



# St John's CofE Primary School

## Equality Objectives and Public Sector Equality Duty

### St John's C of E Primary School

Approved by: AGC

Date: 26<sup>th</sup> June 2024

Last reviewed on: 26<sup>th</sup> June 2024

Next review due by: 26<sup>th</sup> June 2028

#### Our Vision Statement

##### 1. Equality & Diversity Statement

1.1 Futura Learning Partnership (the trust) is committed to a policy of equality and diversity and aims to ensure that no employee, job applicant, student/pupil or other member of the trust/school community is treated less favourably on grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

1.2 Any behaviour, comments or attitudes that threaten or deliberately undermine an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the trust/school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity and individual difference is celebrated and respected.

1.3 We aim to empower our students/pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the trust/school community and a common understanding of the pivotal role of

equal opportunities in the context of the trust's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

## **Aims & Objectives**

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. 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 Act; 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.

This statement publishes information which demonstrates how we are complying with those three elements of the Public Sector Equality Duty and publishes specific and measurable Equality Objectives.

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.

## **Roles and responsibilities**

### **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
- Meet with the Inclusion Leader responsible for equalities action planning at least once a term to discuss progress towards meeting objectives

### **The designated member of staff for equality is the Inclusion Leader, 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
- Be responsible for the progress towards equality objectives

## **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 Inclusion and safeguarding as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues (Inclusion Leader), and an equality governor currently Duncan Tyler. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

### **We eliminate discrimination by:**

- Implementation and review of our Inclusion and SEND policy, Supporting Pupils with Medical needs Policy and our Access Plan;
- Reporting, responding to and monitoring all racist incidents;
- Our Behaviour for Learning, Positive Handling and Anti-bullying Policies ensure that all children are treated with dignity, feel safe at school and addresses any prejudicial behaviours;
- Regularly reviewing curriculum design to ensure that it reflects current guidance i.e Guidance 2020 DfE Relationship and Sex Education, is entrenched in spiritual, moral, social and cultural learning opportunities, which meet the needs and interests of all learners; that it provides opportunities to understand human rights and fundamental British Values;
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success;
- Tracking pupil progress to ensure that all children make expected or better progress from their starting points, and intervening when necessary to diminish any gaps;
- Ensuring that all pupils have the opportunity to access extra-curricular provision;
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures;

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

### **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

- 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 opportunities)

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

- Review attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering good relations across all characteristics - between people who share a protected characteristic and those that do not, we achieve this by:

- Ensuring that equality and diversity are embedded in the curriculum and in assemblies e.g. School council elections, Equality Council, SEND Awareness Weeks, BDA Quality Mark, Anti-bullying week, RE curriculum, British Values, class circle time, Talking partners, nurture groups and playtime buddies.
- Ensuring the highest aspirations for all groups by organising new-to-school events
- Fostering good relations by providing enrichment opportunities e.g. school fete, specialist teachers in music, dance, modern foreign languages and sports, a variety of external trips that extend an understanding of positive role models and past events.
- Ensuring that St John's CofE Primary School is seen as an active school within our local community e.g. participation in sports events including those for children with disabilities, visits to local secondary schools, visits to a local care home, fund-raising initiatives and charity weeks, through collaborative research with local schools and in contributing to curriculum and trust wide developments;

Recognising our responsibilities to the environment near and far through our globally immersive curriculum; Providing a variety of extra-curricular and cross-school opportunities for children to extend confidence and experience of working with different personalities, cultures and abilities e.g. sporting events, professional performances and working with visiting artists

**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: effects any religious holidays; is accessible to pupils with disabilities; has equivalent facilities and opportunities for boys and girls.

## **Monitoring arrangements**

The Inclusion Leader will update the equality information we publish at least every year. This document will be reviewed by the school governing body at least every 4 years.

## **Links with other policies**

This document links to the following policies:

Accessibility policy

SEND Policy and Local Offer

Inclusion Policy

The following information is only concerned with our obligations to pupils (and prospective pupils):

## **Equality Information (Summer 2024)**

Number of pupils on roll at the school: 210

Age of pupils: 4 – 11 years of age

## **Information on pupils by protected characteristics**

The Equality Act 2010 protects people from discrimination on the basis of “protected characteristics”. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on the following protected characteristics: Race; Disability (The Act defines disability as when a person has a ‘physical or mental impairment; which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’); Sex; Religion or belief. Age and Marriage and Civil Partnership are also protected characteristics. We do not collect data about this characteristic but it is important to recognise that equality protection needs to be extended to the children’s family and the wider community.

Additional protected characteristics are sexual orientation, pregnancy and maternity and gender reassignment. We do not feel it is appropriate to collect information from pupils in relation to those protected characteristics. However, as a school, we are aware that there may be equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Information on other groups of pupils In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Pupil Premium Grant;
- Pupils with Special Educational Needs and disabilities (SEND);
- Pupils with English as an Additional Language (EAL);
- Young carers;
- Looked after children (LAC);
- Other vulnerable groups such as Post LAC.

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is less than 1% of our roll (namely 2.1 children) and the information is sensitive personal information. In these cases we have indicated this by an asterisk (\*) and no percentage is published. Characteristics are based around the Census classifications and parents choose groups to which they, or their children, belong. Where no data is provided, this is due to no pupils currently representing the race, ethnicity or religious group.

July 2024:

Pupils eligible for Pupil Premium Grant : 34 (16.2%)

Pupils with Special Educational Needs (SEN): 28 (13.3%)

Pupils with English as an Additional Language (EAL): 13 (6.22%)

Young carers: 1 (2.1%)

Looked after children: 0

At St John's CofE Primary School, we aim to ensure that any gap in attainment for pupils within any of the identified groups is diminished. This is achieved through rigorous tracking and monitoring of individuals as well as groups of children concerning their progress and attainment. We also provide equal opportunities to access the curriculum for all pupils.

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at St John's CofE Primary School. By having 'due regard', it ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

## **Consultation**

We aim to engage and consult with pupils, staff, parents/carers, and the local community so that we can improve our information, monitor the impact of our policies, develop our equality objectives and improve what we do as a school.

We will do this through:

- Parent/Carer and pupil surveys
- Staff surveys on specific issues
- Open door policy
- Opportunities for appointments with teachers, support staff and SLT
- Newsletters;
- Letters home (by website or hard copy if preferred)
- Website
- School Council
- Parents' evenings

- Coffee mornings

### **Record of how we have considered equality issues when making decisions**

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies or procedures. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.