Foster's Primary School

Equality Policy

Adopted on: 1/9/2026

Review Date 1/9/2027

Signed:

School policy statement on equality and community cohesion

Foster's is committed to equality both as an employer of adults and an educator of children:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe and secure place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all the same.
- We recognise that some pupils need extra support to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

    - Their age
    - A disability
    - Their ethnicity, colour or national origin
    - Their gender
    - Their gender identity
    - Their marital or civil partnership status
    - They being pregnant or having recently had a baby
    - Their religion or belief
    - Their sexual identity and orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion, and our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations.

As part of this we will:

- Publish information about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Agree equality objectives to show how we plan to tackle particular inequalities and improve what we do.
- Make sure all our policies are compliant with the Equality Act 2010

For more information please contact: Mr J Hemley (Headteacher)
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Our equality Governor is Mr K Scottow c/o/ Foster's School.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it. (Ensuring tat we tackle prejudice)

Part 1: Information about the pupil population

Number of pupils on roll at the school: 449 (inc. Nursery)

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.
The following information was collected from the 2024 school census.

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	**Percentage (%) of school population**
No Special Education Need	**400**	**89%**
Special educational Needs support (K)	**45**	**10%**
Educational Health Care Plan (EHCP)	**4**	**1%**

SEN Need type for pupils on roll with SEN			
Speech, Language and Communication	**22**	Social, Emotional and Mental Health	**23**
Hearing impairment	**1**	Fine motor skills difficulty	**3**
Dyslexia/dyspraxia	**1**	ASD	**13**
ADHD	**7**	Vision impairment	**1**

Ethnicity and race							
White - British	**123**	White & Black Caribbean	**11**	Black - African	**4**	Any Other White background	**34**
White - Irish	**1**	White & Black African	**2**	Black European	**1**	Chinese	**12**
Other white British	**2**	White & Asian	**9**	Indian	**50**	Any other Asian background	**24**
White English	**21**	White & any Other ethnic group	**2**	Pakistani	**3**	Any other mixed background	**15**

White European	**6**	White & Chinese	**5**	White & Indian	**0**	Asian and any other ethnic group	**4**
Asian and Chinese	**3**	Black - Caribbean	**1**	Vietnamese	**1**	Nepali	**11**
Sri Lankan Tamil	**3**	Latin/South/ Central American	**0**	Afgan	**1**	Arab other	**1**
Hong Kong Chinese	**1**	Roma	**1**	Any other black background	**1**	Information not yet obtained	**48**
Any Other Ethnic Group	**4**						

Gender	
Male	**228**
Female	**221**

Religion and Belief			
Buddhist	**7**	Sikh	**13**
Christian	**83**	No religion	**195**
Hindu	**64**	Other religion	**9**
Jehovah's Witness	**0**	Refused information	**10**
Church of England	**4**	Greek Orthodox	**1**
Orthodox Catholic/Eastern	**0**	Muslim	**20**
Protestant	**1**	Roman Catholic	**9**
Romanian Orthodox	**5**	Serbian Orthodox	**2**
Information not yet obtained	**26**		

Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are unclear of their gender.

Gender identity/gender reassignment

We are aware that some children may have an issue about their gender. These issues will be treated with sensitivity with the full involvement of parents.

Sexual orientation

We are also aware that some children in the later stages of Primary school may start to recognise their sexual orientation. Children, and their families, would be given support in their understanding of this.

Pregnancy

It is not going to be an issue about children being pregnant within the Primary School but we will ensure that pupils who may have older sisters who are pregnant are supported with sensitivity.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)				
	Boys	**Girls**	**Total**	**Percentage of school population**
Number of pupils who speak English as an additional language	**31**	**38**	**69**	**15%**

Pupils from low income households				
	Boys	**Girls**	**Total**	**Percentage of school population**
Number of pupils eligible for free school meals	**15**	**13**	**28**	**6%**

Looked after children

We currently have two LAC children on roll.

Young carers

We have one young carer at the moment

Other vulnerable groups

School is mindful that there can be “hidden” children with regard to private fostering arrangements. Staff awareness has been raised with regard to this.

Part 2: 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.

Disability

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

Adverts for new staff include an equality statement.

The school is committed to equality and diversity in employment practice and service delivery. Below is the statement included for candidates.

In its recruitment monitoring,

Bexley Council is committed to a policy of equality and diversity for all staff regardless of race, religion, sex, sexual orientation, disability or any other factor. Our Diversity Policy demonstrates a commitment to all job applicants. With this in mind, all stages of the recruitment process will be monitored.

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 to regard to the need to:

Eliminate unlawful discrimination by:

- Ensuring that there is regular reference to the behaviour policy within school. This is reviewed annually.(Autumn Term)
- Discuss issues regularly and openly in staff meetings.
- Ensure that training is offered where necessary to support disability.

Advance equality of opportunity by:

- Ensuring that any disadvantages are minimised. e.g. access to all areas of the curriculum.
- Ensuring that we have up-to-date equality information collected through the January census.
- Annual Equality Week
- SMSC Curriculum via Jigsaw
- Book Week focusing on SEN Diversity

Foster good relations and community cohesion by:

Ensuring that visitors to the school with mobility issues are given consideration and assistance. e.g. At Christmas productions special areas are sectioned off for wheelchair users.

What has been the impact of our activities? What do we plan to do next?

- We have an Equality week in school using specialist texts to address a variety of issues relating to gender, race and sexuality.
- Teachers discussed how texts had been used to support children's growing awareness about their own needs and the needs of their peers (e.g. The London Eye Mystery by Siobhan Dowd – this story sensitively deals with the subject of autism and help pupils recognise the signs of autism and how the child in the story had dealt with this; another example 'Who Let The Gods Out' where the book's main character is a young carer.
- Children have a sound understanding through in-depth topics that provoke conversation around equality

Ethnicity and race (including EAL learners)

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

Pupil Progress Data consistently shows that children from other ethnic groups make good progress within 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 to regard to the need to:

Eliminate unlawful discrimination by:

Ensuring that there is a consistent approach to any issues of racial discrimination. By making sure that children are supported in working "harmoniously" together.

Any examples of discrimination are dealt through the school's behaviour policy and anti-bullying policy.

Be aware of the issue of Female Genital Mutilation. Staff are provided annually with the updated safeguarding policy and a copy of Keeping Children Safe in Education which they have to sign to say that they have received. New members of staff have an induction and are provided with the same documents as part of their induction.

Ensure that Radicalisation becomes an integral part of the school's approach to Child Protection. Radicalisation is an integral part of the safeguarding policy and all staff have received PREVENT training.

Advance equality of opportunity by:

- Use good role models and promote positive images in assemblies.
- Effectively support EAL children through timely and appropriate intervention.
- The whole teaching staff and three TAs have had specific EAL training in order to equip them to be EAL leads in their Key Stages.

Foster good relations and community cohesion by:

Ensuring that all families, regardless of background, are treated equally.
Texts used include: - The Family Book – Todd Parr, which talks of families living close together and far apart, some are messy and some are tidy, some are the same colour and some are different colour etc.

What has been the impact of our activities? What do we plan to do next?

- We do regular parental surveys – most recent parental questionnaire in February 2024 (Ofsted)
- Greater focus during assemblies and wider curriculum via school values

Gender

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

Both girls and boys perform above national standard. Where gaps are identified these are promptly addressed.

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due to regard to the need to:

Eliminate unlawful discrimination by:

School has a large number of male role models on the staff including several men working with younger children. This gives a balanced view of gender. We currently have 5 male teachers.

Advance equality of opportunity by:

Examples of equality – e.g. School Council is open to all children in both KS1 and KS2

Foster good relations and community cohesion by:

Challenge gender stereotypes through Careers Week and Primary Futures.

What has been the impact of our activities? What do we plan to do next?

Overall there is little difference seen in the outcome of boys and girls. The school has actually had a history of where there has been reversals from one year to the next in results in different subjects. We will continue to develop initiatives to support the progress of girls in Mathematics as well engaging children of all abilities. We will continue to work on engaging boys in reading and the new long-term planning will aim at choosing texts that engage our reluctant boy readers.

Religion and belief

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

Our children from different faiths do well at school and often exceed their peers.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due to regard to the need to:

Eliminate unlawful discrimination by:

Raising awareness of differences and tackling issues as they arise.

Advance equality of opportunity by:

• Children are given open access through the curriculum to different religions and beliefs. Differences are celebrated through assemblies and visits to churches, mosques etc. • Children pose an answer 'Big Questions' relating their understanding of their own experiences/religions and comparing these to others. • The JIGSAW Scheme covers equality

Foster good relations and community cohesion by:

Strong links particularly exist with our local C.of E. church where all the Year 3 and 4 children visit and sing in each Christmas.

What has been the impact of our activities? What do we plan to do next?

Children see different religions as the norm in our multicultural society.

Sexual orientation

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

N/A

We are committed to combating discrimination faced by pupils and staff who are lesbian, gay, bisexual and transgendered (LGBT). To meet our duties under the Equality Act 2010 we show we have due to regard to the need to:

Eliminate unlawful discrimination by:

We ensure that any behaviour that can be seen as homophobic is quickly dealt with and that the children understand that this is unacceptable.

RSE Curriculum

Equality Week included sexuality for Year 6 pupils.

Advance equality of opportunity by:

- Using texts / assemblies to give understanding of equality and diversity.
- Equality week used targeted texts to support children. The PSHE lead has purchased texts which give examples of families of different models
- **Nursery – Elmer**
  Focus: Accepting Change and people's differences
- **Reception – The Family Book**
  Focus: Different Families (religion, pregnancy, marital status)
- **Year 1 – The Colours of Us**
  Focus: Race
  Key areas – Portrait work – colour mixing and shading.
- **Year 2 – The Big Orange Splot**
  Focus: Being different is okay (Share our similarities & celebrate our differences)
- **Year 3 – Harry & Walter**
  Focus: Age
- **Year 4 – 10 000 Dresses**
  Focus: Gender
- **Year 5 – Keep Your Ear on The Ball**
  Focus: Disability
  Key area – research into disability and those who go against the assumption (link to sport etc)
- **Year 6 – And Tango makes Three**
  Focus: Sexuality (transgender)
- Sexual Orientation is one of the strands built into the equality work that takes place each year in Summer Term.

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Foster good relations and community cohesion by:

Adults recognise that there are excellent role models within the school and that sexual orientation is not an issue.

What has been the impact of our activities? What do we plan to do next?

Ensure that Equality and diversity is built into the curriculum. RSE Curriculum has been embedded.

Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Children's awareness has been increased through assemblies and through using the "equality" and "anti-bullying" weeks.
- Parents have been given information through newsletters to increase their awareness.
- Staff will look further into the issues of equality as part of the process.
- Parental Surveys are used more widely now and the Governors are getting behind this.

Record of consultation and engagement

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
Ongoing / summary	In all appointments to the school, we always consider and make the decision on the suitability of the candidates. In terms of the staff profile we have a comparatively high number of male members of staff including teachers / support staff/ and caretaking staff.	Race / Gender	We are aware in this process that we are underrepresented on the Governors and staff in reflecting the overall school population. The employment of male role models in the school we feel is of great benefit to the children. Our Senior Leaders are well represented with a mix of different genders, ethnic backgrounds, religion and age

Part 5: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of information and evidence of need. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1: Ensure that children with disability are not disadvantaged in their access to the full curriculum.

Progress we are making on this objective:

We insure that our school is fully inclusive and are constantly assessing our children's needs to ensure they are not disadvantaged.

Equality objective 2: Ensure that the progress made by pupils from different ethnic backgrounds is good and that any underperformance is identified and addressed.

Progress we are making on this objective:

Tracking of pupils from different ethnic backgrounds shows no gaps in progress.

Equality objective 3: Ensure, through careful tracking of progress, that gender issues are identified and that gaps are closed.

Progress we are making on this objective:

We constantly monitor gender gaps through robust half termly data analysis. Any gender gap issues are highlighted and addressed through subsequent interventions. These are monitored via the entry and exit data contain within the provision maps.

Equality objective 4: to ensure that in all aspects of equality any issues affecting any member of the school population are quickly tackled.

Progress we are making on this objective:

Incidents of any form of bullying are rare and also quickly dealt with. A record is kept by the Headteacher of any serious cases.