



Moordown St, John's CE Primary School

Policy for Equality

A Christian community where commitment to educational excellence changes lives

The Board of Directors of Moordown St John's CE Primary School ratified this policy on 24th September 2026.

Review Date: September 2029 (or sooner if legislation or statutory guidance changes)

A copy of this policy in an alternative format, such as large print or different language, may be provided on request from the school office.

Moordown St. John's CE Primary School

Policy for Equality

Our Ethos and Vision

Rooted in God's love, we believe everyone can grow to be their **Blossoming BEST** in a caring, Christian community.

We encourage each other to belong, excel, shine and thrive so we can love learning, care for others and make a positive difference in the world.

This policy supports these important aims.

1. Introduction

This policy reflects the requirements of the Equality Act 2010, the Public Sector Equality Duty and associated statutory guidance. It should be read alongside the school's Inclusion, Safeguarding and Child Protection, Behaviour, Anti-Bullying and Accessibility policies and plans.

Under the Public Sector Equality Duty, the school has due regard to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between people who share a protected characteristic and those who do not.

Moordown St John's is an inclusive Church of England school. We believe every person is uniquely created and deeply loved by God. Our Christian vision calls us to love our neighbour, seek justice, show compassion and enable everyone to flourish regardless of background, identity or circumstance.

2. Principles

Our approach to equality is based on the following 8 key principles

1. All learners are of equal value. We value every learner irrespective of disability, sex, race, religion or belief, sexual orientation, pregnancy or maternity, or gender reassignment where applicable, and we recognise the additional protected characteristics of age and marriage or civil partnership in relation to adults.

2. We recognise, respect and value difference and understand that diversity is a strength. We seek to identify and remove inequalities, barriers and disadvantage, and to ensure that everyone can participate fully in school life.

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

4. **We foster 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. We observe 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. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential

7. We work to raise standards for all pupils, with particular attention to pupils who may experience disadvantage or underrepresentation. We use evidence to identify barriers, provide appropriate support and promote equitable access, participation and outcomes.

8. We recognise that equality and safeguarding are closely connected. Prejudice, discrimination, harassment and identity-based bullying can affect a child's safety, wellbeing and willingness to seek help. Such concerns will be challenged, recorded and responded to in accordance with the school's safeguarding and behaviour procedures.

3. Celebrating Diversity

Admissions to the school are governed by the school's admissions policy which is applied impartially.

The school will not tolerate discrimination, harassment or victimisation related to a protected characteristic, whether this relates to the person themselves, someone with whom they are associated, or a characteristic they are perceived to have. The protected characteristics under the Equality Act 2010 are:

- Age (where applicable)
- Disability
- Gender reassignment
- Marriage and civil partnership (where applicable)
- Pregnancy and maternity
- Race, including colour, nationality and ethnic or national origins
- Religion or belief
- Sex (including sexual orientation)

Any discriminatory, racist, faith-based, homophobic, sexist or other prejudice-related incident will be challenged and recorded in accordance with the school's behaviour, safeguarding and prejudice-related incident procedures. Where appropriate, incidents will be reported to the Local Authority and/or other relevant agencies. Patterns and trends will be monitored so that further action can be taken.

We actively promote equality, inclusion, belonging and respect for diversity across school life. This includes RSHE and PSHE, Religious Education, History, Geography, literature and picture books, assemblies and collective worship, visitors, educational visits, pupil leadership and wider curriculum opportunities. Protected characteristics are taught in age-appropriate ways as part of preparing pupils for life in modern Britain.

Curriculum planning and resourcing will seek to represent a wide range of people, families, cultures, faiths, experiences and perspectives, challenge stereotypes and prejudice, and ensure that pupils can both see themselves reflected and encounter lives and experiences different from their own.

RSHE and PSHE explicitly teach respectful relationships, inclusion, anti-bullying and age-appropriate understanding of protected characteristics.

Religious Education enables pupils to engage respectfully and critically with Christianity, other religions and non-religious worldviews.

- Collective worship and our wider Christian ethos promote dignity, compassion, justice, belonging and responsibility for others.
- Pupil voice, School Parliament, visitors, educational visits and wider enrichment provide opportunities to encounter and value different perspectives and experiences.
- Any member of the school community who experiences or witnesses discrimination, harassment or prejudice will be listened to and supported. Where a concern also raises a safeguarding issue, it will be reported promptly to the DSL or a Deputy DSL and recorded through the school's safeguarding procedures.
- Children are invited to attend collective worship, which will focus on the Christian faith in line with our Church of England school status. Parents can opt for their children not to attend this collective worship

Should any member of the school community consider themselves to be a victim of discrimination, we will do all that we can to support that person in overcoming any difficulties they may have.

4. Promoting Equality at Moordown St John's

To meet our duties under the Equality Act 2010, we publish equality information and analyse appropriate data to identify any emerging inequalities or barriers. Information will be handled in accordance with data-protection requirements and will not be published in a way that identifies individual children.

The school will consider relevant information including:

- Attainment and progress
- Attendance and persistent absence
- Behaviour, suspensions and exclusions
- Prejudice-related and discriminatory incidents
- Participation in curriculum, enrichment, leadership and wider opportunities
- Recruitment, progression and staff development

5. The role of the Board of Directors

The Board of Directors is ultimately responsible and accountable for this policy and for ensuring that the school meets its equality duties.

The Directors will use the equality information and data gathered by school leaders to compare the performance of different groups. Additionally, Directors prepare and publish equality objectives.

Monitoring outcomes, attendance, behaviour, participation and other relevant information for pupils who may experience disadvantage or underrepresentation, so that emerging inequalities can be identified and addressed. In particular, Directors will regular consider:

- Admissions
- Attendance
- Attainment
- Receiving appropriate information from the Headteacher about the effectiveness of this policy and progress towards the school's published equality objectives
- Prejudice related incidents

Other responsibilities include:

- Will review this policy at least every three years, or sooner if legislation or statutory guidance changes

- will ensure that equality is embedded across school leadership, curriculum, safeguarding, behaviour and school improvement, with senior leaders sharing responsibility for implementation and monitoring
- will monitor staff appointments process to ensure that no applicant applying for a position at the school is discriminated against on grounds of a protected characteristic
- will ensure that incidents of discrimination and prejudice are treated seriously, recorded appropriately, monitored for patterns and reported to the Board of Directors and/or Local Authority where appropriate
- will ensure that staff understand their responsibilities to challenge, record and report prejudice-related incidents and to recognise when such incidents may also constitute a safeguarding concern.

6. The role of senior leaders

Senior leaders share responsibility for implementing and monitoring this policy. They will:

- identify priorities and development objectives arising from equality monitoring and include these in relevant school improvement plans
- coordinate and evaluate actions which promote equality, inclusion, belonging and equitable participation
- monitor the impact of the policy and the school's equality objectives
- report significant findings and progress to the Board of Directors
- be responsible for ensuring that all staff are aware of the school's policy on equality and that teachers have the skills to apply these guidelines fairly in all situations
- promote the principle of equality when developing the curriculum and promotes respect for other people in all aspects of school life
- ensure that incidents of discrimination and prejudice are treated seriously, recorded appropriately, monitored for patterns and reported to the Board of Directors and/or Local Authority where appropriate
- ensure that staff understand their responsibilities to challenge, record and report prejudice-related incidents and to recognise when such incidents may also constitute a safeguarding concern
- select and use resources that represent diversity positively, challenge stereotypes and avoid discriminatory assumptions
- identify priorities and development objectives arising from equality monitoring and include these in relevant school improvement plans

7. The role of the class teacher

The class teacher will –

- Ensure that all pupils, parents/carers and members of staff are treated fairly and with respect
- Pay due regard to the sensitivities of all children when selecting classroom materials and ensure classroom materials are not discriminatory in nature
- Select and use resources that represent diversity positively, challenge stereotypes and avoid discriminatory assumptions
- Challenge discriminatory or prejudice-related language and behaviour, record and report incidents in line with school procedures, and refer immediately to the DSL/DDSL where there is a safeguarding concern

8. Accessibility

The school is committed to improving access to the curriculum, the physical environment and information for disabled pupils, staff, parents and visitors. Our approach is set out in the **school's Accessibility Plan**, which should be read alongside this policy. Reasonable adjustments will be considered and made in accordance with the Equality Act 2010.

9. Equality Objectives

Equality objective 1	Why we have chosen this objective	To achieve this objective we plan to
Continue to reduce attendance gaps between pupils who may experience disadvantage and the whole-school average through early identification, targeted support and partnership with families.	Attendance is both an equality and safeguarding issue. Analysis may identify groups or individuals whose attendance is affected by disadvantage, SEND, health, anxiety or other barriers. We want all pupils to benefit fully from education and school life.	Monitor attendance regularly by relevant pupil groups and individuals; identify concerns early; work with families to understand barriers; use reasonable adjustments and targeted pastoral support where appropriate; involve Early Help, health or other agencies when needed; and report patterns and impact to senior leaders and Directors.
Equality Objective 2	Why we have chosen this objective	To achieve this objective we plan to
Strengthen pupils' understanding of diversity, equality, inclusion and belonging so that they are well prepared for life in modern Britain and understand how to treat everyone with dignity and respect.	Our Christian vision calls us to create a community in which everyone belongs and can flourish. Pupils need age-appropriate knowledge and experiences that help them understand diversity, challenge prejudice and stereotypes, value different perspectives and take responsibility for others.	Use RSHE/PSHE, RE, History, Geography, literature, collective worship, visitors, pupil leadership and wider curriculum opportunities to develop understanding; teach protected characteristics in age-appropriate ways; use pupil voice to evaluate impact; continue global and community links; and monitor prejudice-related incidents and curriculum representation. We have updated our BEST language to include BELONG and SHINE, so this better reflects our intentions to create a fully inclusive and welcoming society.

10. Complaints

Complaints relating to this policy will be dealt with using the school's complaints policy

11. Policy Review and Ratification

Monitoring of this policy will form part of the school's ongoing self-evaluation. This will include consideration of relevant attainment, attendance, behaviour, safeguarding, prejudice-incident, participation and workforce information, alongside pupil, parent and staff voice where appropriate.

This policy has been reviewed by the Headteacher in September 2026 and will be presented to the Board of Directors for ratification.

This policy will be reviewed every three years, or sooner should legislation or statutory guidance change.

Signed:



Date: 24.09.26

Chair, Board of Directors