



St John of Jerusalem
Church of England Primary School

Equality Policy

September 2022-26

Our School Vision

Our Christian faith underpins the life of the school, and through God's enduring love, we create a nurturing and caring environment where our pupils develop in body, mind and spirit. Through love, patience and kindness, our children are encouraged to learn and grow together to realise their full potential.

"I can do all things through Him who strengthens me."

Philippians 4:13

Introduction

St John of Jerusalem C of E Primary School is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. 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

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. In particular:

- Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether children have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.
- Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention so that you can live a full life.
- Article 30: You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection for this right.
- Article 40: You have the right to legal help and fair treatment in the justice system that respects your rights.

Our approach to equality is based on the following seven key principles:

- 1. All learners are of equal value.** Whether or not they are disabled, their ethnicity, culture, national origin or national status, their gender and gender identity, their religious or non-religious affiliation or faith background and their sexual orientation.
- 2. We recognise, respect and value difference and understand that diversity is a strength.** Therefore, we take account of differences and strive to remove barriers and disadvantages that people may face concerning disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength that should be respected and celebrated by all who learn, teach and visit here.

3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and feel that they are respected and can participate fully in school life.
5. **We observe good equalities practise for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion and continuing professional development
6. **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve their highest potential
7. **We work to raise standards for all pupils, but especially for the most vulnerable.** This is because we believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on specific characteristics (protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy, or maternity.

Age, marriage, and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties set out in the Equality Act 2010 (Specific Duties Regulations 2011).

The **Public Sector Equality Duty** or "general duty"

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#) introduced the Public Sector Equality Duty that protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#) 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.](#)

This policy describes how the school meets these statutory duties and aligns with national guidance. It includes information about how the school complies with the Public Sector Equality Duty and provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations
Appendix 2 shows the school's Equality Objectives for 2022 -26

Development of the policy This policy was developed in consultation with pupils, staff, governors, parents, and carers. It is part of our commitment to promoting equality and providing an inclusive school. We took account of the DfE guidance on the Equality Act 2010.

We note that OFSTED has a statutory duty to report on the outcomes and provisions for pupils who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, there are also references in the behaviour, Admissions, SEN and Antibullying policies.

The Equality Act also applies to schools in their role as employers, and how we comply with this is found in our recruitment policy.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equality and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

The governing body ensures that the school complies with legislation and that this policy and its related procedures and action plans are implemented. A governing body member has a watching brief regarding implementing this policy:

- 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 four years.
- Delegate responsibility for monitoring the achievement of the objectives daily to the Headteacher.

The equality link governor is **TBC**.

They will:

- Meet with the designated member 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.

Headteacher and Leadership team

The Headteacher and Leadership team will:

- The Headteacher is responsible for implementing the policy.
- Ensure that all staff are aware of their responsibilities and are given appropriate training and support.
- Promote knowledge and understanding of the equality objectives among staff and pupils.
- Take appropriate action in any cases of unlawful discrimination.
- Monitor success in achieving the objectives and report back to governors.

A senior staff member is responsible for co-coordinating the policy's implementation and monitoring outcomes. The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the equality link governor every 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 for this document and work to achieve the objectives in section 8.

Teaching and Support Staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the school's principles, for example, providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. In addition, we will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year. Staff will receive a certificate of attendance.

Visitors

Visitors to the school are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters to enable them to do this.

Actions

What we are doing to eliminate discrimination, harassment and victimisation

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

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

The school has a designated staff member who monitors equality issues and an equality link governor. They regularly liaise regarding issues and make senior leaders and governors aware of them.

We take account of equality issues concerning admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children from being disadvantaged compared to their non-disabled peers.

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

We ensure that those affected by a policy or activity are consulted and involved in designing new policies and reviewing existing ones.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school. Accordingly, we record each specific equality consideration, available for review if required.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

Behaviour, Exclusions and Attendance

The school policy on behaviour - rewards, sanctions and exclusions - takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice-based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs

- Prejudices around race, religion or belief, for example, Anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

What we are doing to advance equality of opportunity between different groups

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 (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:
- Publish 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 (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

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

- Know the needs of our school population very well and collect and analyse data to inform our planning and identify targets to achieve improvements.
- Have procedures working in partnership with parents and carers to identify children who have a disability through our pupil admissions meetings.
- Collect data and monitor the progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and publish data:

- On the school population by gender and ethnicity;
- On the % of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- By year group – in terms of ethnicity, gender and proficiency in English;
- On inequalities of outcome and participation related to ethnicity, gender and disability and proficiency in English

We also collect, analyse and use data about attendance and exclusions of different groups.

- We avoid language that runs the risk of placing a ceiling on pupils' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensure we meet the needs of all pupils.
- We provide support to pupils at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language on matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys

We ensure equal access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We also have a Disability Accessibility Plan designed to:

- Increase the extent to which pupils with a disability can participate in the curriculum.
- Improve the physical environment and enhance the availability of accessible information to disabled pupils.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching RE, citizenship, and personal, social, health and economic (PSHE) education. In addition, we teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- 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 pupils from various 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 provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, and whole school events, e.g. Black History Month, Jeans for Genes day.
- We hold assemblies that deal with relevant issues and also invite external speakers to contribute.

Other ways we address equality issues

- We maintain records of all training relating to Equalities.
- Our monitoring records include evaluations of aspects of Equalities.
- We keep minutes of meetings where equality issues are discussed.
- In addition, we have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and wellbeing of our pupils.

The implications for equalities of new policies and practices are considered before they are introduced.

To ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings.
- Secure and analyse responses from staff surveys, staff meetings and training events.
- Review feedback and responses from the children and groups of children, from the school council, PSHE lessons, and whole school surveys on children's attitudes toward self and school.
- Analyse issues raised in Annual Reviews or reviews of progress on Education Health and Care Plans (EHCP)/Personalised Provision Maps, mentoring and support.
- Ensure that we secure responses and feedback at Governing Body meetings and the governing body's working groups.

Publishing Equality Objectives (see Equality Action Plan/ School Development Plan)

The objectives we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and 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 how much we **achieve improved outcomes** for the different groups. In addition, we produce Equality data Analysis which informs our discussions about the Equality Objectives.

Monitoring and reviewing objectives

- The Headteacher will review and update the equality information at least every two years and report to the governing body on progress towards achieving them.
- The standards committee will review this document after Headteacher has updated it at least every 4 years.

- We publish an evaluation of the success in meeting these objectives for parents and carers on the school website.
- The full governing body will ratify this document.

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
- It 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.

Equality objectives

Objective 1

- Improve the provision and achievement for identified groups of pupils to close any gaps between them and their peers: Disadvantaged, SEND and any other group identified as with a protected characteristic.

Why we have chosen this objective:

To ensure no specific group falls behind academically and make good achievement and progress.

To achieve this objective, we plan to:

- To teach a diverse and inclusive curriculum across the school, where we make provision for all abilities

The progress we are making towards this objective:

- All lessons and activities are differentiated to make it accessible to all pupils.

Objective 2

- Ensuring the school's Christian vision and core values are at the heart of our activities and that the curriculum reflects our inclusive ethos, which recognises diversity as a strength of the school

Why we have chosen this objective: To promote and embed the

Christian vision which underpins our aspiration to provide the highest educational standards possible to realise the potential of all our children

To achieve this objective, we plan to:

- Revisit the vision regularly throughout the year with staff and governors.
- During INSET days and staff training staff have the opportunity to discuss the school's Christian vision and how it shapes the life of the school.

The progress we are making towards this objective:

- We teach a diverse curriculum and ensure that our reading lists in the school reflect all ethnicities.
- The school vision underpins the curriculum and policies.

Objective 3

- Develop an effective mental health and wellbeing strategy so that pupils are resilient and to support good mental health and wellbeing.
- Review the use of SEND and pupil premium resources to provide support for children with mental health difficulties.

Why we have chosen this objective:

To embed the mental well-being strategies within the school to provide effective support for all our children and staff.

To achieve this objective, we plan to:

- Implement the Mental Health and wellbeing action plan.
- Continue to have specific sessions with all pupils giving them the opportunity to talk about their feeling and mental health.
- Session with all staff promoting good mental health practice and relevant advice and resource.
- Have an open-door policy.

The progress we are making towards this objective:

- We have a trained Mental health lead in the school
- The mental health practice has been implemented and embedded.

Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Behaviour policy
- Antibullying policy
- Safeguarding and Child Protection

Key contacts

Staff responsible for equalities: Asarena Simon

Lead governor : TBC

Equal Opportunities for staff

This section deals with aspects of equal opportunities relating to staff. We are committed to implementing equal opportunities principles and monitoring and actively promoting equality in all aspects of staffing and employment.

- All staff appointments and promotions are made based on merit and ability and in compliance with the law.
- We are also concerned with ensuring that the school's staffing reflects our community's diversity wherever possible.
- As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practices of all staff, pupils and parents and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Disseminating the policy

This Equality Policy and the Equality Objectives are available on the school website as paper copies in the school office.

We ensure that the school community knows about the policy and objectives through the school newsletter, assemblies, staff meetings and other communications.

We publish copies of relevant policies and guidance on the school's website, including those on behaviour, antibullying and special educational needs.

Complaints

Complaints arising from the operation of this policy will be dealt with in line with the school's complaints procedure.

Hackney Education has adopted this policy from the Hackney Local Authority policy to advise its schools.

Hackney Education acknowledges the Hackney Local Authority's copyright in the document and has sought permission for all changes relating to Hackney Schools contained in this document.

APPENDIX ONE

Checklist for school staff and governors

- The school collects information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides.
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, pupils and other stakeholders.
- The school publishes information to demonstrate purposeful action on the general duties.
- The school analyses Pupil achievement in terms of progress and standards for different groups and takes action when their trends or patterns indicate a need.
- The school sets Equality Objectives to improve outcomes for vulnerable pupils and monitors progress in reaching these objectives.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The school ensures that all staff understand and implement the key requirements of the Equality Policy.
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all pupils to understand and celebrate diversity and difference.
- All groups of pupils are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council.
- The school monitors bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.
- Visual displays and multi-media resources reflect the diversity of the school community.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies.
- The school takes part in annual events such as Black History Month, Deaf Awareness Week, No Pens Day, One World Week etc. to raise awareness of issues around race, disability and gender.
- The school environment is increasingly accessible possible to pupils, staff and visitors to the school – including the acoustic environment.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered.
- The accessibility needs of parents, pupils and staff are considered in the publishing and sending out of information.
- The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.

APPENDIX TWO

EQUALITY ACTION PLAN (including accessibility plan)

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible	Time Frames	Progress commentary
Eliminate discrimination, harassment and victimisation						
Advance equality of opportunity between different groups						
Foster good relations between different groups						
<i>It might also be useful to include plans for accessibility</i>						
Accessibility - premises						

This Equality Plan sets out the Equalities Objectives and is referenced in our school development plan