

## St James CE Primary School, Haslingden



### Equality Action Plan 2026-2030

#### Our School Core Values:

**ENDURANCE FORGIVENESS FRIENDSHIP KOINONIA PEACE THANKFULNESS TRUST**

#### Mission Statement

**To provide a high quality of education for all our children within a Christian environment.**

#### School Aims

- ✦ To create a safe, caring, supportive, stimulating and Christian ethos and environment in which individuals can develop;
- ✦ To value each child's individuality.
- ✦ To challenge and excite each child to achieve their very best;
- ✦ To encourage a love for and an enjoyment of learning;
- ✦ To help children to acquire knowledge, skills and understanding relevant to adult life and employment in a changing world;
- ✦ To help children to develop personal moral values, respect for religious values and a tolerance, respect and understanding of other races, religions and ways of life;
- ✦ To help children to understand the world in which they live and their responsibilities within it;
- ✦ To develop a sense of awe and wonder;
- ✦ To ensure that the curriculum offers a breadth of experience and equality of opportunity for all children.
- ✦ To provide regular, stimulating essential learning experiences within our curriculum.

#### School Values

Whilst the school seeks to reflect many Christian values, the above seven have been chosen as our core values. We believe that an understanding of these values, and integration of them into school life, will help to equip our children as they forge relationships within our school community, the local community within Haslingden and society as a whole.

#### School Vision

- Be a safe, loving, supportive, Christian family which values each child's individuality and uniqueness created in the image of God.
- Nurture the talents given by God to inspire children to achieve and succeed.
- Form foundations of lifelong faith through Gospel values and sincere, meaningful prayer.
- Guide children to determine their own personal moral values, and a respect and understanding of other races, religions and ways of life.
- Develop future citizens who cherish the world in which they live and their responsibilities within it.
- Foster a sense of awe and wonder of God's world within a curriculum which has a breadth of experience and equality of opportunity for all.

#### Check List for School Staff and Governors

- ❖ Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, and staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- ❖ How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?

- ❖ Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action and has action been taken to address these?
- ❖ Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- ❖ Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- ❖ Is bullying and harassment of pupils and staff monitored by race, disability and gender and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body on a termly basis?
- ❖ Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- ❖ Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- ❖ Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school and are issues such as language barriers considered?
- ❖ Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- ❖ Are procedures for the election of parent governors open to candidates and voters who are disabled?

### **Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

#### Teaching and learning

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussions of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

#### Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors. Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at St James CE Primary School.

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

#### Employer Duties

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

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring, recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

## **Equality and the Law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan at the end of this Equality Plan outlines the actions St James CE Primary School will take to meet the general duties detailed below.

## **Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

Prepare an Equality Plan which includes our written policy for race equality; Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils; Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

## **Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

### **Definition of Disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities; Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

## **Legal Duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Plan every three years.

## **Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Plan every three years.

### **Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

### **Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

### **Consultation and Involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the parent questionnaire, parents' evening, parent-school meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school councils, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

### **Roles and Responsibilities**

#### **The role of Governors**

The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and responsive to their needs based on race, gender and disability.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

#### **The role of the Headteacher (or senior leader responsible for Equalities)**

It is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.

It is the Headteacher's role to ensure that all staff are aware of the Equality Plan and that teachers apply these guidelines fairly in all situations.

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

The Headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

#### **The Role of all Staff: teaching and non-teaching**

All staff will ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Equality Plan.

All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.  
All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Headteacher.  
Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

### **Tackling Discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

### **What is a Discriminatory Incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

### **Types of Discriminatory Incident**

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
  - Use of derogatory names, insults and jokes;
  - Racist, sexist, homophobic or discriminatory graffiti;
  - Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
  - Bringing discriminatory material into school;
  - Verbal abuse and threats;
  - Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
  - Discriminatory comments in the course of discussion;
  - Attempts to recruit others to discriminatory organisations and groups;
  - Ridicule of an individual for difference e.g. food, music, religion, dress etc; Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.
- Responding to and Reporting Incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

Procedure for responding and reporting is outlined below:

- Incident
- Member of staff to investigate further (if incident reported) or challenge behaviour immediately
- Response to victim and family/Response to perpetrator and family
- Incident form to be completed and filed.
- Incidents to be reported to Governing body and local authority on a termly basis.
- Action taken to address issue with year group / school if necessary e.g. through circle time / assembly

## Review of Progress and Impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

## Publishing the Plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available

### St James CE Primary School, Haslingden Equality Action Plan 2026-2030

| Objectives                            | Action / tasks  | Lead person                                 | Other personnel   | Intended outcome and date objective will be completed  | Person monitoring and how objective will be monitored including contribution by governors  |
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| <b>Enrichment Opportunity For All</b> | <ul style="list-style-type: none"> <li>• New Enrichment Framework is launched by Enrichment Leader</li> <li>• Children are surveyed to seek requests and areas of interests by all learners</li> <li>• All cultures and backgrounds of children are represented in the enrichment offer through a listening approach by Enrichment Leader to the requests of the children.</li> </ul>   | M Marren – Enrichment Leader                | F Brady, Headteacher<br>A Humberstone, Deputy Headteacher | <p><b>By July 2027</b><br/>Enrichment Leader has mapped out an annual approach to Enrichment following research and trials of different opportunities across school over the academic year 2026-2027</p> <p><b>September 2028</b><br/>New Curriculum is enhanced by additional enrichment opportunities for all learners allowing an equitable approach which provides for a variety of interests and abilities across school.</p> <p><b>Annually</b><br/>Enrichment Leader conferences with children to ensure all backgrounds and abilities are represented in the Enrichment Offer which is shared with parents on Dashboard.</p> | <p>SLT to meet regularly with Enrichment Leader to review provision and plan ahead.</p> <p>Governors receive report from Enrichment Leader to update them on provision each year</p> |
| <b>Achievement for All</b>            | <ul style="list-style-type: none"> <li>• Attainment is part of the school SIP each year and reflects a thorough analysis of groups of children to understand the needs of our cohorts in school</li> <li>• Assessment Leader shares key information with teachers each term and this is discussed in PPM.</li> <li>• Clear tracking of groups and vulnerable children is in place each term and interventions identified</li> </ul> | F Brady – Headteacher and Assessment Leader | SLT and Class Teacher                                     | <p><b>Annually</b><br/>SIP is reviewed and the attainment section is replanned to reflect the latest needs in school so that all learners have the chance to thrive and the gap is closed between groups in school</p> <p><b>Termly</b><br/>Class teacher track progress of children and timely interventions address gaps in learning as well as provide for the different needs of learners in class.<br/>When analysing outcomes, class teachers understand the need to reflect the provision for all learners and an ambitious approach so that all are able to succeed, regardless of background or ability.</p>                | SLT will meet with class teachers each term following a clear analysis of groupings across school to consider provision and its impact. Changes are made where need is identified.   |

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| <p><b>Policies and Accessibility Plans up to date including medical requirements</b></p> | <ul style="list-style-type: none"> <li>• Benedicts Law training in place September 2026 for Epi-pens. Further allergy and food preparation training September 2026 to provide safe consumption of food and pro-active approach to allergies, etc for all children.</li> <li>• New allergy policy is facilitated under new guidelines and school has its own resources for epi-pen and inhaler use.</li> <li>• Annual review is facilitated by SLT in collaboration with office team. As new guidelines are published, these are integrated into provision and staff are updated.</li> </ul> | <p>K Jamil – SENCO<br/>F Brady – Headteacher</p> | <p>L Brewer – SBM<br/>C Lambert – Office Admin</p> | <p><b>By end of Autumn 2026</b><br/>All staff fully updated with allergy and medication requirements across school. All staff understand roles and responsibilities and clear systems are in place for medication and allergy management.</p> <p><b>Each Year</b><br/>Staff are up to date with latest statutory requirements and policies reflect the latest information and guidelines for all medical conditions so that all children are safe in school.</p> <p><b>Ad Hoc</b><br/>As new guidelines are published, these are shared and integrated into all practices and procedures in school. All staff are made aware of any updates and changes in a timely manner</p> | <p>SLT will monitor in collaboration with office staff. Governor for Safeguarding and SEN (D Gittins) supports work and this aspect is discussed as part of Governor liaison and link reports each term/year</p>  |
| <p><b>Inclusive ethos including the teaching and learning of PSHE and RSHE</b></p>       | <ul style="list-style-type: none"> <li>• Protected characteristics are highly valued through diversity week, PSHE opportunities and up to date policies</li> <li>• CPD is provided for teachers to ensure they are able to deliver the curriculum well</li> <li>• Statutory guidance and expectations are met through well planned curriculum approaches which takes into consideration all children of all abilities and a respectful approach to all cultures is embedded, particularly when addressing RSHE.</li> </ul>  | <p>C Dunne – PSHE Leader</p>                     | <p>F Brady – Headteacher<br/>Class Teachers</p>    | <p><b>Annually</b><br/>Statutory guidance and expectations are reviewed and policies updated as a result. This is also seen in practice as planning is updated for this aspect of our curriculum</p> <p><b>Termly</b><br/>PSHE Leader liaises with class teachers to ensure provision is respectful of all protected characteristics as well as providing CPD to ensure teachers are upskilled in this regard.</p> <p><b>Annually</b><br/>Diversity week is held to champion all families and to ensure everyone is treated with respect, regardless of background</p>   | <p>PSHE Governor meets with PSHE lead to evaluate provision each year and report back to FGB<br/>Invitations to Governors is available so they are able to attend key events and monitor provision<br/>SLT meet with PSHE Leader to evaluate provision, discuss current requirements and ensure all learners have equal opportunities</p> |

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| <p><b>All children supported through shared celebrations and community opportunities</b></p> | <ul style="list-style-type: none"> <li>• Events are mapped out over the year to celebrate different faiths as part of our collective worship offer</li> <li>• Invitations are made to leaders of different faiths and people of different backgrounds as well as invitations made to those in our immediate community to ensure school is a place of welcome for all</li> <li>• Projects with local and wider world schools are facilitated and completed to promote understanding of others</li> </ul> | <p>SLT<br/>S Arshad – Project with school in Pakistan<br/>K Simister – project with school in Bolton</p> | <p>Class Teachers, RE and Worship Leader (K Simister)</p>             | <p><b>2026-2027</b><br/>Projects involving schools in Pakistan and Bolton are led and managed by leaders to promote understanding and to break down stereotypes.<br/><b>Annually</b><br/>Celebrations and Festivals are mapped out on our calendar and collective worship plan so that school celebrates those from common/local cultures and those further afield including representation of all faiths<br/><b>Termly</b><br/>Children are exposed to leaders of different faiths either in person or online. Tolerance and understanding of all world faiths and all people, regardless of background, is promoted through both our curriculum approach and our whole school ethos and provision based on our school values</p> | <p>Liaison with RE and Worship Governor to evaluate provision with RE Leader in school<br/>SLT liaise with Leaders responsible for projects and approaches across school to discuss current and future provision</p> |
| <p><b>Equal Opportunity for staff to access CPD</b></p>                                      | <ul style="list-style-type: none"> <li>• SLT ensure all staff have a fair and equitable approach and opportunity to CPD including internal and external providers</li> <li>• Appraisals reflect fair targets which are facilitated by CPD where need is identified</li> </ul>   | <p>F Brady –<br/>Headteacher</p>   | <p>A Humberstone –<br/>Deputy<br/>Headteacher<br/>K Jamil - SENCO</p> | <p><b>Annually</b><br/>CPD is mapped out in line with career pathways and school priorities each year with a fair approach by SLT for any decisions made in this regard.<br/><b>Termly</b><br/>A bespoke approach to in house CPD is facilitated in staff meetings and TA support meetings to ensure all staff have access to appropriate CPD</p>  | <p>CPD overview is shared with Governors and appraisals are set with fair and appropriate targets agreed by SLT</p>  |