

St John's Church of England Academy
Equality and Diversity Summary of Policy and Actions

The Equality document was written after consultation in 2007 then updated in 2010 and 2012 in line with LA model single equality scheme. We have and do consult on the scheme and on what we are getting right and what can we improve; ownership by governors, staff, the school community and children, and support from partners is essential.

The policy sets out our academy's commitment to equality and diversity, including the academy's approach to all six Equality Strands: race, religion and belief, sexual orientation, disability, age and gender. It is to help us ensure that we focus on outcomes that matter to the community and people who use our services.

St John's Church of England Academy is firmly committed to Equality and Diversity. We aim to acknowledge, welcome and celebrate the contribution of staff, parents, governors and children regardless of their background - those who have a religion or belief or have none; those who are disabled; men and women of all ages; those who have come from white, black, Asian and minority ethnic groups; and those who are lesbian, or gay. We have a statutory obligation to promote the integration and valuing of all groups as well as responding to incidents of discrimination. The vast majority of our children are White British with few ethnic minority children along with many children, due to the deprived catchment area, with a very limited understanding or experience of the multicultural make up of Britain. Many of our children come from families with strong gender stereotyping of roles for men and women.

Responsibilities

The governing body welcomes its responsibilities for ensuring that the school complies with legislation, and actively promotes equality whilst eliminating discrimination and harassment to meet the requirements on race, disability and gender equality .

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support the inclusion of all pupils in their lessons; and to incorporate principles of equality and diversity into all aspects of their work.

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The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- 3. Fostering good relationships between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups:

- Race
- Disability
- Sex
- Gender reassignment
- Age
- Pregnancy and maternity

- Religion and belief
- Sexual orientation

Guiding principles

At St. John's Church of England Primary Academy we are proud to be a Church School with a distinct Christian character and ethos. We promote a love of learning together within a safe and secure environment, in which every child matters as a precious gift from God. We believe every child is unique, different and special. We challenge and support each other to achieve our full potential.

Our school ethos is built on mutual tolerance and respect for all human beings, regardless of beliefs culture or race. Kindness and caring for those in need is fundamental to our work in school and we aim to treat others as we would like to be treated ourselves.

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards others.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment

- behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- teaching and learning
- pupils' progress, attainment and assessment
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents and communities

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

Summary of our Equalities Evidence:

Protected characteristics	Aims of t	
	<p>What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?</p>	<p>How do we of opportunity people who protected those who</p>
<p>Race</p>	<ul style="list-style-type: none"> • Racist behaviour / comments are challenged and reported to parents and to the local authority for monitoring purposes. In the case of incidents being against a victim in school we ensure that the victim and victim's family are 	<ul style="list-style-type: none"> • Analysis exten

	<p>satisfied with the outcome.</p> <ul style="list-style-type: none"> • Racist behaviour/comments are reported to and monitored by the Governing Body. Reports show that we have significantly reduced racist incidents -1 in the last 3 years. • Comparative Attainment data (Rasieonline) shows for the last three years that children from backgrounds other than 'white British' have achievement that is broadly inline with that of White British Pupils <p>Attendance is analysed and there is no significant difference between attendance of different ethnic groups in the school.</p>	<p>ethnic</p>
<p>Disability</p>	<ul style="list-style-type: none"> • Comparative data (Raiseonline) shows that progress of children with SEN (school action, school action plus and statemented) is in line with or above national comparisons (KS2). • Monitoring records show that there have been no bullying incidents related to disability. Children are usually very protective and supportive of children with disability. • Allowance for part-time attendance / attending hospital visits are made for pupils as appropriately discussed in review meetings. 	<ul style="list-style-type: none"> • We su Indivi Schoo and wi ensur progre the fu • Specie provid disabi • Staff accom ASD, • Schoo that c have f exten

<p>Sex</p>	<ul style="list-style-type: none"> • Data is analysed annually to ensure that there are no significant differences between the achievements of boys and girls. Where data shows a difference (e.g. KS 1 progress and attainment for boys fell below girls in 2011 and 2012 - this is analysed in order to ascertain whether this is a school issue or cohort specific). • We monitor for fairness e.g. ensure Celebration Worship certificates, pupil voice sessions / school council etc has fair distributions of boys and girls. • We conform to Equal pay legislation. • We ensure that all posts in school comply with equal opportunities good practice and legislation - No roles are advertised as gender specific e.g. employ male and female TAs. 	<ul style="list-style-type: none"> • Progress for each child is monitored to ensure that all children are identified for support. KS1 data shows that progress for boys is lower than for girls in specific areas of learning meaning that some teaching strategies are not working for all children. • All extra-curricular activities are open to all boys and girls. • Uptake of extra-curricular clubs is monitored to ensure that all children are represented in different types of activities (currently we have a wide range of most common sports such as football, netball, basketball, etc).
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Gender Reassignment	<ul style="list-style-type: none"> Governors ensure that recruitment procedures comply with equal opportunities good practise and legislation. 	Not applicable
Pregnancy and Maternity	<ul style="list-style-type: none"> Time given to staff for anti-natal appointments and classes if required. Time given to staff for fertility treatment if required. Maternity leave / paternity leave/Adoption. The school will endeavour to accommodate part time working for new parents when requested if appropriate. 	<ul style="list-style-type: none"> Whilst the school ensures changes are made for pregnant staff
Age	<ul style="list-style-type: none"> Data is kept on the age profile of staff. When appointing staff age is not specified on application forms therefore ensuring equality of opportunity. 	<ul style="list-style-type: none"> Grandparents are invited to help with school trips
Religion and Belief	<ul style="list-style-type: none"> Racist and xenophobic language is always challenged and reported to parents. 	<ul style="list-style-type: none"> We invite parents to share their beliefs

	<ul style="list-style-type: none"> • Children are challenged where the term 'God' is used inappropriately. • Absences for religious /cultural observations approved. 	<p>Agreee exclud</p> <ul style="list-style-type: none"> • The w withdr worsh
<p>Sexual Orientation</p>	<ul style="list-style-type: none"> • Governors ensure that recruitment procedures comply with equal opportunities good practice and legislation. • Incidents of homophobic language / bullying are recorded and reported to parents. Follow up work is undertaken with individuals / groups where homophobic language is used inappropriately in consultation with parents. 	<p>Not ap time</p>

Summary of how we currently engage with protected groups:

We have engaged with parents/carers, governors and staff to seek their views on any gaps in our provision for each of the eight areas. We speak to the school council and in pupil voice sessions regarding the children's opinions .

Summary Statement of Effectiveness:

(ie How effective and influential we think we currently are in achieving the three aims of this duty for each of the protected groups)

As a Church of England Primary School we believe that we currently are extremely successful in meeting the aims of this duty for all protected groups as reflected in our Mission Statement.

Our Mission Statement states:

- In relation to RACE, our judgement is:

Very Good

Achievement and attendance analysis shows good equality of opportunity.

Our curriculum is improving in relation to representing the multi-cultural nature of the wider community. The school places great emphasis on this by providing trips to places of worship.

- In relation to DISABILITY, our judgement is:

Very Good

Evidence and feedback from parents confirms that we provide equality of opportunity for children by ensuring that provision is made to meet all needs both in class and in the wider school curriculum.

- In relation to SEX, our judgement is:

Very Good

We need to continue to monitor attainment and progress of boys and girls in order to decide whether any fluctuations are cohort specific or trends that require changes to teaching and resources.

Although all extra-curricular clubs are open to both girls and boys (and attended by both) we need to continue to ensure that these are positively promoted to both sexes. Positive role models that challenge gender stereotypes will be used to help reinforce to children that all clubs are open to both girls and boys.

- In relation to GENDER REASSIGNMENT, our judgement is:

Not applicable at this point in time - review annually to ensure that if applicable staff are all are briefed/trained in order to deal with any resulting issues from other partners in the school community.

- In relation to PREGNANCY AND MATERNITY, our judgement is:
Very Good
Evidence suggests that staff are satisfied with policies and provision currently made.
- In relation to AGE, our judgement is:
Outstanding
Policies and practice comply with legislation and ensure equality of opportunity. We actively welcome grandparents to school events and appreciate the valuable contributions that many make to supporting grandchildren with reading.
- In relation to RELIGION AND BELIEF, our judgement is:
Outstanding
Although the school is not in a very diverse catchment area we make provision for ensuring that the religion and beliefs of the whole wider community are respected and represented.
- In relation to SEXUAL ORIENTATION, our judgement is:
Very Good
Although there is a relatively small amount of data regarding this protected characteristic procedure and policies ensure that equality of opportunity is promoted and discrimination will not be tolerated.

ACTION PLANS TO IMPROVE OUR SERVICE:

We consult partners on how well we meet the duties set out under race, gender, disability, and religion or belief legislation and our aims in equality and diversity. We adjust our policy or form action plans based on this consultation.

Following Consultation, these actions have been taken:

2007 – 2008:

- Training opportunities for staff, governors and parents.
- Gender - Equality of access to extra curricular activities
- Visitors of different backgrounds have led assemblies and lessons during Multi Cultural Week

2008 – 2009:

- A disabled ramp to the front entrance has been built.
- Teaching about diversity and equality integrated into our curriculum.
- Visitors of different backgrounds have led assemblies and lessons
- Multi Cultural Week whole school involved in celebrating cultures from around the world

2009 – 2010:

- Visitors of different backgrounds have led assemblies and lessons
- Introduction of French lessons in KS1 & 2
- Gender equality – review of curriculum to narrow the gap in achievement (KS1/Foundation)
- Links with 5th Royal Artillery Regiment based in Afghanistan
- New ramp for KS2 entrance
- Refurbishment of classroom including new ceilings and carpets to improve acoustics and new lighting.

2010 – 2011

- Install ramp to Community Room to improve disabled access to all parts of the building .
- Refurbishment of KS 2 toilets (open plan) to reduce potential places for bullying (Pupil Questionnaire Analysis)
- Training opportunities for staff- TamHs (Supportive Listening)
- Anti Bullying Week – awareness raising, reinforcement of being a ‘Telling School’
- Purchase of books and resources to reflect the multicultural nature of Britain (EYFS)
- Regular visits and letters to and from 5th Royal Artillery Regiment based in Afghanistan.

2011 – 12

- New medical room for child with medical needs.
- Training opportunities for staff ,parents and children on Cyber bullying (Anti Bullying Week)
- Active promotion of stamping out name calling has dramatically reduced the incidents of homophobic language
- Training (EYFS staff) Autism
- Links to Lesotho with visitors to school, strong links with 5th Royal Artillery Regiment
- Visitors of different backgrounds have led assemblies and lessons

- Positive promotion of disability through the celebration of the Paralympics
- Celebration of different countries and cultures through whole school involvement in the Olympics.

2012 – 13 (Planned)

- Awareness raising for parents on the dangers of Cyber Bullying
- Anti Bullying Week (awareness raising, competitions)
- Staff training – Dyspraxia, Hearing and Visual difficulties
- Questionnaire to parents/carers directly related to Disability and Equality

COMPLAINTS

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the school's complaints procedure.

The original scheme was written after consultation in 2007 then updated in 2010 line with LA model single equality scheme. It has been reviewed in the light of the Public Sector Equality Duty 2011.

