

# St John's CE VC First School

## Equality information

### Part 1: Information about the pupil population

Number of pupils on roll at the school: 152

#### Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on some protected characteristics of their pupils these include:

Disability\*  
Ethnicity and Race  
Gender  
Religion and Belief

\* The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

#### Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Maternity and pregnancy is also a protected characteristic.

## Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support".

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils on free school meals  
Pupils with Special Educational Needs (SEN)  
Pupils with English as an additional language  
Pupils with a Traveller heritage  
Pupils from low income households  
Young carers  
Looked after children  
Other vulnerable groups

## Publishing information

To comply with the Equality Act we have considered the information that is suitable for publication and we have selected relevant information for publication.

Our school is applying proportionality to the Equality Act<sup>1</sup> and in view of the small number of pupils on roll we provide here a short evidenced account of our equality priorities and work, with an indication of trends and issues.

## Disability, Ethnicity and Race, Gender, Religion and Belief

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

- Pupils eligible for free school meals exceed Dorset and national data for attainment and progress
- Children with SEN exceed Dorset and national data for attainment and progress
- Children from ethnic minority groups do as well as other children within the school, which is above Dorset and national averages

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<sup>1</sup> Equality information and the equality duty: A guide for public authorities, EHRC

## Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for the equality of all our staff, children and parents and to meet our duties under the Equality Act 2010

### **Eliminate unlawful discrimination by:**

- The adoption of the Single Equality Policy
- An anti-bullying policy that ensures all children feel safe at school and addresses prejudice related bullying.
- Keeping a log of concerns to address any links between possible bullying behaviour and children/families with protected characteristics
- Reporting, responding to and monitoring racist incidents
- Keeping an up to date Accessibility Plan that contains key actions and is reviewed annually.
- Actively promoting and celebrating diversity through our Rights Respecting and Christian ethos.

### **Advance equality of opportunity by:**

- Analysing information and data that we gather to identify any underachieving groups or individuals and planning targeted interventions to address this.
- Providing opportunities for parents, pupils, governors and members of the community to be involved in school development planning.
- Adopting an Inclusion policy that is relevant to all pupils, that ensures that they all have equal access to all aspects of school life and that individual needs are met.
- Monitoring policies in line with the Equalities Act to have a positive impact on vulnerable groups if appropriate.

### **Foster good relations and community cohesion by:**

- Pupils regularly delivering training to the school community relating to our status as a Level 2 Rights Respecting School.
- Engaging the wider community in our role as Rights Respecting

#### Ambassadors

- Using Rainbow SEAL as a basis for our PSHCE curriculum and ensuring that equality and diversity is part of this.
- Exploring equality and diversity during celebration days and special events ]
- Developing understanding about differences and valuing diversity through our partnerships in Gambia and Kenya.
- Maintaining a strong Pupil Council representation across the school to promote good relationships within the school, community, the local community and across Britain and the wider world.
- Being proactive in our charity work raising money and campaigning for causes identified by the School Community.

#### **What has been the impact of our activities? What do we plan to do next?**

- Our children report that they feel safe in school and parents report that their children are well cared for.
- Parents tell us that our work with children with SEND is a strength
- Parents tell us that our school is welcoming and approachable.
- There have been no exclusions in the last year
- Parents report that we deal with concerns promptly and effectively
- Our children have an excellent understanding of how diverse our world is and how they can make a difference.
- Our children know their rights and responsibilities as members of our school and the wider community.
- Our children are enthusiastic about our joint learning with our partner school in the Gambia and are keen to now to develop a link in Britain.
- Our children will explore in more depth the Cultural diversity of Britain through following news, stories and events happening during the Diamond Jubilee
- Diversity will be explored and celebrated further through activities and themes as we celebrate the year of the Olympics and Paralympics

## Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Parent Questionnaires
- Parent members of School Council
- School Council
- Pupil Interviews
- Pupil Questionnaires
- Staff Survey
- Governing Body Meetings
- Staff Meetings

### Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
October 2011	Parents (Questionnaire)	Parents asked views re: Safety, welfare, communication & concerns	Parents extremely positive. Communication enhanced further through the introduction of Parent

			Suggestion slips.
March 2012	Parents (School Council members)	Single Equality policy and objectives discussed.	Wording of Single Equality Policy changed to reflect feedback from parent
February 2012	Pupil Interviews	Children were asked their views re: Safety, bullying, pupil voice	School council to produce literature and a leaflet about promoting good relationships. Assembly to be led by School Council to explore what bullying means and how to prevent it. And what to do.
September 2011	Pupil Questionnaires	Pupils were asked who and what really helps their learning	School Council in assembly feedback to whole school about the most successful strategies for learning and behaviour.
November 2012	School Council Sub groups	Children's Questionnaire to include key elements of the Equality Act	New Question to include key elements of the Equality Act ensuring fairness for all
March 2012	Pupil Questionnaires	Children were asked their views about teaching and learning .They were asked if the learning was appropriate to their needs and helped them make progress.	Current
September 2012	Pupil Suggestion slips	Weekly School Council mtg reads suggestion slips and takes appropriate action,	Friendship bench developed Enhanced girls toilets in line with boys

			Weekly feedback in school council.
March 2012	Governors	Possible equality objectives considered. Prioritised in terms of timescales for achievement.	Objectives agreed
March 2012	Staff	Equality objectives discussed.	Objectives and timescales agreed.

## Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

<b>Date</b>	<b>Policy or decision</b>	<b>Equality issues we considered</b>	<b>Action taken or changes made</b>
	Literacy	Audit literature to provide evidence of our culturally diverse resources	Governor and Subject Leader are currently auditing library and reference materials
	Assessments		

## Part 5: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

### **Equality objective 1:**

**STAFFING & FINANCE:** *To maintain high standards of equality in the recruitment, deployment and development of staff.*

#### **Progress we are making on this objective:**

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### **Equality objective 2:**

**STAFFING & FINANCE:** *To ensure that the school's resources are distributed fairly so that all children receive support commensurate with their needs as far as is reasonably possible.*

#### **Progress we are making on this objective:**

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### **Equality objective 3:**

**ENVIRONMENT:** *To ensure that physical access to the premises for current and future pupils, parents and staff is maximised through the school's ongoing Accessibility Plan.*

#### **Progress we are making on this objective:**

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### **Equality objective 4:**

**LEARNING & SCHOOL DEVELOPMENT:**

*a) Through the school's aims and values, and its rights respecting ethos, to promote amongst pupils the equal value of all human beings, regardless of their backgrounds or circumstances.*

*b) To ensure that achievement is maximised for all groups within the school, narrowing any potential gaps between groups.*

**Progress we are making on this objective:**

**Equality objective 5:**

**LEARNING & SCHOOL DEVELOPMENT:**

*To recognise, learn about and celebrate diverse faiths, cultures and languages represented in our local community and country.*

**Progress we are making on this objective:**

**Equality objective 6:**

**LEARNING & SCHOOL DEVELOPMENT:**

*To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities with increased reference to issues of equality and diversity*

**Progress we are making on this objective:**

**Equality objective 7:**

**LEARNING & SCHOOL DEVELOPMENT:**

*To evaluate the school's resources to ensure that diversity and equality are reflected.*

**Progress we are making on this objective:**

**Equality objective 8:**

**ALL COMMITTEES:**

***To systematically evaluate school policies and undertake Equality Impact Assessments as they come up for review.***

**Progress we are making on this objective:**

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We believe that publishing our equality information will make us transparent about the progress we are making on equality, and more accountable to parents and the local community.

For more information please contact:

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## Information on pupils by protected characteristics

Where it may be possible to identify individuals from the information provided (when the number of pupils with a particular protected characteristic is fewer than 10 and the information is 'sensitive personal information') we have decided not to release the information/have indicated this by the use of an asterisk

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	104	68%
School Action or Early Years Action	22	14.5%
School Action Plus or Early Years Action Plus	24	15.8%
Statement	2	1.3%

Ethnicity and race							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage	0	0	0	<b>Mixed</b>			
Indian heritage	0	0	0	Other mixed heritage	*	*	*
Other Asian heritage	*	*	*	White and Asian	*	*	*
Pakistani heritage	0	0	0	White and Black African	*	*	*
<b>Black or Black British</b>				White and Black Caribbean	*	*	*
Black African heritage	0	0	0	<b>Any Other Ethnic Group</b>	0	0	0
Caribbean heritage	0	0	0	<b>White</b>			
Other heritage	0	0	0	British heritage	77	65	142
<b>Chinese</b>	0	0	0	Irish heritage	0	0	0
				Traveller of Irish heritage	0	0	0
				Gypsy / Romany	0	0	0
				Any Other White background	*	*	*
<b>Information withheld</b>					2		
<b>Information not yet obtained</b>							

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<b>Religion and Belief</b>			
Buddhist		Sikh	
Christian		No religion	
Hindu		Other religion	
Jewish		Unknown	
Muslim			

<b>Gender</b>	
Male	82
Female	70

<b>Pregnancy and maternity</b>	
	<b>Number of pupils</b>
Pupils who are pregnant	0
Pupils who have recently given birth	0

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

<b>Pupil with English as an additional language (EAL)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils who speak English as an additional language	*	*	*	*
Number of pupils who are at an early stage of English language acquisition	*	*	*	*

<b>Pupils from low income households</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils currently eligible for free school meals	14	3	17	11%

#### **Looked after children**

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#### **Young carers**

0
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#### **Other vulnerable groups**

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