

**ST ANN'S C.E. PRIMARY SCHOOL AND
NURSERY**



**Equality
Statement & Information**

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Reviewed & Updated January 2026

Warrington St. Ann's CE Primary School and Nursery Mission Statement

St. Ann's Church of England Primary School is one of the family of church schools within the Liverpool Diocese. Our welcoming school is at the heart of the community and is distinguished by its nurturing ethos which is underpinned by Christian values.

By providing an excellent broad and balanced education, through which Christian values permeate, we will give our community hope for their future, enabling them to flourish. We want children to become resilient individuals with the skills, knowledge and understanding to make wise choices - building a positive future for themselves and others, and understanding that everyone matters. **Where everyone matters**

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At St. Ann's C.E. Primary School, equality is a key principle for treating all people the same as we believe that every human being without exception has innate dignity, being made in the image of God. Our equalities statement is guided by some core principles:

- Learners are all unique children who together are one;
- We recognise and respect difference;
- We show understanding, compassion and care to all
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice in recruitment, retention and staff development;
- We aim to reduce and challenge barriers to equality that already exist.

Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

Our school provides teaching which meets of the National Curriculum and other statutory requirements. The school has regards to the SEND Code of Practice when meeting pupils' needs, including a range of disabilities and makes its policy known to parents. This includes the development of bespoke provision for children with Educational Health Care Plans.

We have high ambitions for all our pupils and, promote and celebrate the individuality of children. We do this by taking account of children's varied life experiences and needs. The achievements, attitudes and well-being of all our school community matter.

Legal framework

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- eliminate discrimination and other conduct that is prohibited under 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 .

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 requires schools to publish information to demonstrate how they comply with the public sector equality duty and to publish equality objectives.

This policy reflects the EHRC **Technical Guidance for Schools in England** (updated 2023–2024), the Equality Act 2010, the Public Sector Equality Duty (PSED), and the Equality Act 2010 (Specific Duties) Regulations 2011.

What actions are lawful under the Act?

The Act defines a number of unlawful behavior, including;

- Direct discrimination
- Indirect discrimination
- Failing to make reasonable adjustments for disabled pupils or staff
- Discrimination arising from disability
- Harassment related to a protected characteristic
- Victimisation of someone because they have made, or helped with, a complaint about discrimination.

The Act uses the term “protected characteristics” to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- age,
- disability,
- gender reassignment,
- marriage & civil partnership,
- pregnancy & maternity,
- race,

- religion or belief,
- sex,
- sexual orientation (Equality Act 2010).

The protected characteristics of age and marriage and civil partnership apply to school as employers, but not in relation to their provision for pupils.

Accessibility Plans

Schools need to carry out accessibility planning. These are the same duties that previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. The Accessibility Plan will be published and reviewed every three years, addressing curriculum access, the physical environment and information accessibility. Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to those with disabilities.

Equality Act Definition of Disability

The Equality Act 2010 definition of disability is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes, epilepsy and asthma. These impairments sit within the definition of disability when they are in the context of “substantial and long term”

- “Substantial” = **more than minor or trivial**
- “Long-term” = **12 months or more**
(from EHRC disability guidance)

Like most schools we have children of all backgrounds, needs and abilities. There are pupils who attend with specific, on-going impairments, including;

- asthma
- autistic spectrum
- allergies
- hearing impairment
- physical disability
- ADHD
- Visual impairment

Monitoring and Review

The governing body will:

- Ensure that the equality information and objectives set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed at least every four years.
- We will publish equality information annually, including relevant data on attainment, participation, exclusions and other indicators, ensuring individuals cannot be identified.
- Ensure that the school is meeting the equality duty and reviewing the information shared annually.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.
- The Safeguarding Governor will have an overview, on behalf of the governing body, to prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The headteacher, with support from the SLT, will:

- In partnership with the Governing body, provide leadership and vision in respect of equality and model its implementation
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Update its equality objectives at least every four years
- Monitor success in achieving the objectives and report back to the governors
- Review how the school is meeting its equality duty annually
- Work with the SLT to identify any staff training needs and deliver training as necessary
- Take appropriate action in response to any prejudice-related incidents
- Monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Children in Care, Minority Ethnic including EAL pupils and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment;
 - Learning and teaching;
 - Behaviour, suspensions and exclusions;
 - Attendance;
 - Admissions;
 - Incidents of prejudice related bullying and all forms of bullying;
 - Parental involvement
 - Staff recruitment and retention;
 - Visits and visitors.

All school staff have responsibility for the implementation of this policy, including;

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of any protected characteristic.
- Keeping up to date with equalities legislation.
- working to achieve the equality objectives as set out in this document.

Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. We believe that our Christian ethos and vision supports this work as well as our approach to pastoral support. 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. New staff receive training as part of their induction. The school has a designated member of the leadership team for monitoring equality issues. Our religious ethos does not override Equality Act obligations relating to admissions, behaviour, or provision of education.

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 minimizing disadvantages suffered by people which are connected to a particular characteristic they have (eg pupils with disabilities).
- Taking steps to meet the particular needs of people who have a particular characteristic (eg making reasonable adjustments to enable and support Muslim staff or pupils to fast during Ramadam).
- Encouraging people who have a particular characteristic to participate fully in any activities (eg encouraging all pupils to be involved in the full range of school clubs).

Fostering Good Relations

The school aims to foster good relations between those who share protected characteristics 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 in teaching and the resources we use.
- Special visitors are invited in from a range of cultures, faith groups and other groups who share a particular protected characteristic.
- Encouraging and implementing initiatives to deal with challenges between different groups of pupils within the school. For example our school parliament has representatives from different year groups and from a range of backgrounds.
- All pupils are encouraged to participate in the school's activities, for example special assemblies, plays and sports / after school clubs.

We have meet the teacher sessions at the beginning of the academic year and staff, including senior teachers are on the playgrounds at the beginning and ends of the day to chat to parents. We use the school newsletter to share information with families about the children's learning and experiences in school.

Equality considerations in Decision-making

The Equality Act covers all aspects of school life involving how a school treats pupils and prospective pupils, parents and carers, employees and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage.

The school always considers the impact of significant decisions on particular groups. For example, when planning a school trip or activity, the school considers whether;

- It is accessible for pupils and staff with any particular protected characteristic such as religion
- Is accessible to pupils and staff with disabilities
- Has equivalent facilities for boys and girls

Our Equality Objectives

The following objectives have been set for the academic years 2022 – 2026 and are reviewed annually:

Objective 1			
To narrow the achievement gap and improve outcomes in reading, writing and mathematics for disadvantaged learners			
Why have we chosen this objective?			
Data shows that there is an in-school gap in achievement for disadvantaged learners in Phonics at Year 1, for writing and mathematics at KS1 and for writing and maths at Key Stage 2.			
To achieve this objective we plan to:			
Have high expectation for all children. Ensure that quality first teaching is of a high standard and that Pupil Premium expenditure focuses on addressing the learning needs of disadvantaged children, including the support of interventions and equipment. Regularly monitor the progress of children who are entitled to FSM and ensure that class provision maps address teaching and learning for these children. Engage with the English and Maths Hubs Continue to monitor the attendance of Pupil Premium children in comparison to Non Pupil Premium Children			
Progress we are making towards this objective:			
Annually: Pupil Premium documents in place identify interventions to support disadvantaged learners. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by TAs through structured intervention. Reading Plus, Lexia & Century to develop bespoke reading support ICT based reading programs. Small group for targeted children focus on reading (fluency and phonics support), spelling and maths support.			
<u>2024 - 25</u>			
2024 – 25 Data	Key Stage 2	Y1 Phonics	Attendance autumn & spring

	Reading	Writing	Maths	RWM combined	Grammar Punct Spelling		Abs	PA
All Pupils	76.2%	81%	76.2%	71.4%	66.7%	79.2%	94,7%	17.0%
Disadvantaged pupils	76.9%	76.9%	69.2%	69.2%	61.5%	80%	94.5%	17.0%

Objective 2

To narrow the gap and improve outcomes in reading for children whose home language is not English.

Why Have we chosen this objective?

In-school and external data shows that the in-school gap in achievement is larger than that seen nationally in phonics and Reading scores.

To achieve this objective we plan to:

SENCo is identified EAL / INA lead teacher to work with other local schools in identifying and building best practice in supporting learners.

Ensure we welcome all families and that children feel a sense of belonging, through displays and resources.

Complete timely assessments, both informally and formally, to determine children's abilities and learning needs.

Ensure that quality first teaching is of a high standard and staff understand how to support INA (International New Arrival) and EAL (English as an Additional Language) learners.

Implement new resources for swift support for INA children across school.

Work with partners from other local schools to learn from identified excellent practice.

Utilise support from LA EAL Team

Work with the LA Attendance Team to improve the attendance of EAL children.

Progress we are making towards this objective:

2024 - 25:

Additionally, Apps have been purchased for electronic devices supporting "Catch up" learning programs, including Lexia and Fast Phonics which provide good support for learning of phonics skills for new English learners. We have Widget support for NIA & EAL learners

The school website has translation facilities to support parents who cannot read in English with documentation to help their children learn.

Attendance of EAL children has continued to improve.

2024 – 25 Data	Key Stage 2					Y1	Attendance	
	Reading	Writing	Maths	RWM combined	Grammar Punct Spelling	Phonics	Abs	PA
All Pupils	76.2%	81%	76.2%	71.4%	66.7%	79.2%	94.7%	17.0%
EAL pupils	71.4%	85.7%	85.7%	71.4%	71.4%	83.3%	95.1%	16.3%

Objective 3

To nurture an understanding of the importance of identifying and combatting all forms of discrimination, with a particular focus on racism.

Why have we chosen this objective?

The Black Lives Matter movement has gained momentum nationally and internationally. Our children need to understand what racism is and why standing against racism is important and how they can make a positive difference. Along with our school community, the local community has become more diverse over the past 10 years with families moving into the area from other countries and with other cultures. As a school we want families to feel welcomed and to encourage community cohesion. A small number of children in school have used racist language towards each other when playing online games out of school. Very occasionally this language has been repeated in school.

To achieve this objective we plan to:

Use all appropriate curricular and extra-curricular opportunities and our Collective Worship, School Parliament and Christian Values to increase understanding of equality.

Develop an understanding of the importance of identifying and combatting discrimination through focus weeks eg Friendship Week.

To audit and improve the resources across school to include the protected characteristics, particularly focusing on BME positive role models.

Teach our children about the impact of discrimination through our PSHE curriculum (Heartsmart) and ensure they know the Protected Characteristics.

Progress we are making towards this objective:

Annually:

In the autumn term we have a friendship week each year. Across school we use a shared book to deliver PSHCE knowledge, skills and understanding.

2024-2025:

Each year we aim to have an inspirational visitor come into school to lead on an aspect of equalities learning. Recent visitors have been from disabled sports backgrounds, female rugby and Arabic musician. One of the visitors was from the wheelchair basketball team who brought equipment for all Key stage 2 children to have a session of wheelchair basketball. He also stayed and taught a similar session at the staff meeting.

The history curriculum has been developed to include History of Warrington including migration and our courageous advocates which link to our school values include people from various ethnic backgrounds. Across the curriculum there are a range of diverse people for children to learn about including artists and in music children have been involved in workshops about music from other cultures.

The Diocesan RE scheme includes high quality resources for learning about and from other religions, including Islam which is the faith of many of our families. Our children visit different religious buildings and learn about holy books, religious practices and customs. Children are encouraged to talk about the customs, beliefs and practices of their own faith and these are treated with respect.

We have audited reading books and the novels / books used in our curriculum to ensure that BME characters, authors and illustrators are represented. We have purchased new resources following this audit and are continuing to do this.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers through publishing it on the school website.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Equality Act Data

In line with the PSED (Public Sector Equality Duty) of the Equality Act 2010 we publish the following data (Accurate January 2024):

Characteristic	Breakdown
Number of pupils	School - 176 48% male 52% female Nursery – 39 46% male 54% female
Number of staff	33 15% male 85% female 95% White British 5% BME
Number of governors	9(8 +1 associate + 4 vacancies) 3 male 6 female
Religion (Denomination of the school)	Church of England
Attainment on entry	Well Below average in Communication Language & Literacy, Maths and Personal Social & Emotional Development
Ever Six pupils (R – Y6) Eligible for Pupil Premium	53%
Ethnicity (including Nursery)	63% White British Background 8.4% Any Other White Background 7.0% Any Other Ethnic Group 1.9% Any other Black Background 3.3% Any other mixed background 4.7% Black African 0.5% Black British 1.9% Chinese 1.9% White European 0.5% White & Black African 0.5% White & Black Caribbean 2.3% Roma 7.4% Any other Asian Background BME = 26% of learners
English as an additional language	32% 18 additional first languages other than English 9% of learners have Kurdish as first language
Special Educational Needs	31% (15% in Nursery) 5 EHC Plans 2.8% of school
Average attendance rate	94.71% (Academic Year 2024- 2025)

Awards , accreditations, recognitions	School Games Platinum Award Church School Partnership awards 1&2 360 Degree Safe – Progression to Safety Online DFE - Historic England; Heritage Schools Award Eco Schools Award
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