

# Fulbourn Primary School

## Equality Objectives

**Published February 2025**

**To be reviewed February 2026**

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

At Fulbourn Primary School we believe in the dignity of all people and equality of opportunity. We value the strength that comes with diversity and the positive contribution that diversity brings to our school. As a school, employer and as a central part of the local community, we aim to eliminate prejudice and discrimination, and to promote good relations between different groups.

We recognise that certain individuals and groups of people can experience significant disadvantage in society, including:

- Black and Minority Ethnic communities
- Women (including pregnant women and nursing mothers)
- Disabled people
- Lesbian, gay, bisexual and trans people
- Older people, children and young people
- Religious and belief groups
- marital or civil partnership status

As a school we will ensure that:

- all members of our community receive fair, sensitive and equal treatment
- we are responsive to the changing and diverse needs of our community
- that the building, grounds, curriculum and information are fully accessible, particularly to those groups or individuals who face disadvantage or discrimination
- we provide a safe, supportive and accessible working and learning environment free from harassment and discrimination where individuals' values, beliefs, identities and cultures are respected
- we expect, and will do our best to ensure, that our pupils, staff, parents, carers, visitors and families are treated with respect and dignity

## Equality Objectives:

Aim	Actions	Who?	Timescale	Cost/resources
<p>Improve provision for pupils for whom English is an additional language, particularly those at the early stage of language acquisition.</p>	<ul style="list-style-type: none"> <li>• Persist to obtain full information from previous education settings.</li> <li>• Establish effective early assessment of EAL needs.</li> <li>• New pupils to be provided with pupil and staff mentor.</li> <li>• Full school survey to obtain accurate information about EAL status</li> </ul>	<p>Office staff</p> <p>Class teacher and SENCO</p> <p>Class teacher</p>	<p>Within 1 month of arrival</p> <p>Within 1 month of arrival</p> <p>On first morning of arrival</p>	<p>Office staff time</p> <p>SENCO time</p>
<p>Narrow the attainment gap for children entitled to pupil premium funding.</p>	<ul style="list-style-type: none"> <li>• Increase attendance of pupils entitled to pupil premium funding.</li> <li>• Closely monitor the achievement of pupils entitled to pupil premium.</li> <li>• Include quality of provision for pupils entitled to pupil premium funding in weekly phase leader monitoring.</li> <li>• Implement the pupil premium plan with rigor and reflection to ensure additional funds have maximum impact.</li> </ul>	<p>Assessment coordinator</p>	<p>On-going (Annual monitoring visit by governors)</p>	<p>Costs of interventions where needed</p>
<p>Ensure pupils who experience Social, Emotional and Mental Health difficulties are supported so that they can engage with the curriculum.</p>	<ul style="list-style-type: none"> <li>• All staff to complete ACEs (Adverse Childhood Experiences) training to develop staff understanding of trauma informed practice.</li> <li>• Develop a partnership with the Emotional Health in Schools team to provide timely access to support services.</li> <li>• Deliver ELSA intervention (Emotional Literacy Support Assistant) to identified</li> </ul>	<p>SLT</p>	<p>August 2025</p>	<p>ELSA salary</p>

	pupils to maximise positive engagement with school.			
Provide a respectful, welcoming and safe environment, where any discrimination is challenged.	<ul style="list-style-type: none"> <li>• Engage with the 'No Outsiders' programme to promote tolerance and understanding of diversity.</li> <li>• Deliver DIALLS (Dialogue and Argumentation for Cultural Literacy Learning in Schools) to Key Stage 1 children to support the development of tolerance, empathy and inclusion.</li> <li>• Redevelop the PSHE (Personal, Social, Health Education) curriculum to ensure it meets the specific needs of the school community and its cohorts of children.</li> </ul>	PSHE lead Pastoral Leads SLT	July 2025	n/a