

St. John Chrysostom Federation



Equality Policy

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination.....	4
5. Advancing equality of opportunity	4
6. Fostering good relations	5
7. Equality considerations in decision-making	5
8. Equality objectives	6
9. Monitoring arrangements	7
10. Links with other policies	7

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values, such as love, community, dignity, respect and hope.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Sam McVaigh They will:

- Meet with the designated member of staff for equality annually, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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

The designated member of staff for equality is Amy Flint. They will:

- Support the executive headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor annually to raise and discuss any issues
- Support the executive headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. supporting Muslim pupils to fast safely during Ramadan)

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year showing how pupils with different characteristics are performing
- Use the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded on the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity.

8. Equality objectives

Objective 1

To monitor and analyse pupil achievement by race, gender and disability and proactively respond to any trends or patterns in the data that highlight disproportionate achievement levels by providing additional support for pupils.

Why we have chosen this objective: Our internal data, which is discussed termly at Pupil Progress Meetings, indicates an inequality of attainment/progress across KS1 and KS2 for certain groups in relation to their starting points.

To achieve this objective we plan to: The progress of all groups will be continuously tracked. Appropriate support is targeted where necessary to ensure that all groups make at least good progress. Targeted interventions will be tracked to ensure pupils make progress to align with their peers.

Intended Outcome: Data analysis will show a reducing gap towards equality of attainment/progress for all groups in relation to their starting points.

Objective 2

To reduce the number of prejudice-based incidents towards people who share a protected characteristic

Why we have chosen this objective: SJC Federation is a diverse and inclusive community. We are proud of our differences which make us a unique and interesting place for children to learn. We aim for all our children to feel safe and confident in school, free from any prejudice, and to leave our schools well-prepared for life in modern Britain.

To achieve this objective we plan to: Monitor any prejudice-based incidents which are logged on CPOMS. This analysis will help identify any specific training needs for staff as well as education needs for groups of children. The diverse curriculum will positively reinforce and promote equality, as well as discreet lessons delivered in RE, RHE and PSHE curriculums.

Intended Outcome: There will be a decline of prejudice-based behaviour incidents between children.

Objective 3

Increase the awareness and capability of those undertaking recruitment on behalf of the Federation in relation to inclusion to support an increase in the diversity of the Federation workforce.

Why we have chosen this objective: SJC Federation recruits a number of staff each year and has a duty to ensure this process is in line with national legislation and guidance. We also recognise that a diverse workforce will better serve the diverse community in which we operate.

To achieve this objective we plan to: Source suitable training for relevant senior staff members to undertake and review how we undertaken recruitment and selection to identify any opportunities to make this more inclusive.

Intended Outcome: Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements and inclusive recruitment more broadly. Recruitment will positively support the diversity of the Federation's workforce.

9. Monitoring arrangements

The link governor in liaison with the Executive Headteacher will update the equality information we publish in the Autumn Board meeting.

This document will be reviewed by link governor and Executive Headteacher at least every 4 years.

This document will be approved by full governing board in the Autumn Full Board Meeting

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy
- Behaviour Policy

Date Approved:	09/09/2025
Date of review:	09/09/2026
Approval : Governing body	