



St. John's Church of England VA Primary School  
*Finding the light in ourselves and each other*  
Inspired by the Gospel according to John (chapter 8, verse 12)

*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)*

# Equality Information and Objectives

Approved	Quality of Education Committee
Issued:	Spring 2026
To Be Reviewed:	Spring 2027 (Objectives to be updated in 2029)

*A truly inclusive school that is built upon the values of  
Hope - Joy - Love - Forgiveness - Faith - Goodness*



# St. John's Church of England VA Primary School

## 1. Aims

At St John's Church of England VA Primary School (**St John's** or **the 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, sex, disability, religion or belief, sexual orientation, pregnancy or maternity, marriage or civil partnership, age or gender reassignment (the **Protected Characteristics**).

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 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 a relevant Protected Characteristic
- Foster good relations across all Protected 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. Our school aims to promote respect for difference and diversity in accordance with our school Christian values which are love, hope, joy, forgiveness, faith and goodness.

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 pupil parliament 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, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.



### 3. Roles and responsibilities

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

They 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 once every four years
- Ensure that the school is fully inclusive to pupils, and responsive to their needs, taking into account any Protect Characteristics to the extent required. They will strive to ensure that no child is discriminated against whilst in our school on account of a Protected Characteristic
- Seek to ensure that people are not discriminated against when applying for jobs at our school on the grounds of a Protected Characteristic
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities
- Strive to make school communications as inclusive as possible for parents, carers and pupils
- Delegate responsibility for monitoring the achievement of the objectives, on a daily basis, to the Headteacher

St John's 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
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular Protected Characteristics
- 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 Appendix A. 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



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- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher

### 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.

#### What is a discriminatory incident?

Harassment on grounds of a Protected Characteristic or other factors such as socio-economic status or background, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

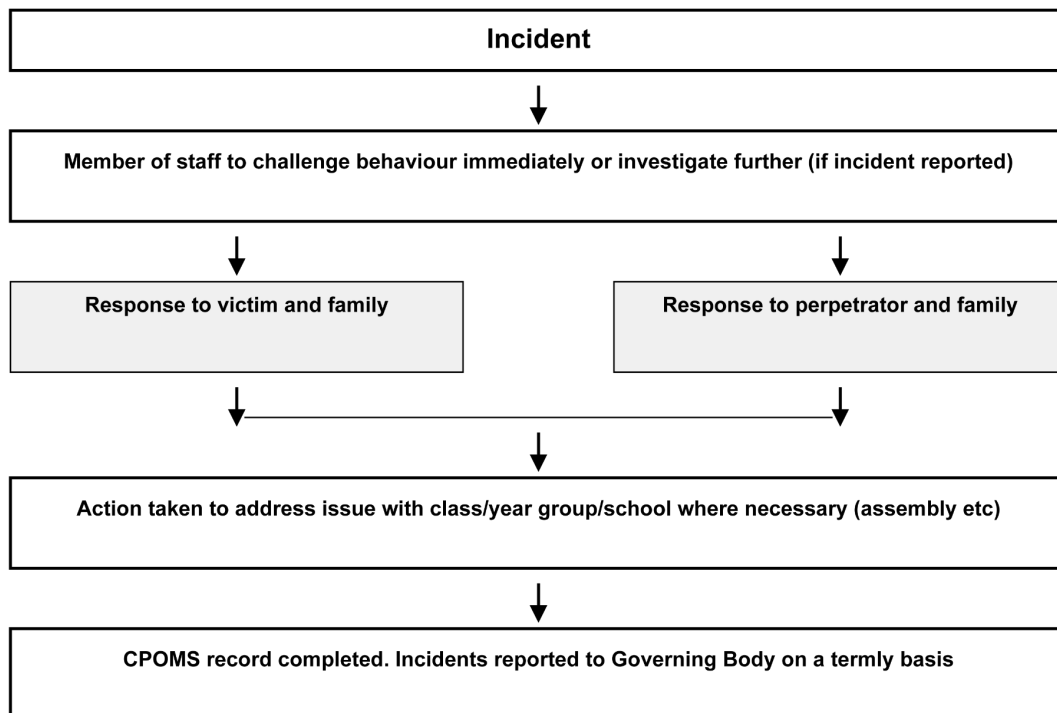
A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

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

- Physical assault against a person or group because of a Protected Characteristic
- 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 a Protected Characteristic of the victim
- 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 a Protected Characteristic

#### 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:



## 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 extra-curricular activities)

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

- Collect attainment data each academic year showing how pupils with the following different characteristics are performing – sex and disability (to the extent the pupil is included on the SEND Register)
- 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)

## 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:



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- 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, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- 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. We also work with parents to promote knowledge and understanding of different culture

### 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. 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 (to the extent that the school is aware of such disability)
- Has equivalent facilities for boys and girls

### 8. Equality Objectives (Equality Action Plan)

The objectives (set out in Appendix A) which we identify represent our school's priorities and are the outcome of a careful review of and analysis of the consultation processes listed above along with other evidence. They also take into account national and local priorities and issues. We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

### 9. Monitoring arrangements

The Headteacher will review and update the equality information and impact at least every year and report progress towards achieving the objectives to the Quality of Education Committee.

This document (including the objectives) will be reviewed by the governing body at least every 4 years. This document will be approved by the governing body. We will publish an evaluation of the success in meeting the equality objectives for parents/carers/guardians on the school website.



## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment policy
- Inclusion Policy
- SEND Information report
- SEND policy
- Behaviour policy
- Anti-bullying policy



## Appendix A

Equality Objective	Actions	Responsibility	Impact in the last year
To publish and promote St John's Equality duty through the school's website, newsletter and staff/governor meetings	<ul style="list-style-type: none"> <li>• Share the Equality duty with all stakeholders</li> <li>• To review compliance with the Equality duty annually, and share changes with all stakeholders</li> </ul>	HT, School Equalities Lead	All stakeholders are aware of their responsibilities to implement the equality duty, and all school policies are up-to-date and made available to stakeholders as appropriate.
To ensure the curriculum that we promote role models/heroes that reflect our diverse community with whom our children can positively identify.	<ul style="list-style-type: none"> <li>• Review current curriculum coverage linked to significant events/times of year for different groups</li> <li>• Continue to invest in reading materials which feature diverse characters</li> <li>• Link opportunities to further explore cultural diversity to the children's personal development (through PSHE lessons, assemblies, special days/ events etc.)</li> </ul>	Subject leaders	During 25/26 all curriculum leaders have reviewed their planning this includes ensuring links to significant events and times for different groups. The English subject lead has invested in a vast range of library based and classroom-based reading materials. Through reading materials children are enjoying the cultural diversity this represented in these texts. Weekly Thursday collective worship makes use of 'picture news' which explores a wide range of cultural themes.
To develop a greater understanding and empathy with the individual needs of pupils with SEND	<ul style="list-style-type: none"> <li>• 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</li> </ul>	SENCO	CPD for teachers and teaching assistants has been varied to ensure all necessary areas are covered. Staff confidence and competence in identifying needs of pupils has grown meaning the ability to remove barriers has significantly increased.



<p>To monitor and analyse pupil achievement and progress by Sex and disability(to the extent the pupil is included on the SEND Register) and act on any trends or patterns that require additional support</p>	<ul style="list-style-type: none"> <li>Track children to ensure all children are progressing no matter their barriers.</li> <li>In pupil progress meetings, discuss gaps if any have been created and decide steps to reduce.</li> </ul>	<p>SLT</p>	<p>Termly people progress meetings which include the Headteacher, SENDCO and the class teacher look at possible trends or patterns in data, including in relation to vulnerable pupils/groups. Teachers identify target pupils and review intervention timetables regularly.</p>
<p>To ensure opportunities in the school have an appropriate balance between boys and girls</p>	<ul style="list-style-type: none"> <li>All sport events are inclusive and events are open for all.</li> <li>RSE curriculum is taught to all rather than gender specific.</li> </ul>	<p>SLT, PE lead</p>	<p>Sporting events have been widely enjoyed and celebrated by all pupils and feedback on parents/ pupil surveys have been positive. RSE teaching is inclusive.</p>
<p>To ensure language used by staff is inclusive</p>	<ul style="list-style-type: none"> <li>Language staff use should be inclusive. e.g., 'take this to your parents or whoever looks after you'. Clubs etc not to have gender specifics e.g., it's netball club not girls netball. Etc.</li> <li>Staff to be particular aware of needs of those they are addressing e.g., Single parent families, gay families, adopted, fostered, Muslim, disabled etc.</li> </ul>	<p>All Staff but monitored by SLT</p>	<p>Frequent CPD and sharing of key information about families' needs and backgrounds ensures correct terminology is used. Sensitivity in communication is used.</p>
<p>To celebrate all cultures</p>	<ul style="list-style-type: none"> <li>To continue to celebrate different cultural events in class, assemblies etc.</li> <li>Use national activities to celebrate diversity in school e.g., black history month</li> <li>To embrace members of the school community from different cultural backgrounds and invite them to share their cultural experiences</li> <li>Ensure literature studied in the English curriculum is culturally diverse</li> </ul>	<p>All Staff</p>	<p>Pupils, families and staff members embraced Black History Month. Pupils were encouraged to take part in collective worships for this month. Class teachers have become more familiar with the cultural background of their different families and it invited parents in to share their knowledge and experiences. English literature studied in curriculum time is culturally diverse and is monitored by</p>



			the English coordinator
<p>To ensure the school site (including forest school and other outside areas) is accessible to everyone</p>	<ul style="list-style-type: none"> <li>• Site manager to complete weekly checks of forest area and school site for slip/ trip/ accessibility issues and inform SLT.</li> <li>• Staff are aware of the current needs of the children in their care- which may include physical/ sensory or medical differences that could affect their access to and enjoyment of the school site.</li> <li>• Health care plan co-ordinator to update health care plans and share with staff supporting these pupils on a minimum of yearly basis.</li> </ul>	<p>HT, School Equalities Lead All staff HCPlan lead</p>	<p>The forest school is a safe area for all pupils. All children can access this area daily with appropriate supervision. Behaviour issues at play times and break times have lessened since the start of the year. All staff are aware of pupils with healthcare plans. Parents are aware of who the healthcare plan coordinator is and support yearly reviews.</p>



## Equality Information and Objectives

2 <sup>nd</sup> March 2026	Approved	Included annual progress against objectives.
10 March 2025	Approved	FGB