Saint John Fisher Catholic Primary

Forming Christ-centred pilgrims of hope...













...with kind hearts,

questioning minds, a thirst for knowledge, and a hunger for justice.









Equality Strand	Focus/Objective	Planned Actions	Timescale	Person Responsible	Monitoring	Success Criteria
1. **All**	All staff and LGB are aware of the Public Sector Equality Duty and of their responsibilities within it.	Policy reviewed in September 2026 and to be reviewed in September 2027. Policy and updated action plan to be sent to all staff (September 2026) to ensure all are aware of protected characteristics listed in the Equality Act 2010, Single Equality Duty Policy and Action Plan.	Policy and action plan to be sent to all staff September 2026 and shared during first LGB meeting of the year. Policy to be shared at induction for new staff.	Principal and LGB Chair.	Principal to report to the LGB Chair.	All staff/LGB understand their duty to promote equality and close gaps for specific groups. They have high expectations of all pupils.
2. **All**	Promote the Equality Duty on the school website.	The policy and updated action plan to be updated on the school website. A reminder sent to parents via Arbor and the weekly newsletter that all policies are located on the school website and/or Romero website.	Autumn Term 2026 Termly	Principal and SBM	Parent questionnaires 2026-2027	Parents can access the Single Equality Duty and action plan from the website.
3. **All**	Promote an understanding of the Equality Action Plan/Duty and implications for teaching and learning.	The policy and action plan to be emailed to all staff. A verbal reminder in staff briefing and/or staff meeting of the policy and action plan. Monitoring to include a focus on pupils with SEND. A clear plan is in place to demonstrate where the	Autumn Term 2026	Principal	Learning walks Pupil voice Observations made during break/lunchtimes Purchasing of resources to reflect an inclusive learning environment.	All staff/LGB understand their duty to promote equality and close gaps for specific groups. They have high expectations of all pupils.

		teaching and learning of FBV is taught. Other faiths and religions to be taught. Other cultures to be celebrated through the curriculum (see enrichment opportunities and personal development plan). The school environment and activities (including enrichment activities) are open to all e.g. removal of stereotypes.				
4. **All**	St John Fisher/Romero Policies reflect compliance with the Equality Duty.	When policies are reviewed, they are evaluated for their compliance and cross referenced with Equality Duty related policies reference vulnerable groups in place with regular review points.	Autumn 2026 onwards	CEO, Principal SENDCo, and Romero Committees 1, 2 and 3	LGB Board of Directors	Policies reflect Equality Duty/Plan.
5. **All**	The Curriculum	Continue to use Ten:Ten and My Happy Mind for our progressive PSHE/RSE curriculum and supplement this with visits, visitors, workshops and assemblies. All children have experiences as outlined in the Romero Child Charter. Continue to evaluate and adapt the Romero	Autumn 2026 onwards	Class Teachers, Phase Leaders, curriculum working party, Principal	Monitoring, pupil progress meetings, book looks, lesson observations, environment checks. Evaluation of data to close gaps.	Closing of gaps for vulnerable groups.

		Curriculum which places children's SMSC development at the forefront of our thinking and has been woven throughout the curriculum. The curriculum and the delivery of the curriculum to be adapted when necessary to meet the needs of all learners. Value questions to be embedded to promote a deeper level of thinking. Update the FBV document highlighting where these values are being taught within the curriculum. Continue to adapt and evaluate texts to ensure a more varied range of authors, issues and main characters to ensure all four elements of SMSC are experienced through reading. All children in upper KS2 to have the opportunity to have a leadership responsibility.				
6. **All**	Any initiative, club, special activity, assembly, sporting competitions musical	All staff aware of the need for equal opportunities for all pupils; gender, race, beliefs and disability. Promote	Termly from Autumn 2026	All teachers	Principal. SBM, class teachers, and TAs	A fair system is used across the school. All pupils encouraged to make a positive contribution

	initiatives, fundraising etc	diversity across the school				
7. **Race, Disability, Gender**	Pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed	Data for all children is analysed termly by class teachers with SLT (PPM). Data analysis to highlight key areas to address. Data to be shared with LGB. SLT to have read and acted up "A Good Life: Towards Greater Dignity for People with Learning Disability" (Newmark and Rees, 2022)	Termly	Class teachers, Phase Leaders, Raising Standards Lead, SENDCo, PP Lead and SLT	PPM evaluation monitored by SLT – termly report to the LGB	PPMs/Individual reviews so that the gap is closing for specific groups
8. **Race, Disability & Gender**	Promote diversity across the school.	Corridor and classroom displays to reflect the school community. Purchasing of new library books to celebrate all backgrounds. Images of the Holy Family depicted from different cultural backgrounds.	Termly	Class teachers, Phase Leaders, SLT	Class councilors to carry out monitoring of the school environment termly.	All pupils, parents, visitors feel valued and accepted.
9. **Race, sexual orientation, gender, religious beliefs**	Identify, respond to and report racist, religious homophobic, transphobic, sexist, misogynist incidents	Regular focus on bulling, cyber bullying, behavior through PSHE/assembly themes/RRS and Class charters. Incidents reported on CPOMs and behaviour policy followed. School Council and RRS Ambassador used to promote excellent attitudes	Termly	Class teachers	Trends noted in monthly SLT review suspensions monitored closely	Incidents are dealt with swiftly Principal will use data to assess the impact of the school's approach Staff are confident to deal with racist, religious homophobic, transphobic, sexist, misogynist incidents

Community Cohesion	On-going programme to celebrate diversity, increase pupil awareness and understanding of different communities and beliefs	Assemblies reflect diverse community initiatives throughout the year – Black History Month, International Women's Day, Eid, Diwali, Christmas etc. Closer links with the parish and sister schools are embraced to support community awareness.	Half Termly events	All staff, school council	SLT to review assemblies, initiatives termly for quality and diversity. Parents' feedback following concerts assemblies etc. Participation in Summer Fair and open days.	St John Fisher's community is well established and supportive.
Race, gender, disability	Attendance of specific groups	Monitoring of attendance through Arbor to identify any emerging issues for particular individuals. Termly meetings with SF to decide upon actions to support identified children and families.	Half termly	SBM Learning Mentor Attendance Officer	Mapped onto PPMs Parents meeting Principal to report to LGB	Early intervention to improve attendance for identified individuals / groups Gaps closed