Equalities Policy

The Equality Act 2010 brings together over 116 pieces of legislation into one single Act, with the aim of simplifying the legal background relating to equality as well as extending provisions in some areas. Combined, they provide a legal framework to protect the rights of individuals and advance equality of opportunity for all.

Date agreed by Governors	February 2026
Signed on behalf of Governors	J Wilkinson J Wilkinson (Jul 7, 2026 06:49:11 GMT+1)
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In this policy you will find the following acronyms:

Acronym	Meaning
SIP	School improvement plan
SEF	Self Evaluation form
TLR	Teaching and learning responsibility
RE	Religious education
SMSC	Spiritual, moral, social and cultural development
PSHCE	Personal, Social, Health and Citizenship Education
(SEND)	Special Educational Needs and Disabilities
FSM	Free School Meals

1. The legal context of the policy

The Equality Act 2010 brings together over 116 pieces of legislation into one single Act, with the aim of simplifying the legal background relating to equality as well as extending

provisions in some areas. Combined, they provide a legal framework to protect the rights of individuals and advance equality of opportunity for all.

The Act includes an integrated Equality Duty on all public bodies, effective from April 2011, that encompasses protection for the following nine personal characteristics: age, disability, gender, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief and sexual orientation.

The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or "general duty"
This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
- Foster good relations between people who share a relevant protected characteristic and people who do not share it

The relevant protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Two "specific duties"
This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty

- Publish one or more equality objectives at least every 4 years which are specific and measurable

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Our school aims to promote respect for difference and diversity in accordance with our values, such as The John Ball PRIDE tree, representing: P+ Personal Excellence, R = Respect, I = Innovation and Creativity, D = determination and E = Equality. These values are rooted in the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

2. Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school improvement plan, self-evaluation review, school website and newsletters.

There are also references in the Behaviour for Learning, Special Educational Needs and Disabilities (SEND) policy, SEND information report, Anti-bullying policies and Accessibility plan.

The Equality Act 2010 also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

3. What we are doing to eliminate discrimination, harassment and victimisation

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.

School staff and governors are regularly reminded of their responsibilities under the Equality Act 2010 – for example, during meetings.

New staff receive training on the Equality Act 2010 as part of their induction, and all staff receive refresher training annually.

The school has a staff representative group called Just Ask who can raise and address equality issues, and an Equality & Inclusion link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent. We do not discriminate against pupils based on any of the relevant protected characteristics set out above. In this we follow the Local Authority (LA) admissions procedures for allocating our nursery class places, and the LA process for our Reception to Year 6 admissions.

Behaviour, Exclusions and Attendance
The school Policy on Behaviour for Learning means we closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns. We make reasonable, appropriate and flexible adjustments for pupils with a disability.

Addressing prejudice and prejudice based bullying
The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to diversity, equity and inclusion:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia
- prejudices around travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes
- we treat all bullying incidents equally seriously

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take the relevant action to reduce incidents.

4. What we are doing to advance equality of opportunity

As set out in the DfE guidance on the Equality Act 2010, 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 needs of people who have a particular characteristic
- 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 opportunities)

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with families, to identify children who have a disability through our pupil admissions meetings.

We collect data and monitor progress and outcomes of different pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age- appropriate literacy and numeracy skills.

We collect and analyse data:

- on the school population by gender and ethnicity
- on the % of pupils identified as having a special educational need and/or disability and by their principal need or disability

- on the % of pupils entitled to free school meals
- by year group – in terms of ethnicity and gender
- on inequalities of outcome and participation, related to ethnicity, gender and disability
- in relation to attendance and exclusions of different groups
- In relation to diversity data of staff.

We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if pupils join our school from a group we haven't had in our community before.

We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all pupils.

We provide support to pupils at risk of underachieving.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

We ensure equality of access for all pupils to a broad and balanced curriculum,

removing barriers to participation where necessary.

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

- Share with governors attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available for governors identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Share data with governors about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

We will make sure that with any data we publish to show how we meet our equality duties, individual staff or pupils will not be identifiable. This means we may not publish some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

5. What we are doing to foster 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.
- We run assemblies and celebrations for different awareness days, weeks and events.
- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our pupils.

- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

5.1 We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

5.2 Making pupils aware of our behaviour and anti-bullying policies and the Equalities Act 2010

5.3 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

5.4 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

5.5 We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

5.6 We include the contribution of different cultures to world history and promote positive images of people.

5.7 We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

5.8 We promote positive messages about equality and diversity through displays, assemblies, visitors and whole school events.

5.9 We have developed links with parent groups who have specialist knowledge about particular protected characteristics, which helps inform and develop our approach. Such groups include the Race Equality parent voice and the SEND parent voice group.

6. Other ways we address equality issues

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evening, parent-school forum and/or focus meetings or governors' parent- consultation meeting
- secure and analyse responses from staff surveys, staff meetings and training events

- review feedback and responses from the children and groups of children, from the school council, PSHE lessons and pupil surveys on children's attitudes
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

6.2 Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We actively consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

7. Race equality and community cohesion

7.1 We are committed to promoting equality of opportunity and good relations between members of our school community regardless of race, nationality, ethno-cultural group or national origin.

This includes:

- Eliminating unlawful racial discrimination.
- Ensuring that the policy is also part of planning arrangements that the schools already make, and our actions and objectives are met through our School Improvement Plan.

7.2 Race discrimination occurs when a person is treated less favourably because of race, colour, nationality, ethnic or national origin. We provide a culture and ethos in which everyone feels safe and valued. We try to engender a sense of belonging amongst every member of the schools community. We celebrate cultural, religious and ethnic diversity. Diversity is seen as an opportunity and not a reason for underachievement.

7.3 All staff are committed to responding to and dealing with any racist incidents in accordance with our clear guidelines and expectations as published in our protocol for responding to racist incidents.

8. Community cohesion

8.1 Communities in the UK and the world are changing, in most cases, becoming more diverse. Schools can prepare all learners to interact successfully with others from different backgrounds throughout their lives.

8.2 This is achieved when young people learn to respect others' beliefs and attitudes, explore issues from different perspectives, work in collaboration with many different people and show fairness and consideration to others.

8.3 In our community we are working towards a society in which:

- There is a common vision and sense of belonging by all communities
- The diversity of people's backgrounds and circumstances is appreciated and valued
- Similar life opportunities are available to all
- Strong and positive relationships exist and continue to be developed in the workplace, in school and in the wider community

9. Disability equality

9.1 A disabled person is someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

9.2 Long-term is defined as 12 months or more. The effect on normal day-to-day activities involves one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand

- Perception of risk of physical danger

9.3 The definition of disability includes a wide range of impairments including hidden impairments such as dyslexia, autism, speech and language impairments and diagnosis of ADHD.. These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term.

9.4 Guiding principles on disability

Our school will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination and disability-related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires access arrangements to provide more equitable treatment.

9.5 Participation and access

We improve the environment of the school to increase the extent to which our disabled children can take advantage of educational opportunities including access to previously inaccessible (or difficult-to-access) areas. We work with outside agencies such as Drumbeat, Educational Psychologists and Speech and Language therapists to ensure our school environment and curriculum support those children with additional needs.

9.6 We fully enable disabled children to participate in the school's curriculum, including school trips, by removing potential barriers to access wherever possible. Children with disabilities are given the opportunity to participate in physical activity, both in and outside of school hours wherever possible.

9.7 Promoting a positive culture

We promote positive attitudes towards disability by staff modelling respectful attitudes to disabled children and adults and we provide positive images of participation of disabled people in public life/book resources etc. Stereotypes are actively challenged in both the classroom environment and in the playground and by all staff / adults working in schools.

9.8 Information and communication

We ensure confidentiality and provide a supportive ethos where schools users feel able to disclose a disability. We ensure that information is communicated appropriately where

a child or parent/carer has a disability. Our overriding concern is for the achievement, safety and wellbeing of all children in our schools.

9.9 We will take positive steps and make reasonable adjustments to ensure that disabled pupils can fully participate in their education so that they can enjoy the other benefits, facilities and services which are offered to all. However, in circumstances where educating a child in our school may be detrimental to the achievement, safety and wellbeing of others, or if educating a child here is an inefficient use of resources, then we will discuss and advise this in an appropriate, respectful and sensitive manner with the local authority and parents/carers.

10. Gender Equality

10.1 We welcome our obligations in respect of Gender Equality. We will do our best to:

- Eliminate unlawful discrimination and harassment on the grounds of gender (including gender reassignment).
- Be proactive and promote equality of opportunity between women and men and boys and girls.

10.2 Eliminating discrimination

We are committed to ensuring equality of education and opportunity for all, irrespective of gender or sex. We recognise that definitions and choices may go beyond being male or female and include, for example intersex and self-definitions of transgender. We actively challenge gender stereotypes, and we encourage all children to take a full and active part in all areas of school life, including physical activity, extra-curricular clubs and activities and curriculum based learning.

10.3 Promoting equality of opportunity

Children are encouraged to think about roles, activities and occupations that are outside traditional gender stereotypes. Parents/carers of both genders are encouraged to participate in their child's education e.g. attending parents' evening, helping in schools and accompanying groups on visits.

11. Religion and Belief

Our school will strive to create a positive environment through education and awareness raising of cultures and religion; actively promoting tolerance within our community. Members of any religion, followers of any faith or belief and those without religious belief will be treated with equal dignity, respect and fairness.

As highlighted by UNICEF: 'Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and others cultures.' (Article 29) and 'Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.' (Article 30).

The right to freedom of thought, conscience and religion is underpinned by this policy.

12. Sexual Orientation

Our school recognises the need to protect everyone from unlawful discrimination and harassment on the grounds of sexual orientation as required by the law. We are committed to taking a proactive approach to preventing all forms of homophobia within the school community.

People in our communities may be gay, lesbian, bisexual, transgender, transsexual. We recognise the existence and damage of homophobia and transphobia in society.

Homophobia and transphobia amongst adults is classified as a hate crime and incidents may be reported to the police. Homophobia in and amongst children is much more likely to be about their lack of understanding. It is usually simply a learned response and not a considered view or opinion based on experience. In short it is prejudice. We will not tolerate homophobia and transphobia of any kind in our schools.

We will not allow or support discrimination or prejudice or accept language or behaviour which is harmful or negative or less than respectful to any individual person or group of people. We will always respond in a consistent, clear and positive way in dealing with any and all kinds of homo/transphobia or homo/transphobic name calling. We will enable children and young adults to understand that there are a range of differences, options and choices in people's sexuality, sexual and gender identities, lifestyle, culture and partner preferences and that all our differences are valid and valued and recognised.

We help children understand that being, for example, gay or lesbian is about more than sexual preference (just as ethnicity is about more than skin tone). Everyone has a gender identity and expresses their gender in a unique and personal way. We help children to understand that the words gay and lesbian are not terms of abuse or ridicule and they are not 'rude' or swearing. We will help children to understand that this also applies to being bisexual, transgender or intersex.

We also help parents / carers and staff to understand that an act of parliament known as 'clause or section 28' which "forbade schools from promoting gay relationships as if they were 'normal'", valid and recognised was repealed in 2003 and that now we all recognise and welcome that helping children to understand the validity and existence of different lifestyles, sexualities and relationships is encouraged and expected in schools.

13. Publishing equalities objective

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality data analysis which inform our discussions about the Equality Objectives.

Our current Equality Objectives are outlined in Appendix 1.

Monitoring and reviewing objectives

We review and update our equality objectives annually and report to the governing body on progress towards achieving them.

14. Roles and responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act 2010. We will provide training, guidance and information to enable them to do this.

Governing body

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/carers

Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

Delegate responsibility for monitoring the achievement of the objectives to the headteacher, who will report back to the full governing board

The Equality & Inclusion link governor.

- Meet with the designated member of staff for equality every term, 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

Headteacher

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

Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability

- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

15. Equal opportunities for staff

This section deals with aspects of equal opportunities relating to staff.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

16. Employment practices: recruitment and advertising of vacancies

Vacancies will be advertised openly and will be available for members of staff in the school to apply. In most cases permanent vacancies will be advertised externally unless there are exceptional reasons why this should not occur, for example in situations of potential redundancy.

Selection for appointment or promotion

All decisions relating to appointments or promotions will be conducted in accordance with the following principles:

- A detailed job description and person specification will be drawn up which accurately describes the duties of the post
- An objective and sufficiently detailed person specification will be defined from the role
- From these documents a list of objectively assessed selection criteria will be drawn up
- Job descriptions, person specifications and selection criteria will be available to all candidates
- A blind recruitment process is followed when selecting applicants to interview.

17. Procurements and contracting procurement

We define this as the way we obtain and/or purchase goods and services in school or as a school.

Business interests

All staff and Governors are required to declare their business interests and any which members of their immediate family have. These interests will be recorded in a register which must be made available for inspection by Governors, staff, parents and the LA. Staff and Governors will be required to confirm the accuracy of the information annually.

The Governing Body will ensure efficient and effective procurement in the provision of appropriate resources within schools. We have a Financial Procedures policy and follow central audit requirements and the standards of FMSIS to ensure that efficient and effective procurement of goods and services is undertaken with regard to sound principles, the values of John Ball School, economy of effort, and achieving best value. All staff involved in procurement follow the arrangements outlined in our Financial Procedures policy in respect of procurement processes, authorisation of orders and

payments.

At all times we seek to streamline processes, achieve savings, secure quality goods and services and where possible and appropriate, allow choice. Where possible we will take advantage of situations where market testing has already happened. This may include local authority contracts; partnership contracts and contracts arranged by the school or groups of schools.

18. Monitoring arrangements

The Headteacher will update the equality information we publish, at least every year.

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves pupils, staff, governors and parents and carers

19. John Ball Primary School Equality objectives

As a school, we are required to publish equality information every year:

We must report on at least 1 equality objective once every 4 years – we've chosen February 2030 to be our deadline for this

Objective 1

Increase the representation of our community in our staff team, including leadership, over a 4-year period (from February 2026 to February 2030), so that the staff representation is more in line with the pupil representation.

Why we have chosen this objective: We would like our staff community to reflect our pupil community.

Pupil Representation	**Staff Representation**	
Pupil representation in Autumn 24 census	**Staff representation between October 2021 and October 2025 and compared to current pupil representation**	
	Asian = 0 to 5%.	3% below pupil community.

ii) Local Area Representation

This table shows how reflective your school is of the local area, by comparing the proportions of the school population with that of your closest 10 primary schools – including those that may lie over local authority boundaries.

Characteristic	Your School	Closest 10 Primaries	LA	England
FSM	11%	25% (-14%)	25% (-14%)	25% (-14%)
SEND	17%	17% (-)	19% (-2%)	18% (-1%)
Asian	9%	8% (+1%)	7% (+2%)	14% (-5%)
Black	9%	29% (-20%)	28% (-19%)	7% (+2%)
Mixed	20%	17% (+3%)	19% (+1%)	7% (+13%)
White	58%	38% (+20%)	38% (+20%)	68% (-10%)

Black = 20% to 15%. 6% above pupil community.

Mixed = 0% to 3%. 17% below pupil community.

White = 80% to 77%. 19% above pupil community.

To achieve this objective, we plan to:

- Setting up a recruitment working party to scrutinise the policy and process of recruitment to ensure they promote equality by July 2026.

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July 2027, and then report on this to the Personnel, co-ordinating and Finance Committee of the governing board on an annual basis.

- Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of February 2027.
- Continue to take action to actively attract applications from ethnic minorities in recruitment materials.

Progress we are making towards this objective: To be updated annually with the first update due February 2027.

We have worked on this target over the last four years. As a result, between October 2021 and October 2025 the representation of our staff team has become more diverse with new categories being self identified including Asian/British, Bangladeshi, White/Black Caribbean and White/Black African. Combined these groups make up 6% of the workforce.

The number of white British staff has reduced from 70% of the work force to 49% of the workforce. The number of other white staff, mostly White European, has increased from 15% to 28%.

The percentage of Black Caribbean staff has reduced from 10% to 5% and the percentage of Black African staff has remained at 10% despite the number of staff increasing from 9 to 10.

Objective 2

To ensure that all parents / carers feel welcome to participate in school life such as parent engagement events, Friends, Volunteers, cultural celebration days / weeks.

Why we have chosen this objective: We want all families to feel welcome and able to participate in the school community. We know that there may be some barriers for some parents / carers preventing engagement with the school and we would like to identify these barriers and actively remove them.

To achieve this objective, we plan to:

Promote the 'We are all Team JB' alongside the protected characteristics messaging across all communications channels.

Ensure that events such as International Food Night, Culture Week and religious festivals are delivered.

Consider ways we can facilitate strong relationships for new parents during Nursery and Reception year groups.

Progress we are making towards this objective: To be updated annually with the first update due February 2027.

Objective 3

Continue the Race equality parent voice as a mechanism for the parent community to raise issues and share opinions with the school with a view to the school better understanding and addressing the needs of Black Caribbean heritage, dual heritage and Minority Ethnic parents / carers and their children.

Why we have chosen this objective: The school would like to actively identify barriers to race equality and plan to remove these barriers to enable the parent community to feel it can work collaboratively with the school to further improve outcomes for Black Caribbean heritage, dual heritage and Minority Ethnic children.

To achieve this objective, we plan to: Continue to meet half termly. Sharing the notes of the meeting with the whole parent community. Offering confidential contributions to the meetings via google form input.

Progress we are making towards this objective: To be updated annually with the first update due February 2027.

Objective 4

Implement a Special educational needs and disabilities equality group as a mechanism for the parent community to raise issues and share opinions with the school with a view to the school better understanding and addressing the needs of families of children with special educational needs and disabilities.

Why we have chosen this objective: The school would like to actively identify barriers to SEND equality and plan to remove these barriers to enable the parent community to feel it can work collaboratively with the school to further improve outcomes for children with special educational needs.

To achieve this objective, we plan to: Establish a SEND parent voice group. Meet half termly. Sharing the notes of the meeting with the whole parent community. Offering confidential contributions to the meetings via google form input.

Progress we are making towards this objective: To be updated annually with the first update due February 2027.