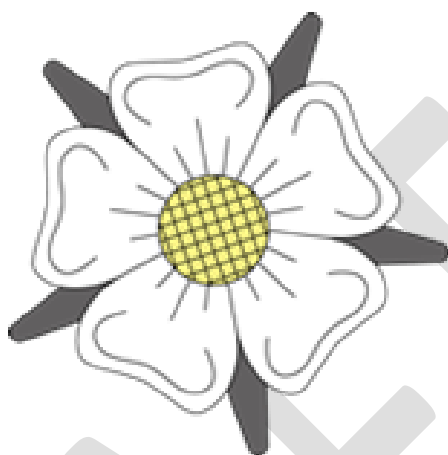




John Taylor Free School Equality Information & Action Plan 2026-28

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Implementation Date:	September 2018
Reviewed:	September 2026 (Pending)
Next Review due:	September 2028

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Aims

John Taylor Free School (JTFS) aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

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

The protected characteristics are:

Age	Disability
Gender reassignment	Marriage or Civil Partnership
Pregnancy and maternity	Race
Religion or belief	Sex
Sexual orientation	

Our school aims to promote respect for difference and diversity in accordance with our school's vision and values:

Vision: Succeed and Thrive

Values: STRIPE (Self Manager, Team player, Resilience, Innovation, Participation, Enquirer)

Motto: Turn Up, Work Hard, Be Nice

1. Legislation and Guidance

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 require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives. This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 advice for schools](#), the [Technical Guidance for Schools in England 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 document also complies with our Funding Agreement and Articles of Association.

2. Eliminating Discrimination

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. Staff and Governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes. The school has a designated member of SLT for monitoring equality issues, and an equality Link Governor. They regularly liaise regarding any issues and make senior leaders and Governors aware of these as appropriate.

3. 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 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 particular 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 activities).

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

- Share attainment data each academic year with staff, Governors and the JTMAT Board 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 identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Share further data with the aforementioned groups about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. This may include:

- The make-up of our workforce.
- Gender pay-gap reporting and other pay equality issues (as per JTMAT reporting as the employer).
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for flexible working and their outcomes.
- Applications for learning and development opportunities.
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct.

- Policies and programmes in place to address equality concerns from staff.
- Information from staff surveys and/or trade unions.

4. Fostering 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 Religious Education (RE) and our Personal Development (PD) curriculum, 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.
- Making pupils aware of our behaviour and anti-bullying policies.
- 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.
- Ensuring that activities and initiatives encourage membership from all pupils and promote tolerance, friendship and understanding of a range of religions and cultures. For example, our School Council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

5. Equality Considerations in Decision Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We 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

Aims

- The Equality Action Plan is updated on a two-year cycle.
- The purpose of the plan is to ensure that JTFs fulfils its commitment to promote equality in line with our Equality Plan and the Public Sector Equality Duty which was introduced by the Equality Act (2010).
- All equality objectives in this plan are in reference to The Equality Act 2010 identified nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The school also recognises protection from discrimination by association.
- The purpose of the plan is to implement strategies that eliminate all forms of discrimination at JTFs.

Equality objectives 2026-28

1. To consistently review staff professional development provision to ensure a current and ongoing focus on issues of equality, bullying and safeguarding.
2. To maintain and promote a positive environment in which members of our community from all backgrounds can develop a strong sense of belonging.
3. To investigate ways to enhance meaningful consultation with all stakeholders, to identify equality issues and barriers to inclusion.
4. To foster an environment where pupils are encouraged to develop an awareness of and pride in their own identities as well as empathy and insight into the lives of experiences of people from different backgrounds.

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1. To consistently review staff professional development provision to ensure a current and ongoing focus on issues of equality, bullying and safeguarding.

Action	Success Criteria	Review Date	Staff	Progress
To review and audit our professional learning offer, focusing on equality and bullying- including unconscious bias. This is to deepen stakeholder understanding of equality versus equity as well as improve knowledge and understanding of hidden disabilities.	Professional Learning review is completed. Evidence based training on equality and bullying is delivered. Staff reviews of professional development evidence positive feedback and greater understanding.	12/26	SENDSCO/SLT Inclusion	
	Potential enhancements identified and suitable training resources implemented.	07/27	SENDSCO	
Review reasonable adjustments identified on K and E passports and within learner profiles to ensure fair access to all.	Pupil passports are reviewed and fit for purpose. These demonstrate reasonable adjustments. Learning walks evidence that these are being followed. Professional learning records demonstrate understanding.	12/26	SENDSCO	
	Professional learning monitoring demonstrates implementation is consistent across and between departments.	04/27	SENDSCO	
	Behaviour policy is updated to include reasonable adjustments and liaison with SENDSCO as required.	04/27	SENDSCO/Assistant Head Inclusion/SLT	

2. To maintain and promote a positive environment in which members of our community from all backgrounds can develop a strong sense of belonging.

Action	Success Criteria	Review Date	Staff	Progress
Increase staff awareness of hidden disabilities and promoting LGBTQ+ inclusion in reception and across the school.	Implemented half termly SEND register updates to include all hidden disabilities.	Half termly	SENDSCO	
	Regular assemblies held in which we raise awareness of all members of the community.	07/27	SENDSCO/Assistant Head Inclusion	
	Achievement and progress demonstrate equity across all student groups	04/27	SENDSCO/Year Heads	
	Progress data reviews include all forms of disability, where gaps are identified, and a strategic plan of support in place to include staff training. This ensures equal progress of students with disabilities in comparison with students without disabilities.	04/27	SENDSCO/Year Heads	
	Visibility and accessibility on entry to school have been considered and adjustments made as required (consideration of visual and hearing-impairment barriers, additional/alternative methods to provide instant interpreter access as required, EAL resources)	04/27	SENDSCO/SLT	
Raise the profile of good attendance with all stakeholders	Regular general communication to parents to include school procedures and assemblies delivered.	Half termly	ROBP / Year Heads	
		Half termly	ROBP / Year Heads	

	Students and families in need of additional support are identified and targeted as appropriate			
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3. To investigate ways to enhance meaningful consultation with all stakeholders, to identify equality issues and barriers to inclusion.

Action	Success Criteria	Review Date	Staff	Progress
Gain stakeholder views on equality and inclusion through forms quizzes accessed through school website/newsletter	Ensure all stakeholders have options to access information digitally and with paper copies.	04/27	SENDCO	
	High response rate to questionnaire demonstrating engagement from families.	07/27	SENDCO	
	Stakeholder feedback reviewed and action plan implemented	07/27	SENDCO	

4. To foster an environment where pupils are encouraged to develop an awareness of and pride in their own identities as well as empathy and insight into the lives of experiences of people from different backgrounds.

Action	Success Criteria	Review Date	Staff i/c	Progress
To embed an ethos which promotes equality, where SMSC is established as part of the Schemes of Learning for all curriculum areas	Displays audited and demonstrate inclusion of students with disabilities	04/27	Department Heads	
	Assembly rota and planning demonstrate the promotion of all students, including those with disabilities. Where appropriate, external parties have been involved in school to celebrate diversity and equality.	07/27	PD Lead	
	Reading literature available includes all genders, abilities, race etc.	04/27	SENDCO/Curriculum Leader for English	

	Open environment with increased understanding and empathy evident, with reduced prejudice and stereotyping evident. Improved aspirations for all, focusing on removing barriers to careers education, enrichment and work-related learning for students with protected characteristics	07/27	SEND/CO/SLT Careers Team / SLT	
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This document links to the following policies:

- Accessibility Plan
- SEND Information Report
- SEND Policy
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Admissions Policy
- Staff Code of Conduct
- Prevent Risk Assessment