

St John's C of E VA First School

Equality Information & Objectives



'Together we will give our children the roots to grow and the wings to fly.'

This document/policy should be taken as part of St. John's C. of E. First School's overall strategy and is implemented within the context of our vision of Government aims and our values as a Church of England School.

Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
	26.01.2026	Teresa Gilbert Nicole Simenton	December 2026

Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Mr Jack Hill	JACK HILL	26.01.2026
Head Teacher	Teresa Gilbert (0.6) Nicole Simenton (0.4)	TERESA GILBERT NICOLE SIMENTON	26.01.2026

Details of Document/Policy Updates

Date	Details
26.01.2026	Policy updated and new objectives set.

Equality Statement

St John's C of E VA First School is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, or socio-economic background. We aim to foster a culture of inclusion and diversity in which all those connected to the school feel proud of their own unique identity and able to participate fully in school life.

We are committed to the principle and practice of equality of opportunity. In doing so we are guided by the following key principles:

1. All our learners, parents/carers, governors and staff are of equal value whatever their ethnicity, culture, economic background, national origin or status, gender and gender identity, sexual orientation, faith, religious or non-religious affiliation, or disability;
2. We recognise, respect and value difference. We understand that diversity is a strength to be celebrated and respected, and recognise that treating people equally does not necessarily involve treating them all the same, as different people have different needs;
3. We actively promote positive attitudes, mutual respect and positive relationships between individuals, groups and our community and strive to remove barriers and disadvantage that individuals may face in relation to their background, disability ethnicity, gender or gender identity, religion, belief or faith, or sexual orientation.
4. We actively promote a shared sense of belonging within our school community and our wider community to ensure that everyone feels respected and able to participate fully in school life.
5. We observe good equalities practice for our staff including in relation to (but not limited to) recruitment, retention, promotion and development;
6. We have high expectations for all of our learners both in relation to their learning and behaviour. We seek to raise standards for all of our learners but especially the most vulnerable;
7. We actively work to reduce and remove inequalities and barriers that already exist;

Our Aims

Pursuant to our duty under the 2010 Equality Act and to meet our obligations under the Public Sector Equality Duty we aim to:

- eliminate unlawful discrimination, harassment and victimisation prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and,
- foster good relations across all characteristics including between people who share a protected characteristic and those who do not;

Legislation & Guidance

This document meets the requirements under:

The Equality Act 2010

The Equality Act 2010 (Specific Duties) Regulations 2011

Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Roles and responsibilities

Governors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school community, 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
- Monitor equality issues and how they are addressed

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identify staff training needs and deliver training, as required

Staff will:

- Have regard to this policy
- Work individually and/or collectively towards the school's equality objectives

Eliminating Discrimination

The school recognises and observes its obligations under the Equality Act 2010 and complies with all non-discrimination provisions. Where appropriate, our policies include reference to the importance of avoiding discrimination.

Our inclusivity and desire to eliminate discrimination is reflected in the school's Mission Statement. This sets out our intent that the school community will work together to enable our learners to flourish as respectful,

confident and aspirational citizens who seek to positively contribute to the school community, local community and the world beyond. It highlights the importance of hope, wisdom, friendship, and respect.

We develop our learners understanding and appreciation of equality and diversity, in both the school and wider British society through PSHE, RE and collective worship. We strive to ensure our pupils consider, value and celebrate diversity and different cultural inheritances, and to have care and empathy for others both within the school and the wider local, national and international community.

Advancing Equality of Opportunity

We strive to:

- Remove or minimise disadvantages suffered by individuals who may share a particular characteristic, for example a disability or English as an additional language
- Take action to meet the needs individuals who may share a particular characteristic
- Encourage individuals with a particular characteristic to participate fully in the full range of school activities including after school clubs
- Listen to the views and opinions of others and to take appropriate action in response
- Identify any issues which have the potential to affect members of the school community
- Monitor and consider the progress of all learners but particularly those with special characteristics including (but not limited to) children who receive free school meals, gender, gender identity, special educational needs and/or disability, English as an additional language, vulnerable children, children from the traveller community
- Put strategies in place within and outside of the classroom to ensure that all learners achieve their best

Fostering Good Relations

We seek to foster good relations between those who share a protected characteristic and those who do not share it. We do this by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum including through but not limited to PSHE and Relationships Education, RE and Collective Worship
- Participation in local and national events and fundraisers, for example Frome Kindness Festival, Remembrance Events, Comic Relief, Children in Need
- Providing the opportunity for all children to participate in school activities, school trips and after school clubs
- Working with the school community including listening to parents of children from a wide range of backgrounds

Equality in Decision Making

We ensure that we give full and proper consideration to matters of equality in our decision making. In particular we give consideration to the potential impact of significant decisions on particular groups. Factors taken into consideration include, but are not limited to, accessibility for physically disabled individuals, religious holidays and events across all faiths and religions, socio-economic factors.

Our Objectives

1 – To promote cultural understanding and awareness of different ethnic groups within our school and local community.

2 – To reduce the gap in attainment between pupils in receipt of Free School Meal funding (Pupil Premium) and their non-Pupil Premium peers.

Gap in data 2025 for the phonics screening check was 32%

Gap in data 2025 for the Multiplication Times-tables Check was 8% (achieving a score of 20 and above)

3 – To improve attendance of all students; reducing persistent absenteeism for pupils who are in receipt of Free School Meal funding (Pupil Premium).

Monitoring Arrangements

The Headteacher in consultation with senior staff and the governing board will update the equality information we publish annually.

This document will be reviewed and, if appropriate, revised by the Governing Board at least every 4 years, but sooner if appropriate.

Links with Key Policies

Behaviour and Relationships for Learning Policy
Safeguarding and Child Protection Policy
SEND Policy