



Equality Information and Objectives Statement 2025 - 2029



St. James' CE Primary Academy



Our Vision

Learning as a family in Jesus, through Love, Hope and Forgiveness.

Matthew 19:14 *'Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.'*

Our Purpose

To provide an engaging, relevant education within a Christian environment, where everyone flourishes academically, socially, physically, morally, emotionally and spiritually.

During their time at St. James' our fundamentals for every child are:

- To have felt loved
- To have belief in their unlimited potential
- To be equipped for the next stage in their journey

Our Values

Our Christian Values are: **LOVE, HOPE** and **FORGIVENESS**.

*'A new commandment I give to you, that you **love** one another just as I have **loved** you, you also are to **love** one another.'* **John 13:34**

*'May the God of **hope** fill you with all the joy and peace in believing, so that by the power of the Holy Spirit you may abound in **hope**.'* **Romans 15:13**

*'Be compassionate and kind to one another, **forgiving** each other, just as in Christ, God **forgave** you.'* **Ephesians 4:32**

St. James' CE Primary is an inclusive school where the well-being and progress of every child, and all members of our community, are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value

Regardless of disability, race, ethnicity, culture, gender, age, religion or belief and sexual orientation.

2. Recognising, respecting and valuing difference and understanding diversity

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. Fostering positive attitudes and relationships

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. Fostering a shared sense of cohesion and belonging

We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. Observing good equalities practice for our staff

We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

6. Having the highest expectations of all our children

We expect that all pupils can make good progress and achieve to their highest potential. We expect them to be Ready, Respectful and Safe.

7. Working to raise standards for all pupils, but especially for the most vulnerable

We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Statement of intent

St. James' CE Primary Academy recognises that certain groups in society have historically been disadvantaged because of unlawful discrimination they have faced due to their disability, race, ethnicity, culture, gender, age, religion/belief and sexual orientation.

This Equalities statement will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

At St. James' CE Primary Academy, we are a Christian school 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 and religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Everyone belongs in the school community – *Pupils understand that when you join the St. James' family, you will always be welcomed as a member of it* (Ofsted, 2023)

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St. James' CE Primary Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Legal framework

This statement has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Human Rights Act 1998

Special Educational Needs and Disability Regulations 2014

Education and Inspections Act 2006

Equality Act 2010

Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

Public Sector Equality Duty (PSED)

General Data Protection Regulation (GDPR)

Principles and aims

We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.

Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.

The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.

The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.

The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.

Transgender people are explicitly covered by the Public Sector Equality Duty (PSED). For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.

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

The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

The school will ensure that all staff comply with the appropriate equality legislation and regulations.

The school's Admissions Policy will not discriminate against any protected characteristic in any way.

The school will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the Governing Body.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.

- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

Roles and responsibilities

The Governing Body will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty (PSED) to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Support the proactive recruitment of high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

The Headteacher will:

- Implement this statement and its procedures.
- Ensure that all staff members receive Inclusion training as part of their induction and CPD.

- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Report on the progress of implementing the provisions of this policy and report it to the Governing Body within the Head Teacher's termly report.

Staff will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the Headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

Pupils will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to their Line Manager or the Senior Leadership Team.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will comply with the Public Sector Equality Duty (PSED) in the Equality Act 2010, and advancing equality of opportunity.

Equality objectives

- 1. Improve attendance rates for pupils with SEND and disadvantaged backgrounds to close the attendance gap with their peers.**
- 2. Increase participation of disadvantaged pupils in extracurricular clubs and enrichment activities to ensure equal access to wider development opportunities.**
- 3. Develop a supportive staff culture that promotes well-being and professional growth, enabling all adults to flourish and better support pupils' diverse needs.**

Members of key vulnerable groups such as Pupil Premium, SEND show evidence of lower attendance at our school.

To achieve this objective, we plan to:

- Facilitate opportunities for the Family Support Worker to work with parents and families to promote higher attendance
- Ensure regular communication with families through phone calls and, when necessary, letters
- Work closely with BCP attendance champion and attendance team to access any useful support networks which can promote attendance
- Provide in school support (ELSA, TIS) to promote confidence and engagement with school learning and community
- Provide an engaging and exciting curriculum which encourages active learners and high pupil engagement
- Provide a nurturing environment with a high level of pastoral care and nurture

Objective 1: Improve attendance rates for pupils with SEND and disadvantaged backgrounds

Actions	Person Responsible	Resources Needed	Time Frame	Success Criteria
Identify attendance barriers through pupil and parent surveys and meetings	Attendance Team	Survey tools, meeting time	Term 4	Completion of surveys and meetings with at least 80% participation from targeted families
Develop targeted attendance support plans for SEND and disadvantaged pupils whose attendance is below 95%	Attendance Champion and Family Support worker	Attendance data, pastoral support resources	Term 5	Individual plans in place for 90% of identified pupils
Implement attendance incentives	Attendance Champion, Senior Leaders	Budget for rewards, communication materials	Term 5 - 6	Increase in attendance rates by at least 2% for SEND and disadvantaged pupils by end of academic year
Regular monitoring and review of attendance data with follow-up interventions	Attendance Champion, Senior Leaders	Data management system, staff time	Ongoing, reviewed termly	Reduction in persistent absence rates among target groups by 10%

Objective 2: Increase participation of disadvantaged pupils in extracurricular clubs and enrichment activities

Evidence from data and analysis suggests that disadvantaged pupils are not participating in clubs and enrichment activities to the highest level

To achieve this objective, we plan to:

- Ensure that disadvantaged pupils are targeted for inclusion in clubs and enrichment activities
- Provide a wide range of clubs related to pupil interests
- Target disadvantaged pupils for a broad range of enrichment activities which will enhance their live experiences and enable them to flourish

Actions	Person Responsible	Resources Needed	Time Frame	Success Criteria
Conduct pupil voice sessions to identify barriers to club participation	SLT, Junior Leadership team. Parent survey	Time for sessions, survey tools	Term 2	Report on identified barriers completed and shared with staff
Develop and promote inclusive club opportunities and enrichment opportunities tailored to interests of disadvantaged pupils. Disadvantaged pupils given early opportunity for club sign up	SLT, Teachers, PE Team, Club leaders	Club resources, communication materials	Term 2-3	Wider participation in clubs and of enrichment activities for disadvantaged pupils
Deliberate targeting of disadvantaged pupils for enrichment opportunities including in sports teams and sport and music events	Club leaders, PE team, Music Lead, Teachers, Inclusion Lead	Transport costs, networking opportunities	Ongoing	Increase in disadvantaged pupils included in clubs and enrichment activities
Monitor club attendance data by pupil group and adjust provision accordingly	SLT, Inclusion Lead, Admin team,	Attendance tracking systems, staff time	Termly	Increase in disadvantaged pupil club participation by 20% by end of academic year

Objective 3– Develop a supportive staff culture promoting well-being and professional growth

To ensure that the community moves forward with a culture of equality and value for all, irrespective of disability, race, ethnicity, culture, gender, religion or belief and sexual orientation.

To achieve this objective, we plan to:

Continue to develop our staff wellbeing and resilience programme

- Enable CPD opportunities for staff about language, discrimination and potential bias.

Ensure that our Christian values of Love, Hope and Forgiveness are woven into our culture for staff and pupils.

Consider positive recruitment techniques to ensure a balance of gender, sexual orientation, race, ethnicity and culture wherever possible.

Support all staff with reasonable adjustments and beyond with supportive practice and culture which values all

Actions	Person Responsible	Resources Needed	Time Frame	Success Criteria
Embed regular wellbeing days and resilience training for all staff alongside signposting for mental health support	Senior Leadership Team	External trainers, wellbeing resources, cover for wellbeing days, Mental Health First Aid training	Termly	Positive feedback from staff on wellbeing days; at least 75% staff participation
Clarify roles and expectations through updated staff handbook and job descriptions	HR Lead, Senior Leadership	Time for review and consultation, printing or digital distribution	Term 1	Updated handbook distributed and acknowledged by 100% of staff
Facilitate peer support and sharing of SEND strategies among staff	Inclusion Lead, SLT	Meeting time, collaboration tools	Termly	At least 3 peer-sharing sessions held per term with positive staff feedback
Monitor staff well-being and workload regularly and adjust support as needed	Senior Leadership Team	Well-being survey tools, time for review meetings	Termly	Improvement in staff well-being survey scores and reduced staff absence rates

Child Friendly Objectives

1. **We want all children who need extra help or support to come to school every day and feel happy to learn.**
2. **We want more children who need extra help to join fun clubs and activities after school.**
3. **We want all the adults at our school to feel happy and supported so they can help children learn and grow.**

Impact Statement

By successfully achieving these equality objectives, St James' Primary Academy will create a more inclusive and supportive environment where every pupil, especially those with SEND and from disadvantaged backgrounds, can thrive. Improved attendance will lead to better academic progress and well-being for these pupils. Increased participation in extracurricular and enrichment activities will broaden their experiences and help build confidence and social skills. A flourishing staff culture will ensure that adults are motivated and equipped to meet the diverse needs of the school community, embedding the school's Christian values of love, hope, and forgiveness in all aspects of school life. Together, these outcomes will strengthen the St James' family, ensuring that all pupils and staff flourish and are prepared for life's journey.