



St John's C of E Primary School

'We are Learning for Living'

“I came that they may have **life** and have it abundantly”

John 10:10

St John's C of E Primary School

Equality Statement and Objectives

Policy Author:	St John's C of E Primary
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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:

- [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.](#)

Our equality vision and the values that underpin school life. We break down our vision into four key values, taken from our vision statement below and using the key word **LIFE**, which will be discussed in turn below:

“I came that they may have **life** and have it abundantly” **John 10:10**

Living God's love every day.

We see this as:

- a duty to provide opportunities for Governors, Staff, and Students to grow in understanding of our own faith and the faith of others.
- a duty to promote a positive understanding of healthy lifestyles and physical and mental well-being.

Inspiration for all to be the best that we can be.

We see this as:

- A duty to provide high standards of teaching and learning and outstanding achievement for all, and the opportunity for Governors and staff to be supported do the same.
- A requirement to provide a flexible, skills-based curriculum to challenge all learners, and to challenge those that educate.

Forgiveness of others and for ourselves so we can all flourish.

We see this achieved in us providing:

- a strong sense of community and tolerance, and
- A safe, inclusive and exciting environment for active learning.

Equality of opportunity; welcoming all.

we see this a need to provide:

- a strong ethos of mutual respect, excellent behaviour and care for each other including, Governors, staff, pupils, and the wider community.

3. 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.
 - 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 headteacher will:
 - Promote knowledge and understanding of the equality objectives amongst staff and pupils.
 - Monitor success in achieving the objectives and report back to governors.

- The designated member of staff for equality will be Amy Gammon, the School SENCo. They will:
 - Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
 - 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.

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

The school has a designated member of staff for monitoring equality issues. 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 gay 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 pray at prescribed times)
- 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:
 - Analyse data 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.

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, 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.
- 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.

7. Equality considerations in decision-making

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 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.

8. Equality objectives

The following objectives have been identified by the school to be key to either maintaining, or progressing equality:

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.						
Lead role: Amy Gammon (SENCo and Inclusion)						
Objective details:	Actions to address objective	Key Staff & Governor/s:	Staffing & Monitoring:	Time Scale & Milestones:	Success Criteria:	Evaluation & Review
Actively close any gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children.	<ul style="list-style-type: none"> Use formative and summative assessment evidence, alongside learning to ensure that despite small numbers in cohorts where trends are sometimes difficult to identify, strengths or areas for support are closely tracked with the focus of gender, race, disability and other protected characteristics. Use PP funding and Catch Up funding to support learning where gaps identified, through personalised and well researched interventions. 	AG and all class teachers Sch Imp Committee (LR)	All class teachers in liaison with SENDCo	Ongoing	Gaps between groups of pupils will be narrowed.	Y2/Y6 SATs evidence? Phonics Assessment, C” Pupil Progress notes (In Staff Resources) PP funding used to support 4 children, providing financial support to after school clubs and residential Y5/6 trip as well as funding weekly places at ASK. Catch-up funding used in C2 to provide additional TA running interventions- phonics Assessment scores were strong inc 1 Y2 pupil on SEN Reg passing having failed in Y1

Objective 2

To increase the membership of vulnerable pupils in 'out of school clubs' and activities, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act

Lead role: Amy Gammon SENCo and Inclusion

Objective details:	Actions to address objective	Key Staff & Governor/s:	Staffing & Monitoring:	Time Scale & Milestones:	Success Criteria:	Evaluation & Review
To ensure all our pupils are able to engage in the many opportunities offered after school if they wish to regardless of race religion or disability	<ul style="list-style-type: none">• To audit the current uptake of out of school opportunities in relation to the groups set out in the Equalities Act (gender, race, religion, disability or sexual orientation)• Identify reasons why some pupils may not be accessing these opportunities• Ensure PP grant supports pupils if required• Communicate with parents to promote benefits and practicalities (finance/childcare) of out of school experiences.	AG and staff SIC	Annual monitoring	Ongoing	All pupils, from any group, feel able to engage in after school activities.	PP funding used for individual pupils to fund any trips and after school activities. Consideration given for further support for pupils with Disabilities/needing higher levels of support - 1 pupil now attending Netball Club (and playing for the team), 1:1 support provided by Herts Disability Sports Foundation for school swimming sessions and offered 1:1 lessons outside of school. 1 pupil joined HDSF for athletics trials. Strong links with School Family Worker Kim Bates to provide additional signposting and support re

						Housing/Finance/Further Education.
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Objective 3

To ensure the level of pupil voice fully represents a fair representation of all pupils in school, and in this way to foster good relationships in the school between those who have protected characteristics and those who do not.

Lead role: Michelle Boylan Headteacher

Objective details:		Key Staff & Governor/s:	Staffing & Monitoring:	Time Scale & Milestones:	Success Criteria:	Evaluation & Review
Ensure the representation of pupils in School council, Eco Council, House Captains and Vice Captains reflects the range of pupils across the school.	<ul style="list-style-type: none"> All staff positively promote the need to have diversity and pupils with all characteristics actively involved in leadership. Actively support to pupils who may not feel as confident to put themselves forward for positions of responsibility. Curriculum supports inclusion and examples of people of all characteristics having opportunity and achieving. 	Rebekah ng (SLT) SIC (LR)	Annual monitoring	Ongoing	All pupils, from any group, feel able to engage in after school activities.	Black History Month celebrated annually through the curriculum and Collective worship.

Objective 4

To promote inclusive cultural development and understanding through a rich range of experience, both in and beyond the school

Lead role: Michelle Boylan Headteacher

Objective details:		Key Staff & Governor/s:	Staffing & Monitoring:	Time Scale & Milestones:	Success Criteria:	Evaluation & Review
To ensure that all activities organised are inclusive and promote the respect and understanding of a range cultures, characteristics and abilities.	<p>Programme of visits to include places of worship, theatre and cultural experiences,.</p> <p>Programme of visitors and experiences organised for assemblies/workshops to share different faiths, cultures and abilities/disabilities.</p> <p>Ensure that new purchases for resources, especially books, are representative of our pupils and include representation of a range of people with protected characteristics.</p>	ME Senior Leadership Team, RE subject leader,	SIC committee annual review	Ongoing	Pupils respect and value all cultures and characteristics and understand this in relation to our vision statement and that all should be able to 'have life and have it abundantly'.	

9. Monitoring arrangements

The School Improvement Committee will update the equality information we publish, at least every year.

This document will be reviewed by Governing Body at least every 4 years.

This document will be approved by the governing Body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment