



St John's Primary Equality Plan

Last review date
Reviewed by
Next review date

May 2025
Full Governing Body
May 2028

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled pupils are recognised and represented in More Able and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the House Captains by election or co-option); class assemblies; fund raising etc;
- Children with additional needs can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, House Captain meetings, parents evenings etc.

The school will provide:

- Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual

impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;

- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the ‘Identity and Diversity: living together in the UK’ strand of citizenship education.

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person’s race, gender, sexuality, gender identity or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach discriminatory bullying and harassment whenever it reviews its policy on behaviour.

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.

Priority 1 (Eliminate discrimination, harassment and victimisation): To collect and analyse data in terms of race, disability and gender to determine any underlying patterns and take appropriate action.						
Success criteria A. Data analysis complete with underlying patterns identified B. Action taken to improve outcomes for any underperforming groups C. Evidence of gaps closing (social, academic, behaviour) for underperforming groups						
Lead role Headteacher	Monitoring /Held accountable by Headteacher Governing Body					
Objective /Action /Steps	Target date	Lead person	Resources	Monitoring	Outcomes	Status /Evaluation
Annual analysis of performance data in terms of pupil groups	Termly	HT	12 hours	Analysis in pupil groups report	Under performing groups identified and action planned in pupil progress meetings	
Analysis of attendance data	Ongoing	FSW/AO	6 hours	Analysis in attendance report	Plan in place to tackle poor attendance for priority groups	
Analysis of exclusions data	Ongoing	HT	2 hours	Analysis in HT report to Governors	Plan in place to tackle any emerging patterns	
Analysis of behaviour data	Ongoing	HT	6 hours	Analysis in HT report to Governors	Plan in place to tackle any emerging patterns	
Analysis of racist incident data	Ongoing	HT	2 hours	Analysis in HT report to Governors	Plan in place to tackle any emerging patterns	
Total resources required:			Time: 28 hours Cost: : £N/A Total Cost: £N/A			

Evaluation

Priority 2 (Advance equality of opportunity /foster good relations): To provide opportunities for all parents to be involved in a range of activities

Success criteria

- A. Parent attendance at meetings /activities analysed
- B. Improvement in attendance /involvement for identified groups

Lead role
Headteacher Inclusion and Standards

Monitoring /Held accountable by
HT
Governing Body

Objective /Action /Steps	Target date	Lead person	Resources	Monitoring	Outcomes	Status /Evaluation
Collect information on parental attendance at different activities as appropriate	After any relevant activity	FSW	3 hours	Analysis in HT report	Under attending groups identified and strategies put in place to improve attendance at events.	
Provide activities to target particular groups	Ongoing	HT	3 hours	Activities log	Increase in involvement in school activities of identified groups	
Total resources required:			Time: 6 hours Cost: : £N/A Total Cost: £N/A			

Evaluation