



Respect, Courage, Compassion, Friendship, Trust, Perseverance

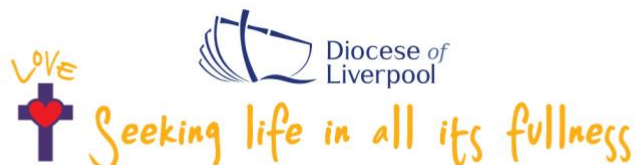
Head Teacher:
Mrs C. McManus

EQUALITY INFORMATION & OBJECTIVES

POLICY 2022 – 2026

Approved: Subject to full
Governing Body
approval-
November 2022

Next review due by: November 2023



1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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](#).

A protected characteristic under the act covers the groups listed below:

- age
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership

3. School Vision and Aims

At St. John's CE Primary School, our Christian vision for education is rooted in wisdom, hope, community and dignity. It is a community where all are welcome and nurtured in a spirit of Christian love, compassion and encouragement. It is a place which enables everyone in the school community to develop and experience life in all its fullness and realise true potential through an excellent, broad and creative education.

The school's vision is rooted in Christian love which is the foundation of our Christian values:

- Friendship
- Courage
- Trust
- Respect
- Compassion
- Perseverance

Our School aims reflect our commitment to our duties under the Equality Act 2010:

- To provide a caring, safe and happy environment where the whole school community can flourish knowing that they are unique and special in the eyes of God
- To build confidence and self-esteem to enable children to develop resilience and become successful, independent life-long learners
- To enable all children to achieve their full potential

- To develop the teamwork and leadership skills and qualities in all our children so that they can be responsible citizens of the future
- To be fully committed to equality of opportunity
- To create a stimulating environment in which Christian attitudes of positive relationships, mutual respect, responsibility, forgiveness and understanding are fostered at all times
- To foster strong links between communities: home, school, church, the local community, the diocese and, internationally as *Global Neighbours*.
- To enable staff to develop their own talents and expertise so that they too can thrive
- To promote high standards and expectations of behaviour towards one another, as Jesus said, 'Love your neighbour as yourself' Luke10:27
- To be committed to providing opportunities for spiritual growth through RE and collective worship as well as a wealth of stimulating experiences and extra-curricular activities
- To promote children's cultural experiences and opportunities to help develop a positive understanding of their place in a diverse world.

4. 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, children 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 equality link governor will:

- Meet with the headteacher annually 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 among staff and children
- Monitor success in achieving the objectives and report back to governors
- Meet with the equality link governor annually to raise and discuss any issues
- Identify 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 9.

5. Eliminating discrimination

At St. John's CE Primary School, we are aware of our obligations, and welcomes our duties, under the Equality Act 2010 and comply with non-discrimination provisions.

- The school has due regard to equality considerations whenever significant decisions are made – the School’s Christian vision, school aims and Christian values underpin our policies, curriculum, and provision and inform our decisions.
- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- The School implements policies that support our school community and ensure that policies and procedures benefit all employees, and potential employees, in all aspects of our work, including recruitment and promotion and continuing professional development.
- By challenging views that discriminate against others because of their age, race, gender, sexuality, religious belief, disability, or socio-economic background, our children understand that all are equal, unique, and valued in the eyes of God and will speak out for what is just and fair.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.
- The school has an equality link governor who regularly liaises with the headteacher regarding any issues and makes governors aware of these as appropriate.

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 that are connected to a particular characteristic they have
- 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.

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

- Analyse attainment data to identify how children with different characteristics are performing to determine strengths and areas for improvement and, in turn, implement measures in response
- Analyse data about any issues associated with particular protected characteristics, identifying any issues which could affect our own children, for example attendance, exclusions, incidents of derogatory language, bullying concerns or incidents to determine strengths and areas for improvement and, in turn, implement measures in response
- Analyse data about involvement in school clubs, representing the school in sporting competitions, pupil leadership roles, identifying any issues associated with particular protected characteristics which could affect our own children to determine strengths and areas for improvement and, in turn, implement measures in response
- Ensuring our curriculum and provision of SMSC, personal development and cultural capital is accessible for all children.

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:

- The School’s Christian vision, values, aims, and ethos reflect the school’s vision, commitment, and drive for equality for all and are highly visible: policies, documentation, and the school website.
- Promoting the School's vision and values is continuous and applied in the day-to-day life of the School, with staff, pupils and parents.

- Our active promotion of fundamental British values
- Promoting tolerance, friendship, respect, and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, personal, social, health, and economic (PSHE) education, but also activities in other curriculum areas. For example, pupils will be introduced to literature from various cultures as part of teaching and learning in English/reading. In addition, diversity and challenging stereotypes were key drivers in our selection of books for our new library.
- Holocaust Memorial Day - upper KS 2 attend the Community Plaza Cinema's showing of the film, "The Island on Bird Street" - The film is the true story of a Jewish teenage boy who tries to survive in a Polish ghetto after his family are taken to a concentration camp.
- By challenging views that discriminate against others because of their age, race, gender, sexuality, religious belief, disability, or socio-economic background, our children understand that all are equal, unique, and valued in the eyes of God and will speak out for what is just and fair. Our curriculum actively teaches our children about different forms of discrimination and the harm it causes.
- Our support of the Church of England's commitment to Value all of God's Children
- School trips and activities based around the local community and wider community (Liverpool); for example:
 - Year 3 planting daffodil bulbs in the Bootle triangle
 - Year 6 visit to the Abdullah Quilliam Social Mosque to support their non-Christian faith unit in RE and the Anglican Cathedral to support their drawing unit on architecture.
- We have developed links with Liverpool Community Spirit, an inter-faith community education charity with specialist knowledge about non-Christian faiths. This helps inform and develop our approach to promoting children's cultural experiences and opportunities to help build a positive understanding of their place in a diverse world.

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 planning a school trip or activity, the school considers whether the trip:
 - Is accessible to pupils with disabilities
 - Has equivalent facilities for boys and girls
- Encouraging people who have a particular characteristic to participate fully in any activities through the implementation of our pupil premium, sports premium, and accessibility plans and our risk assessments for school visits and events
- Signposting and providing access to services, support, facilities, and information, using a wide range of modes of communication: website, newsletters, letters, emails, texts, Class Dojo, telephone calls, being visible to parents at the start and end of the school day, information evenings for parents to support children's learning at home, early help and attendance support.

9. Equality objectives:

Objective 1

To improve attendance and reduce persistent absenteeism, and sustain improved attendance, in particular:

- Persistent absence of SEND pupils
- Persistent absence of SEND pupils who are also eligible for pupil premium funding
- EAL pupils
- Reduce the attendance gap between SEND and non-SEND pupils by at least 5% in Year 1
- To improve the attendance of EAL children by at least 3% in year 1

Why we have chosen this objective:

The school's monitoring of attendance data, indicates the following:

	21018-19 %	2019-20 %	Sept 20- Dec 20 %	March 21- July21 %	2020-21 %	2021-22 %
Whole School	96.3	90.8	95.5	95.3	95.5	92.1
SEN	93.43	86.58	92.51	90.70	91.25	85.98
Not SEN	96.74	91.92	95.83	96.03	96.05	93.08
PP children	94.31	88.49	92.34	91.82	91.80	87.86
Not PP	96.78	91.37	96.43	96.44	96.53	93.84
EAL	93.65	84.92	91.18	84.95	92.84	89.73
Non EAL	96.41	91.33	95.47	93.47	95.39	

To achieve this objective we plan to:

- Clear identification of target pupils for 2022-23 support: SEN, PP, SEND & PP, EAL & cohort specific using 2021-22 analysis of attendance data.
- Review and implement attendance policy and implement attendance toolkit
- Initial attendance meeting with EWO to review target pupils/groups and bespoke effective approach
- Half termly attendance meetings with EWO to review target pupils/groups and improvements or next steps
- Identify barriers for SEND pupils' attendance on individual basis and agree attendance certificate and award bespoke to children to encourage improved attendance
- Sensory training for all staff to raise awareness of children with sensory needs to support children
- School based support attendance meetings with Head and EWO to create attendance support plan
- Put into place attendance support/action plan/early help plan
- Refer pupils who have 15% unauthorised absence to the LA School
- Attendance panel when there has been no improvement in attendance through interventions

Continue to promote strong messages to parents/carers about the importance of good attendance:

- On weekly newsletter
- Website
- Individual attendance register certificates at parents evenings & end term reports
- Regular school gate by EWO

- Class based displays – referenced to promote good attendance – raise profile of class attendance reward in celebration worship
- Continue with half termly attendance certificates, but adapt to allow 1 late (half term) and 2 lates (full term) to make more achievable and maintain interest/motivation for awards
- Reintroduce termly bronze, silver & gold star badges for termly attendance
- Identify barriers for SEND pupils’ attendance on individual basis and agree attendance certificate and award bespoke to children to encourage improved attendance
- Sensory training for all staff to raise awareness of children with sensory needs to support children

Progress we are making towards this objective:

Objective 2

To target groups of SEND pupils and girls who are falling behind in curriculum PE which is having an impact on their motivation to stay active

Why we have chosen this objective: Tracking of PE passport app indicates target group. Parent questionnaire response – encouraging diffident girls to be involved in sport

- Use Sports Premium funding to engage Ultimate kids coach to lead sports skills interventions on a Friday afternoon for target children
- Target SEND children and less confident girls to represent the school in inter school competitions at Chesterfield High
- Year 6 playground leaders to plan activities for KS 1 children and encourages target group to be active during play times with peer support
- Celebrate achievements and school representation in celebration worship and Class Dojo
- Pupil voice captures increased confidence or indicates how to improve engagement further

Progress we are making towards this objective:

Objective 3

Improve school communication for EAL pupils’ families.

Why we have chosen this objective: To improve school communication and engagement with families of children with EAL. Our observations from school gate duties, indicate that some of our parents have valued and subsequently increased their engagement with school staff on door duty to clarify information about school events.

To achieve this objective, we plan to:

Continue to promote strong messages to parents/carers about the importance of good attendance:

- Explore options to translate school information for parents for all communication
- Capture the voice of families about what they find challenging about school and school communications
- Capture their voice about what would be helpful and most valued to increase engagement with school

Progress we are making towards this objective:

Objective 4

To ensure that all children reach their potential and that there are no barriers to learning because of race, gender or disability.

Why we have chosen this objective: To ensure implementation of revised curriculum is highly effective in being accessible and challenging for all children so that all children can flourish and fulfill potential.

To achieve this objective, we plan to:

- Pupil data is evaluated to ensure all children are achieving and attaining in line with their peers. Where this is not the case, interventions to be put in place
- SEND and PP children targeted for additional, specific library time and opportunities to read for pleasure
- Provision Map systematically used effectively across the school to track impact of intervention and SEND support
- Homework policy focus on proactive skills in reading, spelling and maths to support SEND and PP children
- Subject leader monitoring always captures the SEND, EAL, gender, PP pupil voice to inform practice, teaching adaptations
- Subject leader monitoring ensures that focus of teaching adaptations for SEND, EAL pupils are included and inform subject and whole school improvements to teaching and learning
- Resilience is taught through PSHE as a transferable life skill
- Normalising language of mental health – regular assemblies, class teaching & circle time, mental health week, MHST

Progress we are making towards this objective:

9. Monitoring arrangements

The headteacher will update the equality information we publish, at least every year and the updated equality information will be reviewed at the Curriculum, Standards and Quality Committee annually.

This document will be reviewed by governing board at least every 4 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility Plan
- Attendance Policy
- Behaviour Policy and Behaviour – Anti-bullying Policy
- EVC policy and risk assessments
- Exclusions Policy
- Health and Safety Policy
- Safer Recruitment Policy
- SEN policy
- Sports Premium Action Plan
- Pupil premium Action plan
- Uniform Policy