

# St John's CE Primary

## Equality policy and objectives



**“Use your God-given gifts to serve others” 1 Peter 4:10**

Ratified by governors: Autumn 2024

Mr D Ricketts (Chair of Governors)

Mrs N Hedges (Head Teacher)

Policy to be reviewed: Autumn 2027

**All different, all equal, all growing together.**

As a Church of England school, we believe everyone is loved unconditionally by God and are individually unique. Everyone is equal and we treat each other with dignity and respect. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

Our Equality Policy is inclusive of our whole school community – pupils, staff, parents/carers, governors, visitors and outside agencies.

## **1. Aims**

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

## **2. Legislation and guidance**

This document meets the requirements under the following legislation and is also based on CofE education office guidance 'Valuing all God's children' (2017).

- [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.](#)

## **3. Roles and responsibilities**

The governing body will:

- Evaluate and review the policy annually and ensure that the objectives are reviewed and updated at least once every 4 years.
- 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.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.
- Give support to the headteacher in implementing any actions if necessary.

The equality link governor will:

- Meet with the designated member of staff for equality regularly 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 content
- 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 amongst staff, pupils, parents/carers, governors, visitors and outside agencies.
- Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor regularly to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

Our school staff will:

- Be fully aware of the Equality Policy and how it relates to them.
- Understand that this is a whole school issue and support the Equality Policy
- Make known if they have any queries or training requirements.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. 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.

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.

#### **5. 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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to fast during Ramadan)
- 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 extra-curricular activities)

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

- Prevent, challenge and eliminate behaviour which is driven by negative assumptions stereotypes or misinformation.
- Promote positive attitudes towards difference and celebrate good relationships between people with different backgrounds, genders, faiths, cultures, abilities and ethnic origins
- Record all racist, sexist, homophobic or prejudice-based incidents on CPOMS. We will use this information to identify trends and patterns so that we have approaches in place to provide appropriate responses to support victims and their families, to put in place sanctions and support for perpetrators

and their families, and to educate our children and the wider community.

- Analyse attainment data showing how pupils with different characteristics are performing. Use this data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Comply fully with legislation which protects all of our staff from discrimination based on the protected characteristics. This includes discrimination in relation to recruitment, terms and conditions, promotions, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or racist bullying)

## 6. 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, Collective Worship and personal, social, health and economic (PSHER) education, but also activities in other curriculum areas, for example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- Holding Collective Worship 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 e.g. local charities, neighbouring schools, PCSOs.
- Within the school for example, our school council has representatives from different year groups within the school and from a range of different backgrounds.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils
- All pupils are encouraged to take part such as sports clubs.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## 7. Equality considerations in making decisions

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when an educational visit 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

### Equality objectives

#### Objective 1:

To narrow the gap in attainment, particularly in writing, between boys and girls.

**Why we have chosen this objective:** Internal data suggests that there is a gap between boys' and girls' attainment in writing, with less boys achieving the expected standard.

**To achieve this objective, we plan to:**

- Train teachers in using the EEF 5-a-day strategies to ensure high quality teaching within the classroom
- Increase the use of cooperative strategies within the classroom to ensure all children are being exposed to and are accessing high quality writing
- Ensure all children are being exposed to high quality texts for whole class reading and are studying a range of writing styles.

**Progress we are making towards this objective:**

- All staff have had training on EEF strategies. This has formed part of the PDR process and of whole school

monitoring.

### **Objective 2**

To narrow the gap in attendance for pupils with SEND by fostering good relationships with parents and carers and seeking to understand the barriers to good attendance

#### **Why we have chosen this objective:**

There is currently a difference between the attendance of our pupils with SEND compared to our pupils without SEND. We want to ensure that pupils with SEND attend as often as they can in order to have a positive impact on their progress

#### **To achieve this objective we plan to:**

- Monitor attendance and support families where there are concerns around attendance
- Meet with families with children with SEND who are persistently absent to see how we can support.
- Complete Early Help assessments for families where additional support is needed.

#### **Progress we are making towards this objective:**

### **Objective 3 :**

To review levels of pupil engagement in school life, across all activities to ensure equity and fairness in access.

**Why we have chosen this objective:** To ensure that all pupils are being given the opportunity to participate in extracurricular activities and enrichment events.

#### **To achieve this objective, we plan to:**

- Analyse the data on the groups of pupils already attending out of hours provision including, breakfast club.
- Ensure under-represented groups are identified and encouraged to attend
- Consider reasonable adjustments that could be made to ensure all children can be safe and have the correct provision

#### **Progress we are making towards this objective:**

## **9. Monitoring arrangements**

The head teacher will update the Equality Policy we publish at least every year (top part of the document). This was approved by the Governing Body in Autumn 2024 and will be reviewed Autumn 2025.

The Equality Objectives were approved by the Governing Body in Autumn 2024 and will be reviewed in Autumn 2027 along with the Accessibility Plan. We will then review the Equality Objectives and Accessibility Plan together every 3 years.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility action plan (see separate 3 page document)

