findings with the governing board annually.

Objective 3

By July 2027, pilot and embed a Healthy Parent Carer Group in partnership with Staffordshire County Council to promote inclusion, wellbeing, and family engagement. The initiative will ensure all parent carers have a voice in school decision-making, access to supportive networks and inclusive communications, and opportunities to contribute to policy, events, and wellbeing strategies, with success measured through participation rates, documented feedback, and at least two school-wide changes annually directly informed by parent carer input.

Why we have chosen this objective:

As a special school, many of our pupils and their families face unique challenges. We are piloting a Healthy Parent Carer Group to:

- Give parent carers a voice in school decisions and policies.
- Provide a safe, inclusive space for families to share experiences.
- Support wellbeing for both families and pupils.
- Strengthen partnerships between families, the school, and Staffordshire County Council.

This ensures our school's work is shaped by the people who know our pupils best.

To achieve this objective, possible initiatives are:

- Set up the Healthy Parent Carer Group with regular meetings and clear goals for supporting families.
- Gather feedback from parent carers through surveys, focus groups, or suggestion boxes to inform policies and school improvements.
- Provide accessible communications including translations, easy-read formats, and visual supports so all families can participate.
- Offer staff training on working with parent carers, inclusion, and supporting wellbeing.
- Organize inclusive events and workshops co-designed with parent carers to celebrate diversity and share resources.
- Create peer support networks for parent carers to connect, share experiences, and build community.

Objective 4



By July 2027, develop and enhance the school environment to be fully accessible and inclusive for all pupils, with a focus on those with complex needs. This will include adapting physical spaces, learning resources, and sensory areas to remove barriers to participation, and ensuring all pupils can engage safely and independently. Success will be measured through pupil and family feedback, accessibility audits, and demonstrated improvements in participation and engagement across the school.

Why we have chosen this objective:

Our school has a higher number of pupils with complex needs who require additional space and adapted environments to access an EYFS-style curriculum and learning experiences. By developing a more accessible and inclusive environment, we can ensure all pupils can participate safely, explore independently, and engage fully in their learning.

To achieve this objective:

We will have increased adapted spaces that support the needs of all learners.

Monitoring arrangements

The headteacher will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the Governing Body at least every 4 years.

This document will be reviewed by the Governing Board, to ensure continued compliance with the PSED.

This document will be approved by the Governing Board.

Links with other policies

This document links to the following policies:

- Accessibility plan

- SEN information report