



St. John's C of E Primary School



EQUALITIES INFORMATION

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The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our School has considered how well we currently achieve these aims with regard to the eight protected equality groups: race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief and sexual orientation.

In compiling this equality information, we have:

- Identified evidence already within policies and practice and identified gaps.
- Examined how we engage with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

1 Summary of our Equalities evidence

We have an inclusive culture.

- **In relation to RACE, the evidence we hold tells us:**
 - *We maintain an electronic copy on CPOMS of details of bullying and racist incidents.*
 - *We submit any incidents to county through our census collection.*
 - *We hold staffing files of race based on the PI (Personal Information) forms completed by applicant.*

- **In relation to DISABILITY, the evidence we hold tells us:**
 - *Our data (from Ofsted, SIMS, Target Tracker) over time shows that our Special Educational Needs and Disability (SEND) pupils generally achieve below expectations in relation to the national picture.*
 - *We have excellent relationships with other agencies.*
 - *The evidence we hold, shows us we have no known staff disabilities.*

- **In relation to SEX, the evidence we hold tells us:**
 - *We maintain separate tracking data by sex and identify concerns.*
 - *We ensure that, all activities are open to both sexes.*
 - *We employ both male and female staff and, although we currently have a very low number of male staff, we try hard to promote male role models in school.*

- **In relation to GENDER REASSIGNMENT, the evidence we hold tells us:**
 - *Not applicable at present*

- **In relation to PREGNACY and MATERNITY, the evidence we hold tells us:**
 - *Not applicable for primary age pupils.*
 - *We have a very good provision for expectant parents which includes risk assessments and monitoring programmes.*

- **In relation to AGE, the evidence we hold tells us:**
 - *We have a broad age range across the staff, governors and volunteers.*

- **In relation to RELIGION and BELIEF, the evidence we hold tells us:**
 - *As a church school we are an inclusive school and help children to learn about a wide variety of cultures and world religions and beliefs.*

- **In relation to SEXUAL ORIENTATION, the evidence we hold tells us:**
 - *Not applicable at present*

2 Summary of how we currently engage with protected groups

We have inclusive school core values and vision and mission statements.

- **In relation to RACE, the evidence we hold tells us:**
 - *We have a clear Positive Behaviour Policy in place for pupils.*
 - *Race is discussed throughout the whole curriculum and in particular through Social Moral Spiritual Cultural (SMSC) and Relationship Sex Health Education (RSHE) provision and through promoting British Values.*
 - *English as Additional language (EAL) registers are held with assessment data.*
 - *Initial parental consultations are held with parents that record their child as EAL to ensure appropriate actions are taken.*
 - *We have a Code of Conduct for staff, governors, pupils and parent/carers.*

- **In relation to DISABILITY, the evidence we hold tells us:**
 - *We have an Inclusion Policy and an ethos of inclusion.*
 - *Our Learning Support Assistant (LSA) support allows children to work alongside their peers.*

- **In relation to SEX, the evidence we hold tells us:**
 - *We treat both sexes equally.*
 - *Our recruitment process and activities are open to all.*
 - *We have an Equal Opportunities Policy and have equal expectations.*

- **In relation to GENDER REASSIGNMENT, the evidence we hold tells us:**
 - *Individuals would need to declare themselves and we would work together as appropriate.*
 - *We avoid gender stereotyping*

- **In relation to PREGNACY and MATERNITY, the evidence we hold tells us:**
 - *We have risk assessments in place and support through good communication and assessment.*

- **In relation to AGE, the evidence we hold tells us:**
 - *We have good knowledge of current legislation, which is implemented within school policies.*
 - *We show patience and understanding across the age range.*

- **In relation to RELIGION and BELIEF, the evidence we hold tells us:**
 - *We help children learn about religions, beliefs and world views through collective worship and Religious Education (RE) lessons.*
 - *We promote and show respect for others and their beliefs.*
 - *Our Recruitment Policy is inclusive.*

- **In relation to SEXUAL ORIENTATION, the evidence we hold tells us:**
 - *We would support regardless of sexual orientation.*

3 Summary of our equality analysis (i.e. how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)

- **In relation to RACE, the evidence we hold tells us:**
 - *All staff and pupils have equal opportunities.*
 - *We need to continue to ensure we are pro-active in promoting all races in our school, with its high proportion of white British pupils and staff.*

- **In relation to DISABILITY, the evidence we hold tells us:**
 - *All staff and pupils have equal opportunities.* ○ *SEND provision is excellent and is reviewed constantly to ensure children make progress.*
 - *Our School ethos, SEND Coordinator and LSA support is excellent.*

- **In relation to SEX, the evidence we hold tells us:**
 - *To work towards diminishing any differences in achievement and attainment.*
 - *To continue to promote male role models within the school.*

- **In relation to GENDER REASSIGNMENT, the evidence we hold tells us:**
 - *General strategies of support would apply if required.*

- **In relation to PREGNACY and MATERNITY, the evidence we hold tells us:**
 - *We have systems in place to support as required.*

- **In relation to AGE, the evidence we hold tells us:**
 - *Good provision with direction through policies.*
 - *All employees and visitors are treated with patience and understanding.*

- **In relation to RELIGION and BELIEF, the evidence we hold tells us:**
 - *All religions and beliefs are welcomed and accommodated through learning and our school ethos.*

- **In relation to SEXUAL ORIENTATION, the evidence we hold tells us:**
 - *We would support regardless of sexual orientation.*



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EQUALITIES OBJECTIVES AND ACTION PLAN

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions	Annual Red/ Amber/ Green rating
To continue to ensure we are proactive in promoting all races in our school, with its high proportion of white British pupils and staff.	Race	All stakeholders feel included and not discriminated against in any way. Children have a better understanding of different cultures within our world.	RE subject coordinator. Staff Governors	To continually look for opportunities to promote all races. To embed resources such as Picture News into Collective Worship. Ongoing annually.	Green
To work towards diminishing any differences in achievement and attainment.	Sex	Data trends show consistently less of a difference.	Assessment coordinator. Staff	Data tracking termly. Ongoing termly	Amber
To continue to promote male role models within the school.	Sex	Visitors are welcomed on a regular basis into the school for various roles.	Headteacher	Identify opportunities within the curriculum. Headteacher and Deputy Headteacher presence and involvement - Ongoing	Green
To work towards SEND pupils making the same rate of progress as Non-SEND pupils	Disability	Data trends show no consistent difference in progress.	SENCo Assessment coordinator Staff	Data tracking termly, Individual Programmes for Vulnerable Groups On going	Green
To monitor staff race and disability	Race / Disability	All staff feel included and not discriminated against in any way	Headteacher	Governor annual HR audit	Green
To monitor the inclusive culture of the school.	All	Fully integrated community External reports – Ofsted 2023	Headteacher	To invite regular external feedback	Amber
To determine the social progress of pupils.	All	Social progress assessment	Headteacher	To determine what we are doing to create social development and identify any barrier with respect to the protected characteristics.	Green