



Farnborough Road Infant School

Equality Objectives 2023-2024



As part of our ethos of *'Learning, caring and achieving together'*, Farnborough Road Infant School's Equality Objectives are designed to promote a fair and more equal school community in line with our duty under the Equality Act. These objectives will be reviewed on annually.

Objective	Strategies	Success Criteria	Review 2023-24 Mid-Year Review Feb 2023 End of year Review June 2023
<p>To further develop the FRIS community's understanding, tolerance and interest in different communities, religions and languages with a focus on language/ culture/ traditions/ religious beliefs, which are part of our school community.</p>	<p>Audit to enhance understanding of the FRIS school community cultures/religious beliefs</p> <p>Further enhance the FRIS curriculum that includes diverse role models that represent different communities, religions and cultures.</p> <p>Continue to develop 'World Diversity Day', focussing on the different communities and cultures within classes and within the school. Include representations from our parent community, providing opportunities to share language, culture and traditions and religious beliefs through knowledge, creative activities and artefacts. Celebrate with the class parent community and enhance staff awareness of different cultures and communities within our school and share with our governing body.</p> <p>Review and audit the learning environment across school to ensure maximum support for children from different communities, cultures, traditions and religious beliefs.</p>	<p>All teaching /pastoral staff have the practical knowledge and understanding to work with children from different communities / religions / cultures</p> <p>The British Value of Mutual Respect for and tolerance of those with different faiths and beliefs and those with no faith is promoted throughout our school community.</p> <p>Children from different communities, religions and cultures achieve their full potential.</p> <p>Any gaps in provision are identified and filled.</p> <p>Resources are audited and class teachers have access to appropriate posters, books,, soft play toys, etc. encouraging participation between different groups of people from different cultures, faiths and beliefs.</p>	<p>World Diversity Day celebrated 21st May. Every class was given a different country to explore, with each year group taking different continents.</p> <p>Included child/ parent representations from our community talking about the country they come from and made comparisons to England and their own class' focus country.</p> <p>Enhanced awareness of different cultures and communities within our school</p>

	<p>Create, deliver and maintain age-appropriate lessons/workshops to identify what all pupils know and understand about different communities and religions.</p> <p>Review and audit existing resources to promote different cultures and religions and to support all pupils in improving their understanding and knowledge.</p> <p>Liaise with local schools to develop the 'Stepping up for Southport' project.</p>	<p>Positive role models are enhanced to increase understanding amongst, pupils, staff and parents- fostering good relationships between those from different cultures, faiths and beliefs</p> <p>Children embrace difference and diversity.</p>	<p>Positive Role models included in our curriculum enhancing pupil's awareness of equality and diversity.</p> <p>Relevant key dates have been collated into an accessible PowerPoint for staff to share with children. This includes the protected characteristics of race, religion, sex, disability. Key figures from past and present are explored to impart new knowledge and generate conversations.</p>
<p>To further develop the FRIS community's understanding of different family dynamics, ensuring inclusivity for all.</p>	<p>Provide a curriculum that includes diverse role models that represent different family dynamics.</p> <p>Provide all staff and governors with on-going training and support to enable them to improve their knowledge of different family dynamics and to be more confident in teaching and promoting inclusivity in the classroom and the whole school environment.</p> <p>Review and audit what resources exist in each classroom and across the school environment- books, dolls and role play models, posters, etc.</p> <p>Review and audit the current curriculum to ensure inclusivity for all families</p>	<p>Staff confidence in understanding different family dynamics and inclusivity is promoted.</p> <p>There is a whole school approach to inclusivity for all.</p> <p>Children have the opportunity to learn about different family dynamics to ensure inclusivity for all.</p> <p>Children understand that they are different but t same. FRIS promotes positive imaging across the school. Inclusivity is reinforced as a positive aspect of school life.</p>	<p>Different family dynamics are promoted through our PSHE curriculum.</p> <p>PSHE book trolley updated regularly to include books specific to our current families and their needs (including family dynamics, neurodiversity, grief and loss).</p>

In addition to this we have continued to promote our Neurodiverse community with information for parents on the Newsletter and with the Juniors are holding termly coffee mornings for parents of Neurodiverse children to meet and share experiences and support. Invited colleagues from the LEA to join us to support parents as well as a meeting with ADDvanced Solutions and signposting of upcoming parental events in the local area.