



# St John's Church of England Primary School

*Finding the light in ourselves and each other*

Inspired by the Gospel according to John (chapter 8, verse 12)

## Equality Information and Objectives

**An aspirational school that encourages every child regardless of their background to 'soar on wings like eagles' in their learning and personal development (Isaiah 40:31)**

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**A truly inclusive school that is built upon the values of**

Hope – Joy – Love – Forgiveness – Faith - Goodness

## 1. Aims

At St John's Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion, sexual orientation or socio-economic background.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. St John's Primary 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

As a Church School, St John's adheres to the Christian principle of treating everyone equally as we are all created in God's image, at St John's we focus especially on the vulnerable and marginalized, equally with respect, kindness and dignity.

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Input from staff surveys
- Input from parent/carer surveys
- Feedback from the school council on children's attitudes to self and school
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, education health care plans, mentoring and support
- Feedback from Governing body meetings

## 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](#).

### 3. Roles and responsibilities

The governing body has set out its commitment to equal opportunities in this plan. They will:

- Feedback from parent questionnaires and parents' evening;

- 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, and that they are reviewed and updated at least once every four years
- Ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability. They will strive to ensure that no child is discriminated against whilst in our school on account of their race, sex or disability
- Seek to ensure that people are not discriminated against when applying for jobs at our school on the grounds of race, gender or disability
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils
- Delegate responsibility for monitoring the achievement of the objectives to the Headteacher

St John's Primary School has an equality link governor. They will:

- Meet with the designated members of staff for equality every term 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 contents of this document
- 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 and pupils
- Ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness
- Monitor success in achieving the objectives and report back to governors

Our designated member of staff for equality, the Head for Inclusion, will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor once a term to raise and discuss any issues
- 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. All staff, both teaching and non-teaching will:

- Ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher

#### 4. Anti-Racist Statement

As a school we have liaised with a Race Equality Advisor at HfL Education, who took time to visit the school, reviewed key policies and worked with the Headteacher to create a Race Equality and Anti-Racism Self-Evaluation Toolkit. In addition, we have adopted the NEU's framework for developing an anti-racist approach as a starting point for an informed rationale. We believe that 'not being racist' is not enough and as a result it is important to be actively anti-racist in everything that we do. By the phrase 'anti-racist' we take the definition provided by Ijeoma Oluo, which is outlined in her book, 'So you want to talk about Race.' *Anti-Racism is the commitment to fight racism wherever you find it including in yourself.* This approach is interwoven through our school vision, ethos and values and reinforced through our school policies. Further information as to how we view racism is outlined in the paragraphs below.

#### 5. 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.

##### What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

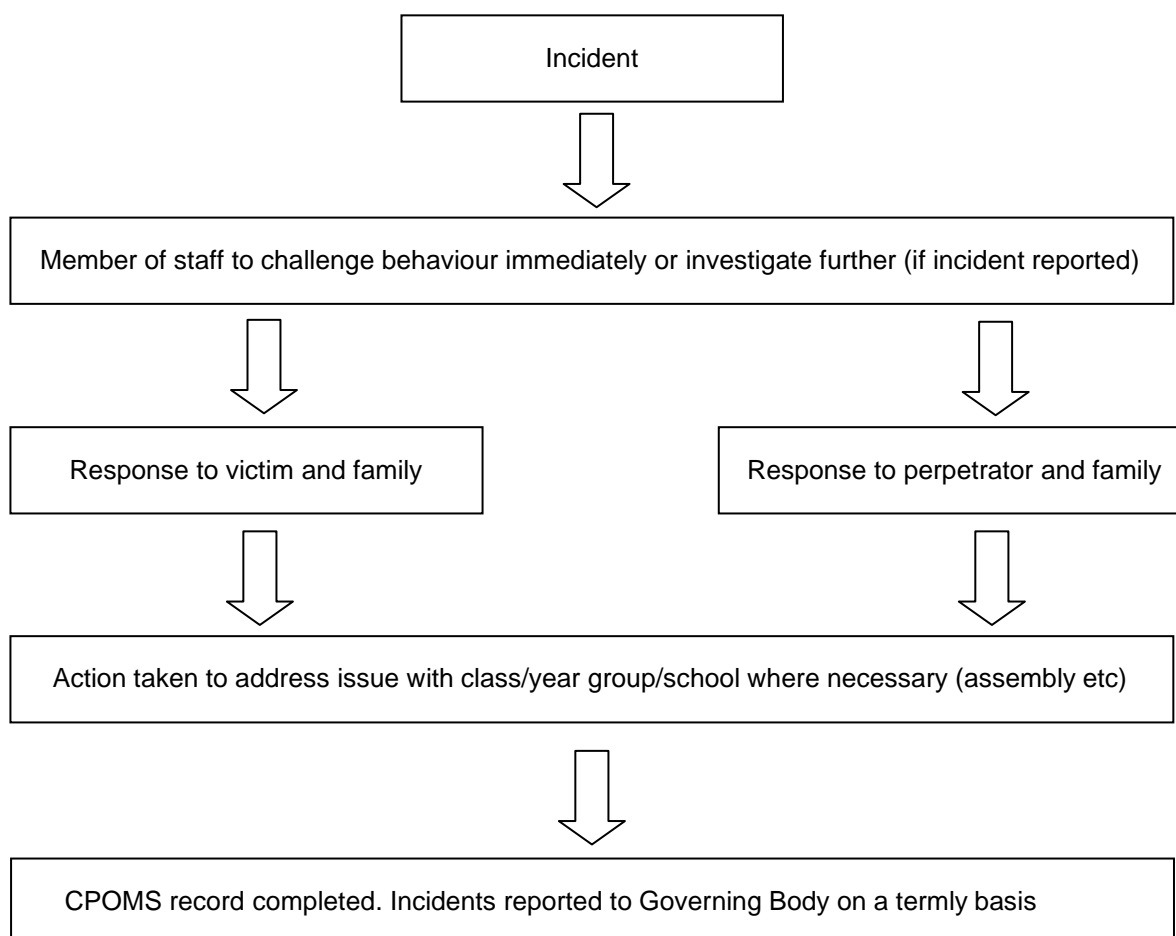
A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

##### Types of discriminatory incidents that can occur:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Use of derogatory names, insults and jokes
- Racist, sexist, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion
- Attempts to recruit others to discriminatory organisations and groups
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation

### Responding to and reporting incidents:

All staff, both teaching and non-teaching should view dealing with incidents as vital to the wellbeing of the whole school. Our procedure for responding to and reporting incidents is outlined below:



## **6. 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)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. ensuring children who are Jehovah's Witnesses do not need to partake in activities related to Christmas)
- 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:

- Collect attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement and implement actions in response where required
- Make evidence available identifying improvements for specific groups (e.g. declines in racist incidents)

## **7. 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 and Relationships, Health and Sex Education (RHSE), but also activities across the wider curriculum. For example, our termly 'House Afternoons' encourage the children to build and develop relationships with others who they ordinarily would not be working alongside
- Holding assemblies that deal 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.

## **8. 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

### Admissions and Exclusions:

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Admissions to the school are coordinated by the Local Authority admissions team. Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### Opportunities for Staff:

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

### Employer Duties:

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

## 9. Equality Objectives

**Objective 1:** To publish and promote St John's Equality Duty through the school's website, newsletter and staff/governor meetings.

**Why we have chosen this objective:**

To meet statutory requirements and ensure a shared understanding of the School's aims.

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

- Share the Equality Duty with all stakeholders
- Update the Equality duty annually, and share changes with all stakeholders
- Review the objectives every four years as a way of monitoring and sharing the impact of actions carried out

**Timeframe:**

Spring 2021 to Spring 2025

**Objective 2:**

To ensure the curriculum that we promote role models/heroes that reflect our diverse community with whom our children can positively identify. (\*including sex, race, ethnicity, sexual orientation, gender identity, nationality, culture, disability, religion and socio-economic background)

**Why we have chosen this objective:**

This links in with the objectives in our School Development Plan.

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

- Review current curriculum coverage linked to significant events/times of year for different groups
- Continue to invest in reading materials which feature diverse characters
- Link opportunities to further explore cultural diversity to the children's personal development (through PSHE lessons, assemblies, special days/ events etc.)

**Timeframe:**

Spring 2021 to Spring 2025

**Objective 3**

**To develop a greater understanding and empathy with the individual needs of pupils with SEND**

**Why we have chosen this objective**

The school's SEND population is changing with an increasing proportion of pupils now demonstrating needs relating to communication and interaction or social, emotional and mental health (26 % and 23% of our SEND Register). There is a need to educate the school community thereby developing greater tolerance and empathy in relation to the needs of SEND pupils

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

- Plan and deliver CPD for all class teachers to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils

**Timeframe:**

Spring 2021 to Spring 2025

## **10. Monitoring arrangements**

The Head for Inclusion will update the equality information at least every year.

This document will be reviewed by the Headteacher and governing body at least every 4 years. This document will be approved by the governing body.

## **11. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment