

Our School Vision

Our vision is: “to be a school where every child is valued as a unique individual created in the image of God, where everyone has equal opportunities and where teaching and learning are of a consistent high standard.”

Summary of our school vision: ‘Every Child, Every Opportunity, Every Day’

**We aim to provide the foundation on which children can grow, enabling them to move on to the next stage of their lives, confident that, in the words of St. Paul:
“I can do all things through Christ who strengthens me” Philippians 4:13**

Introduction

At St John’s Highbury Vale CE Primary School, we are fully committed to encouraging equality and diversity among our community and stakeholders - Governors, Staff, Pupils, Parents and Carers. This policy will encourage all stakeholders to challenge inappropriate behaviour and processes in order to ensure equality for all.

As a school we are committed to eliminating discrimination and promoting equality and diversity through policies, practices and procedures.

An understanding of the nine protected characteristics is an essential starting point:

- Disability
- Gender Reassignment
- Marriage or Civil Partnership
- Pregnancy or Maternity
- Race
- Religion or belief
- Sexual orientation
- Sex (gender)
- Age

Actively eliminating discrimination, whether direct or indirect, by ensuring that all staff are aware of the protected characteristics is of paramount importance to our school both as a place of work for adults and as a forum to facilitate change in the minds of our children for their future.

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 Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers

- Looked after children
- Other vulnerable groups

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](#).

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.

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

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff recruitment, retention and development.
- We aim to reduce and remove inequalities and barriers that already exist.
- We have the highest expectations of all our children.

3. 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, 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 4 years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive headteacher and Head of School

The equality link governor will:

- Meet with the designated member of staff for equality once a term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Executive Headteacher & Head of School will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the Executive Headteacher & Head of School in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor termly to raise and discuss any issues
- Support the Executive Headteacher & Head of School in identifying any staff training needs, and deliver training as necessary

All school staff including volunteers and students are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

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

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

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

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people 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 and or staff 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 events and activities)

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

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. 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
- 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.

8. Equality objectives

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July, and report on this to the staffing and pay sub-committee of the governing board. Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

Why we have chosen this objective:

We wish to ensure that all stakeholders are aware of our equality and diversity objectives and how they are at the heart of our recruitment, training, provision and education.

Progress towards this objective

Objective 2

To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

Why we have chosen this objective:

We are aware that the demographics of the school have changed over the past few years and we wish to make sure that all children and families feel included and engaged in school life and learning. We wish to make sure that all children and families are represented in the resources we use in school.

Progress towards this objective

Objective 3

To monitor and analyse pupil achievement by race, gender and special educational need or disability and act on any trends or patterns in the data that require additional support for pupils.

Why we have chosen this objective:

We want to ensure that all children have equal opportunities. By monitoring data we can track achievement, ensuring that all children are supported to achieve national expectations where possible. From the data, we can identify specific training needs for our staff as well as interventions we may need to introduce.

Progress towards this objective

Objective 4

Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.

Why we have chosen this objective:

Having a diverse curriculum will help develop tolerance and a greater sense of security. It will also help students learn about other languages and cultures, encouraging them to be interculturally sensitive. This will help each individual pupil to feel respected as an

individual and to respect one another. It will promote a feeling of mutual respect. The aim is to create a classroom/ school environment where all students can thrive together and understand that individual characteristics make people unique and not 'different' in a negative way.
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Progress towards this objective

Objective 5

We will make sure our evidence is robust, impartial and enables understanding of the different needs and experiences of protected characteristic groups.
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Why we have chosen this objective: Our fifth equality objective focuses on the evidence we use to achieve our strategic priorities and on encouraging others to collect and use data to make evidence-based decisions to protect and promote equality for all.

Progress towards this objective

9. Monitoring arrangements

The Executive Headteacher & Head of School will update the equality information we publish every year.

This document will be reviewed by the Board of Governors every 4 years.

This document will be approved by Board of Governors.

10. Links with other policies

This document links to the following policies:

Accessibility plan

Risk assessment