

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



## Equality Policy & Objectives

Head Teacher	N. Pallister
Chair of Governors	A. Harris
Reviewed	July 2026
Next Review	July 2027

*Shining Bright Together As One Family*

## **Contents:**

1. St. John's Christian Vision and Values
2. Statement of Intent
3. Legal Framework
4. Roles and Responsibilities
5. Protected Characteristics
6. Sex
7. Race and Ethnicity
8. Disability
9. Religion & Belief
10. Sexual Orientation
11. Gender Reassignment
12. Pregnancy and Maternity
13. Looked After Children (CLA)
14. The Curriculum
15. Promoting Inclusion
16. The Public Sector Equality Duty Objectives
17. Bullying and Discrimination
18. Staff Training
19. Monitoring and Review

# 1. St. John's Christian Vision and Values

We have high aspirations and expectations for all our pupils, aiming to provide a safe and secure environment in which everyone can flourish and grow as God's children. Working together with parents and carers, we are building strong relationships, enabling us to 'Shine Bright Together as One Family.'

This reflects our Christian vision and associated values, where every member of our school community – pupils, parents, staff and governors – has a role to play in ensuring every person thrives. Our vision is based on the words of Jesus written in Matthew chapter 5 verse 16:

“In the same way, let your light shine before others,  
that they may see your good deeds and glorify your Father who is in heaven.”

The desire at St. John's is for every person to shine their own light brightly, whether it be through academic ability, sport, music, art or personal interest outside of school. Everyone is important and special: a unique masterpiece in the eyes of God.

We also feel it is important that we are never truly alone. At St. John's, we stand together with each other, supporting and helping, celebrating and comforting. We are one school, church and community family, doing life together.

The four key Christian values which are particularly important in the life of our school:

- Forgiveness
- Friendship
- Respect
- Perseverance

## 2. Statement of Intent

St. John's CE Primary School understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

### 3. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:
  - DfE (2014) 'The Equality Act and schools'
  - DfE (2018) 'Promoting the education of looked after children and previously looked after children'
  - DfE (2018) 'Gender separation in mixed schools'
  - DfE (2018) 'Equality Act 2010: advice for schools'
  - DfE (2018) 'Mental health and wellbeing provision in schools'
- This policy operates in conjunction with the following school policies:
  - Special Educational Needs and Disabilities (SEND) Policy
  - Supporting Pupils with Medical Conditions Policy
  - Attendance and Absence Policy
  - Relationships and Sex Education Policy
  - School Uniform Policy
  - Admissions Policy
  - LAC Policy
  - Anti-bullying Policy: Pupils
  - Child Protection and Safeguarding Policy
  - Complaints Procedures Policy

### 4. Roles and Responsibilities

The Governing Body will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
  - Admissions.
  - The way the school provides and education for pupils.
  - How pupils are provided with access to benefits, facilities and services.
  - The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the Headteacher.

The Headteacher will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.

Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to
- deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining
- to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause
- offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.

## 5. Protected Characteristics

We will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or
- behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

We will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

We will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

## 6. Sex

For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. We understand some pupils identify as a gender different to the one they were assigned at birth, and we will support pupils through their transitioning phases.

We will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Pupils will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all pupils will be allowed to choose which skills they learn.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but we will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender

they identify with.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

## **7. Race and Ethnicity**

We will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.

We will ensure pupils with EAL are treated equally and fairly, while ensuring they are supported at all times.

We will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

We may, however, take positive action, e.g. organising open days for pupils and families of a specific race that is under-represented, to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

## **8. Disability**

We will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

We will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will ensure that we do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

We will meet our duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

The school adheres to our Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

We will ensure that any medical conditions related to a pupil with a protected characteristic is fully supported in line with our Supporting Pupils with Medical Conditions Policy.

## 9. Religion and Belief

We will ensure that pupils are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.

We will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

## 10. Sexual Orientation

We will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.

We will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. We will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with our Relationships and Sex Education Policy.

We will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

We will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity. We will ensure that there is a designated safe space within our school where pupils can discuss issues of sexual orientation without fear of discrimination.

## 11. Gender Reassignment

We will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. We will regularly check our school practices to ensure that they are fair in this regard. We recognise that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

We will make reasonable adjustments to accommodate absence requests for treatment and support of trans pupils by external sources, e.g. charities such as Stonewall. Any such absences will be recorded accurately and sensitively by the SENCO to ensure the privacy of the pupil.

Pupils have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our School Uniform Policy.

We will ensure that there are suitable toilet and changing facilities for pupils to use, including:

- Unisex/gender-neutral toilets and changing facilities.
- Gender-specific toilets and changing facilities.
- Private changing facilities.

The facilities will be made available to all pupils and pupils can use the facility they feel most comfortable in, e.g. if a trans pupil wished to use a private changing room.

We will support trans pupils to feel comfortable and ensure they can celebrate their identity. We will ensure that there is a designated safe space within our school where trans pupils can discuss issues of gender without fear of discrimination. The school abides by our LGBTQ+ Policy containing further information addressing equal opportunities for trans pupils.

## **12. Pregnancy and Maternity**

We will ensure that pupils are not singled out or treated less favourably because they become pregnant, have recently given birth, have children or are breastfeeding.

We will make reasonable adjustments to accommodate absence requests for the treatment and support of pupils who are pregnant or have just given birth.

To ensure all school-age parents and pregnant pupils are properly supported and the school can fulfil its duty of care, the school has a Supporting Pregnant Pupils and School Age Parents Policy.

## **13. Looked After Children (CLA)**

CLA and previously CLA (PCLA) will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

We will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan (PEP) will be created and implemented for all CLA and PCLA, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

We will ensure that any SEND that CLA and CPLA have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan. The school adheres to our CLA Policy containing further information addressing equal opportunities for CLA.

## **14. The Curriculum**

We believe that pupils should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a pupil may have. We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

The observation of inclusive teaching strategies is a key aspect of the SLT's annual programme of monitoring.

## **15. Promoting Inclusion**

We will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our Governing Body and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are

- continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

## 16. The Public Sector Equality Duty Objectives

We will meet our duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in section 5.
- Equality objectives (at least every four years) outlining how we may further equality in our school.

There are some protected characteristics where statistical data is less likely to be readily available, and pupils will not be pressured into providing information related to any characteristic which they may identify with.

We in St. John's C of E (Aided) Primary School are committed to equality. We aim for every pupil to fulfil their potential no matter what their background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities and school trips and residential.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the school's provisions are:

- Disability

- Gender Reassignment (Gender Identity)
- Pregnancy and Maternity
- Race (Ethnicity)
- Religion or Belief
- Sex
- Sexual Orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnership are NOT protected characteristics for the school's provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of 'due regard'

- **awareness** – all staff know and understand what the law requires
- **timeliness** – implications considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record-keeping** – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information
- ✓ publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

### **Equality Information (Last updated 17/07/2026):**

This Equality Information is a summary pupil profile of the school. The information for pupils is collected via data collection sheets completed by parents/carers.

We maintain confidentiality and work to data protection principles. We publish information in a way so that **no pupil** can be identified.

### **Staff Equality Profile:**

Our school employs less than 150 staff members and therefore is not required to publish staff data. The school uses any data collected about its staff demographic in order to inform policies, decisions and the objectives detailed on this document.

### **Pupil Equality Profile:**

Age	We have pupils aged from 3 to 11 years old in our school.
-----	---

Disability - A person is disabled under the Equality Act 2010 definition if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.	Our numbers are so small it would not be appropriate to publish this information We ensure reasonable adjustments are made where appropriate.
EAL (English as an Additional Language)	2.4% EAL The languages spoken within our pupil profile are: English, Polish, Luganda
Gender Reassignment (Gender Identity)	We are an inclusive school community and support any pupil exploring their gender identity.
Pregnancy and Maternity	We comply with our equality duty and have planned to deliver education on site if required or offer a place at the Young Parent Group coordinated within the SEND & Inclusion Service.
Pupil Premium <i>(Although this isn't a protected characteristic under the Equality Act, our school feel it is an important aspect of our school profile)</i>	(Reception to Y6) 57.7% pupils eligible for Pupil Premium
Race (Ethnicity)	Our pupil profile comprises: White British, Any Other Black Background, Any Other Mixed Background, Any Other White Background, Black African, White & Black African
Religion and Belief	Our pupil profile comprises: Christian, Muslim, No religion
SEND	(Reception to Y6) 23.6% pupils identified by school with a Special Educational Need 3.5% Education Health and Care Plan (EHCP)
Sex (Gender)	100% pupils gave information 53.4% female 46.6% male
Sexual Orientation	Our school community is inclusive of all pupils regardless of their sexual orientation.

**We will update our equality information at least annually and publish on the school website. This information is used to help inform our equality objectives.**

### **Equality Objectives 2026 – 2027**

These are included in our School Improvement Plan and will be reviewed annually in line with our school improvement planning process.

Our equality objectives are:

#### **Objective 1: Promote inclusion and equal access**

Ensure that all pupils, regardless of background, ability, religion, gender, ethnicity or need, have equal access to high-quality teaching, learning, and school experiences.

#### **Actions:**

- Monitor attainment and progress data for all pupil groups (e.g. SEND, disadvantaged, EAL).
- Provide targeted support and intervention where gaps are identified.
- Ensure school trips, clubs, and enrichment opportunities are accessible to all.

#### **Objective 2: Close achievement gaps**

Reduce disparities in attainment and progress between different groups of pupils.

**Actions:**

- Use assessment data to identify gaps (e.g. disadvantaged vs non-disadvantaged pupils).
- Implement evidence-based interventions.
- Regularly review the impact of provision and adapt strategies.

**Objective 3: Promote respect, diversity and Christian values**

Develop pupils' understanding of diversity, equality, and mutual respect through the school's Christian vision and values.

**Actions:**

- Embed teachings about equality and diversity within RE, PSHE, and the wider curriculum.
- Celebrate a range of cultures, faiths, and backgrounds.
- Promote fundamental British Values, dignity, respect, and compassion through collective worship and within the curriculum.

We will update our equality objectives every four years and publish them on our school website.

## **17. Bullying and Discrimination**

Our Anti-bullying Policy: Pupils will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

It is the responsibility of the Headteacher to decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in our Complaints Procedures Policy.

## **18. Staff Training**

New staff will receive relevant training on the provisions of this policy during their induction. Whole-school staff training will be delivered in-house.

Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day, Pride, and International Women's Day.

## **19. Monitoring and Review**

This policy and objectives will be reviewed by the Headteacher and Governing Body annually and updated where appropriate – any amendments will be duly communicated to staff.