



Equality Policy (including the Public Sector Equality Duty – PSED)

1 Introduction

At St John's we are Loved by God - Learning with Jesus - Living by the Spirit. We believe that all should feel welcomed, valued and nurtured as part of our community. This inclusion is essential as preparation for our children so they can make a positive contribution to life in the multi-cultural, multi-faceted world in which we live. Hospitality, inclusion and reverence for all are part of the core values which underpins all our work and practice and is central to our Christian ethos.

Our school aims to provide an environment where all feel valued and free from discrimination, reflecting the world in all its rich diversity. We are committed to promoting the understanding of the principles and practices of equality - treating all those associated with our school as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively promote an anti-bullying stance which includes making explicit the unacceptability of racist, disabledist and homophobic remarks.

2 Equality Act

The Equality Act 2010 replaced nine major Acts of Parliament, as well as almost a hundred sets of regulations, dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. St. John's CEVA Primary School is committed to meeting the three aims of the general duty of the Equality Act 2010 and recognises that the Act covers all aspects of the school's work and establishes nine strands or 'protected characteristics' related to:

- Age
- Disability
- Ethnicity and race
- Gender
- Gender identity and transgender
- Marriage and civil partnership
- Pregnancy, maternity and breastfeeding
- Religion and belief
- Sexual identity and orientation

St. John's CEVA Primary School acknowledges that the Equality Act comprises of a general duty and specific duties. However, there are also exceptions that apply to all schools of a religious character such as ours.

3 Exceptions to the Equality Act 2010

Our school has certain exceptions to the religion or belief provisions which allows us to discriminate because of religion or belief in relation to admissions and in access to any benefit, facility or service.

3.1 Admissions – see Admissions Policy

Our school may lawfully give priority to Christian pupils when choosing between applicants for admission. However, the Admissions Code will not allow us to refuse to accept pupils of another or no religion unless the school is oversubscribed.

3.2 Benefits facilities and services

Our school has exceptions for how we provide education to pupils and in the way they allow access to other aspects of school life which are not necessarily part of the curriculum.

For example:

- Our school is not discriminating unlawfully if it organises visits for pupils to sites of particular interest, such as a cathedral, but does not arrange trips to sites of significance to the faiths of other pupils.
- A child of a different faith could not claim, for example, that they were being treated less favourably because objects symbolic of our school's faith, such as the Bible, were given a special status in the school.

3.3 Curriculum

The content of the school curriculum has never been adversely affected by discrimination law, and this Act now states explicitly that it is excluded. However, the way in which our school provides education – the delivery of the curriculum – is explicitly included.

3.4 Acts of worship – see Collective Worship Policy

There is a general exception, which applies to all schools, to the religion or belief provisions which allows all schools to have acts of worship or other forms of collective religious observance. This means the daily act of collective worship, which for maintained schools is mandatory and should be of a broadly Christian nature, is not covered by the religion or belief provisions. The exception means that schools will not be acting unlawfully if they do not provide an equivalent act of worship for other faiths.

Our school is also free to celebrate religious festivals and it cannot be claimed to be discriminating against children of other faiths if, for example, we put on a nativity play at Christmas or hold a celebration to mark other religious festivals.








4 Public Sector Equality Duty - PSED

The general duty (also known as the public sector equality duty - PSED) requires all schools – including other state-funded educational settings and academies – to have due regard to the need to:

1. eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act

2. advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
3. foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to meet the three aims of the general duty, St. John's CEVA Primary School will meet two sets of specific duties:

1. St. John's CEVA Primary School will formally publish their compliance with the duty to have due regard for the three aims of the general duty on their website through this policy.
2. St. John's CEVA Primary School will publish through available RAISEOnline data (or equivalent sources) and make available by request specific and measurable objectives relating to the academic attainment of identified groups of pupils in the school
3. We have a series of policies and procedures in place to support us with this. These include:
 -  Behaviour policy
 -  Child Protection and Safeguarding Policy
 -  Recruitment Policy
 -  RSE Policy
 -  SEND Policy
 -  RE/Collective Policy
 -  Anti-Bullying Policy

Some of these policies are available on the school website. All policies are available from the School office on request.

5 Definition of 'due regard'

St. John's CEVA Primary School recognise that there are six principles established by case law underlying due regard (sometimes known as 'the Brown principles', after the specific case which generated them):

1. **Awareness:** all staff should know and understand what the law requires.
2. **Timeliness:** the implications for equalities of new policies and practices should be considered before they are introduced.
3. **Rigour:** there should be rigorous and open-minded analysis of statistical evidence, and careful attention to the views of the workforce and stakeholders.
4. **Non-delegation:** compliance with the PSED cannot be delegated.
5. **Continuous:** due regard for equalities should be happening all the time.
6. **Record-keeping:** it is good practice to keep documentary records to show that equalities have been considered when decisions are being made.

6 Roles and Responsibilities

6.1 Governors and School Leaders

St. John's CEVA Primary School acknowledges the implications of the duty and will ensure that there are the necessary processes, policies and procedures in place to meet its legal duty.

Having 'due regard' for the 3 aims of the general duty means that our school will ensure there are processes of consultation and engagement where appropriate with people who are affected by decisions made by the school.

St. John's CEVA Primary School also acknowledges its duty to publish information detailing any consultation and engagement and any equality analysis undertaken in complying with the duty.

St. John's CEVA Primary School understands that it is no longer a requirement to develop and publish equality policies & schemes and that there is no requirement to take account of national priorities in formulating school equality objectives

6.2 Teaching Staff

What does 'due regard' look like in the classroom and in the school?

St. John's CEVA Primary School regularly reviews its curriculum provision to ensure that it is broad, balanced and non-stereotypical. In doing so our school tries to ensure that it:

- Takes account of and raises awareness of equality and diversity issues in planning and delivery of the curriculum
- Keeps a record of how and why the school has reached a decision or done something in a particular way, e.g. using progress and attainment data to evidence why pupils have been allocated to certain groups
- Continuously revisits planning and classroom practice to ensure they it is still relevant, appropriate and has a positive impact on the pupils and their learning about the wider world view
- Listens to and involves children and families
- Is vigilant and confident to respond appropriately to prejudice-related incidents when they occur

7 Equality Information and Objectives

7.1 Objective 1: OFSTED Outcome – Quality of Education

"Almost all pupils, including disabled pupils and those with special educational needs, are making good and sustained progress in most subjects over time given their starting points."

The school is a highly reflective organisation and has well embedded systems for continued school self-evaluation and improvement.

In line with national and local objectives the academic progress of specific groups of pupils is tracked carefully to ensure all pupils make good progress, groups include:

- Boys
- Girls
- Pupils with English as an Additional Language
- Pupils in receipt of Free School Meals
- Pupils with Special Educational Needs
- High Achieving Children
- Looked After Children

In addition, the school is committed to ensuring that all children achieve their academic, creative, physical, intellectual and social potential and tracks the progress of all pupils as individuals. The school has robust and rigorous tracking processes.

The teaching team, the school's senior leadership team and the school's governing body monitor the progress of groups and of cohorts as a whole to identify trends and set strategic objectives.

The school is an equal opportunity employer.

7.2 Objective 2: OFSTED Outcome - Behaviour and Attitudes; Personal Development

"Instances of bullying, including cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability are extremely rare. Pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring."

The school closely monitors all incidences of bullying and abuse and tries to identify trends and patterns so that these can be addressed strategically as necessary through whole school assemblies, direct interventions and in-class teaching in line with its Behaviour Policy which is reviewed annually. The termly Head Teacher's Report to the governing body include reports as to the number of bullying or racist incidents that have been reported. There is also an update on the number of exclusions that may have occurred and the number of children registered as having additional learning needs.

8 Monitoring and Review

This policy and the associated Equality Objectives are monitored by the governors of the school. This policy and the associated Equality Objectives are reviewed at least every year.

Signed:

Mrs J Betts
Headteacher

| | | Date |
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