

Equality Policy and Strategy

History of the Policy			
Date	Page	Need for change	Action and page number
Sept 22	5 and 6	Annual update	Achievements & Objectives updated
Nov 23	5 and 6	Annual update	Achievements & Objectives updated
Jan 24	5 and 6	Annual update	Achievements & Objectives updated
Dec 24	5 and 6	Annual update	Achievements & Objectives updated
Jan 26	5 and 6	Annual update	Achievements & Objectives updated

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1 Introduction and Purpose

Our school embraces the aim of working together with others to improve children's educational and well-being outcomes and notes the fundamental rights set out in the UN Convention on the Rights of the Child.

St John's Primary School believes that inclusion is a basic human right of every child and adult. We value diversity, and welcome and respect all members of our local community and our visitors, whatever their age, ability, background, or circumstances.

We endeavour to provide opportunities for all to participate fully and equally. We expect all members of the school community to appreciate and understand differences between peoples and communities, to seek to help others, and to speak out against injustice. The school will promote equality of opportunity by example, through its policies, curriculum and staffing. We are committed to working with all members of our community to remove any attitudinal, physical or organisational barriers.

This Policy contains the school's understanding of, and approach to all protected characteristics (disability, sex, pregnancy and maternity, race, religion or belief, sexual identity (sexual orientation and gender reassignment), age and marital status) cultural or social background. It replaces our previous Equalities Policy and Accessibility Plan.

The legal framework

The Equality Act 2010 requires schools not to discriminate in the **provision of education** on the basis of any of

Status: APPROVED

Version: 5

Date Approved: February 2026

these protected characteristics:

- sex
- race
- disability
- religion or belief
- sexual orientation
- pregnancy and maternity, or
- gender reassignment.

Guidance issued by the Equality and Human Rights Commission, 'What equality law means for you as an education provider: schools', explains the different forms of discrimination covered by the Equality Act 2010 and considers what schools must do to meet the requirements of the Act in relation to pupils.

The Equality Act 2010 prohibits discrimination by schools in their role as **employers** on any of the grounds listed above, **and** also on grounds of age or marriage/civil partnership.

Schools are also required by the 2010 Act to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations across all the protected groups (the 'public sector equality duty').

At St John's we recognise that socio-economic disadvantage can have a significant impact on children's opportunities and achievement. Although socio-economic background is not included in the Equality Act 2010 as a protected characteristic, it is covered by this policy.

Schools also have a statutory duty under S.21(5) of the Education Act 2002 (inserted by the Education and Inspections Act 2006) to promote community cohesion.

The document should also be read in conjunction with our Pupil Premium strategy and SEND Information Report.

1.1 Purpose

1. To articulate the school's commitment to equality and, therefore, the values that permeate all other school policies and practices.
2. To seek to ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected.
3. To promote equality of opportunity and eliminate unlawful discrimination and harassment.
4. To explore the school's links with the wider local, national and global community.
5. To comply with statutory duties under equalities legislation and relevant Codes of Practice.
6. To seek to address all equality and anti-discrimination issues in one document.
7. To seek to ensure that any barriers to learning and participation of any groups within our community are reduced or removed.

2 School Context:

St John's C of E Primary is a larger than average primary school in Clifton and Redland, just north of the city centre of Bristol. In September 2012 we increased our intake from 45 to 75, we now have a capacity of 525. Currently approximately 21% of our children are from overseas including China, the Middle East, Europe and America. For 27% (Jan 26) of our children English is an additional language. The percentage of children receiving SEND support is 14.1% (Jan 26.)

3 Our commitment:

St John's Primary School is committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of any personal or protected characteristic.

St John's Primary School seeks to foster a warm, welcoming, and respectful environment, while allowing us to question and challenge discrimination and inequality, resolve conflicts peacefully, and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups, but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore seek to achieve equality for all by treating everyone fairly based on their level of need. We will build on our similarities, seek enrichment from our differences, celebrate diversity and so promote understanding and learning between and towards others to create cohesive communities. School leadership and Governors are committed to make all reasonable efforts to ensure that equality is considered in all decision-making.

We will continue to review our policies, practices and procedures so that they do not adversely affect anyone because of any protected characteristic and comply with the three main equality duties.

4 Definitions of protected characteristics

4.1 What do we mean by Disability Equality?

We recognise that a person has a disability if they have a physical or mental impairment which has a substantial and long-term (generally >12 months) adverse effect on their ability to carry out normal day-to-day activities.

We will not unlawfully discriminate against anyone who is disabled.

4.2 What do we mean by Sex Equality?

We recognise that a person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to boys or girls.

We recognise that stereotypes exist for both sexes and some can lose opportunities because of these stereotypes, and we welcome the requirements of the Equality Act 2010 with specific provision for Sex Equality.

4.3 What do we mean by Gender Reassignment Equality?

We recognise that a person may express their gender in a way that differs from or is inconsistent with the physical sex that they were born with.

We understand that gender reassignment does not necessarily require a medical process to be undertaken and that a person will be protected because of gender reassignment if they:

- Make their intention known to someone at the school
- Start to behave or dress according to the gender they identify with
- Undergo treatment such as surgery or hormone therapy
- Have already received a gender recognition certificate under the Gender Recognition Act 2004

The school will also respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

4.4 What do we mean by pregnancy and maternity equality?

Treating a woman (or a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger, is unlawful.

We will not discriminate against pupils or staff in absences related to pregnancy and maternity.

Specific provisions for pregnancy and maternity for staff are covered by the BCC adopted Policies – "Maternity and Caring Employee Scheme" and "Teachers Maternity and Adoption Scheme".

4.5 What do we mean by Race Equality?

The school adopts the definition of Race as outlined in the Equality Act 2010 as one of the protected characteristics which refer to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

The School recognises that pupils and staff from ethnic minorities may experience discrimination on the basis of race, colour, nationality and ethnic origin. This discrimination can manifest itself in all areas of their lives and can have serious consequences in terms of damaging people emotionally, physically and limiting life choices and opportunities.

The school and governing body does not tolerate any form of race discrimination which it recognises is unacceptable, discriminatory and unlawful, and is proactive in ensuring that people whatever their race are treated fairly.

4.6 What do we mean by Religion or Belief equality?

A Religion or belief refers to a religious and/or philosophical belief including lack of belief (e.g. Atheism). A religion must be identifiable and have a clear structure or belief system. A belief need not include faith or worship of a god or gods but must affect how a person lives their lives or perceives the world (e.g. Humanism). We recognise that discrimination, harassment and victimisation on the grounds of religion and/or belief or non-belief may be experienced in a number of ways, including day-to-day interaction with fellow pupils, staff and visitors.

The school seeks to eliminate all forms of discrimination and prejudice based on religion and/or belief or non-belief, either direct or indirect, and is committed to treating staff, pupils and others fairly, regardless of their religion or belief and will not condone unfavourable treatment on this basis.

We will comply with the requirements of the Equality Act 2010 with regard to religion or belief and any incidents of bullying, harassment and/or victimisation on the grounds of religion and/or belief or non-belief will be taken seriously and could provide grounds for disciplinary action that may lead to dismissal or exclusion from the school.

4.7 What do we mean by sexual orientation equality?

The school uses the definition as outlined in legislation as sexual orientation meaning a person's sexual attraction towards:

1. persons of the same sex
2. persons of the opposite sex, or
3. persons of either sex

The School will combat discrimination faced by lesbians, gay and bisexual (LGB) people. We want to ensure equality of opportunity for LGB stakeholders across our curriculum provision, services and employment. We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia and challenge stereotyping.

The school recognises the need to protect pupils and staff from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

5 Achievements and Objectives

There are 3 general duties of the Equalities Act. This section outlines our Achievements and Objectives for each duty.

5.1 Strand 1: To eliminate discrimination and other conduct that is prohibited by the act.

5.2 Strand 2: Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

5.3 Strand 3: Foster good relations between people who share a protected characteristic and people who do not share it.

An equalities consultation took place with parents/carers, governors and staff during the academic year 20-21 to create objectives that fed into our 4-year Equality Plan and the Equalities Strategy. Additional pupil voice interviews were carried out in 2022 to reflect further on perceptions of equalities and representation in school which again is reflected in our objectives. In June and July 2024, we collected stakeholder voice from pupils, parents /carers and staff which fed into our new strategy.

Achievements and objectives in this strategy are updated annually. Previous achievements can be viewed by clicking on this [Equalities Achievements 17-23](#).

Ongoing Objectives:

An 'Equalities Filter' is placed on everything we do strategically in school; such as Senior Leadership/ Governor meetings & actions so that any change has a positive impact on protected groups. This filter applied to this year's School Improvement Plan that has equality impact questions for each strand. An 'Equalities Impact Assessment' has been developed to review changes to policies and for relevant learning and employment decisions.

Curriculum development continues in all subjects with subject leaders asked to look for opportunities to showcase and celebrate achievements from protected groups and have a wider representation of protected groups.

ACHIEVEMENTS 24-25

Overarching achievements:

- We use our Equalities Impact Assessment (EqIA) to ensure no protected groups would be adversely impacted by any amendments to policies or significant changes.
- We place an Equalities 'lens' to the School Improvement Plan, senior leadership meetings and all governors' meetings to ensure opportunities were used to further the betterment of protected groups.

Information clarity and access was improved. Our Equalities, Diversity and Inclusion (EDI) web pages were updated in 2025 to reflect our new EDI offer providing clarity to parents & carers. Information on the website is Google translatable. Any school/educational language is explained on the EDI web pages.

Belonging

Our school improved the sense of belonging for children and families who are new, less engaged or less connected to school life (called Focus Children.) School staff developed relationships, reached out to families, encouraged participation in activities and offered further support/ enhanced care for these children.

Impact:

1. Teacher and Pupil Voice showed an increase in their sense of belonging. Pupils average score were 9 out of 10, no child was lower than 8. Every child said adults and friends helped them belong.
2. 67% of focus children families attended 2/3 of class-based events and 66% attended all two parent meetings with teachers.
3. All Focus Children were given roles/ responsibilities by their teacher reported by pupils & teachers.
4. Identified focus children were offered an activity by PE/ Music lead or an after-school club.
5. Focus Children's Attendance average was 93.4%.
6. All staff reported they implemented key belonging actions.
8. The most impactful belonging actions listed by teachers:
 - Parent and Carer meetings to support family belonging and signposting of key events to families
 - Focus children were supported best by targeting enrichment activities and by adult support to boost learning & confidence
 - Focus children being given a role or responsibility in class/ school to boosted self-esteem.

English as an additional language (EAL) and New Arrival Support Enhanced

- Improved oversight, support and enhanced provision for our EAL learners through the establishment of new **EAL / Multi-lingual lead (ML) role**. ML lead taught new EAL lessons to KS2 EAL learner groups, a new

language assessment was implemented for all EAL pupils and ML lead showed teachers how to better support EAL in class.

- New joiners were supported through this transition, to feel welcome and integrated quickly through a **revised New Arrivals process**. All staff reported they are following this process. New arriving pupils praised the new process & called out the use of class buddies as 'supportive.'
- Multi-lingual leader drove the promotion and celebration of **Multi-lingualism** with children, families and staff. ML events to showcase ML learning were held.

Community Events:

Culture Café is a now yearly event where our families with heritage from all over the world bring in their food to share. This was once again an amazing success in terms of boosting a sense of belonging, was very well attended and was mentioned the local newspaper.

SEND – all subject leaders examined and later specified how their subject is made inclusive through reasonable adjustments and adaptations. This was also published on our website for every subject.

OBJECTIVES 25-26

Support for all groups to be improved by effective tracking and analysis of impact using our new assessment system INSIGHT.

School aim to enhance **adaptive teaching** practices across all key stages, ensuring that teaching is consistently responsive to all pupil needs, by providing targeted CPD and embedding strategies. Led by the new Teaching Learning and Curriculum leaders.

We aim to increase **curriculum diversity and representation**. Ensuring our children learn about the contribution of a diverse range of people in our globalised society, in a range of subjects. Subject leaders will explore representation in resources and examine how their subject can be enhanced with different perspectives or influences of diverse people or peoples.

We will develop an **anti-discrimination script and supportive process** for all school staff to use with children.

We will examine more ways to boost **gender equality** in physical activities/ sport both in competition participation and activities at lunchtime.

Access for all. We will ensure attachments on the website are in a translatable format.

Specific Duty

Under the Equality Act 2010, we recognise that from April 2012, as a school, we also have a "specific duty" to:

1. Publish sufficient information to demonstrate compliance with the general equality duty every four years, with an action plan review on at least an annual basis.
2. Prepare and publish equality objectives in an accessible manner, to meet one or more aims of the general equality duty

This policy is designed to meet the General and Specific Duties under the Equalities Act 2010 and objectives will be reviewed annually by the School Governors.

The policy will be available on the School Website www.stjohnsprimary.org.uk and available on request from the School Office.

5.4 Links with other school policies

School policies that link with this policy include

- Accessibility Plan
- Admissions Policy

- Anti-bullying Policy
- Attendance Policy (absence for religious observance)
- Behaviour Policy
- Code of Conduct for Staff and Governors
- Complaints Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disability (SEND) and Inclusion Policy
- Uniform Policy (modifications to accommodate religion or belief, ethnicity or disability, or cost)
- RSE Policy
- Employee Grievance Procedure
- Maternity and Adoption Scheme

6 Breaches of the Policy

Breaches of this Policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a member of the public (including a parent, carer or child) feels that they have suffered harassment or been treated unfairly by the school because of their age, disability, gender, gender reassignment, marital status, pregnancy or maternity, race, religion or belief or sexual orientation, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under the Employee Grievance Procedure as appropriate.

Due regard was taken by carrying out an EqlA to consider the impact on protected groups. However, the impact of the proposal was positive (or at least neutral) for all.	Tick required: ✓	Date: 16/01/26
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