

**St John's C of E VC Infants' School
& Jumping Johns Nursery
Glastonbury Somerset BA6 9DR
Telephone: 01458 832085 Fax: 01458 834584
Email: office@st-johns-inf.somerset.sch.uk**



Equality Statement

Version	Date created/ amended	Completed / approved By	Remarks
V1.1	Mar 2012	Education & Welfare Committee	
V1.2	Apr 2013	Education & Welfare Committee	
	Mar 2016		Next Review

Our school vision...

'Those who are wise will shine as bright as the sky, and those who lead many to righteousness will shine like the stars forever'. (Daniel 12v3)

'A School where every child can shine'

As a school community we believe that the ethos of the school should be built on a foundation of values. At St. John's we seek to promote our School Christian Values, of **Love, Perseverance and Respect.**

As a community of learners at St. John's C of E Infants' we value the joy of learning, recognise and cherish the uniqueness of each individual and endeavour to realise everyone's full potential.

Our Christian Ethos nurtures personal beliefs and attitudes, which **enables all to seek meaning through life's journey.**

Information our school is publishing to demonstrate that we have due regard to the need to promote equality, as required by the 2010 Equality Act

1. Our specific duties

We have two Specific Duties under the 2010 Equality Act:

- To publish information to demonstrate our compliance with the general duty to promote equality
- To prepare and publish one or more equality objectives

We have therefore prepared this document to show what we do to promote equality of opportunity and highlight the equality objectives we have prepared.

Links to additional information available on our school website are provided. Other information can be obtained by contacting staff, as indicated.

2. Our objectives for the April 2013 to 2016 period are:

- To Narrow the Gaps between groups of children in each cohort
- To ensure that all *vulnerable* groups achieve as well as possible as a result of high quality teaching.

Success Criteria:

1. Groups of vulnerable children are identified accurately and provision is established to improve their performance.
2. The needs of all learners are well met as a result of high quality teaching.
3. Interventions show good impact evidenced through rigorous monitoring
4. IEP evaluations are more comprehensive and involve children, parents and professionals
5. All staff receive appropriate and effective support in their roles to ensure high quality teaching and the best outcomes for children.

3. Information about what our school does to promote equality

Type of information	Evidence available and how this can be obtained
Data about the school population and differences of outcome	
1. Our school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.	This information is available internally through the SIMS Census and RAISE Online. Further information is available in the school prospectus found on the website or by contacting the school office
2. Our school has data on its composition broken down by types of impairment and	This information is available internally through the SIMS Census (School

Special Educational Need. We follow DfE guidance on recording disability in addition to Special Educational Need.	Action, School Action Plus and Statements) and RAISE Online. Electronic copies of this information is stored within SIMs . It is updated and managed by the SENCO and the admin staff.
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3. Our school uses data on inequalities of outcome and participation, when setting itself objectives for achievable and measurable improvements.	Our objectives for April 2013 to 2016 period (specified above) were based on the following data and other information: Pupil tracking Pupil results Pupil progress meetings Classroom observations Work scrutiny SATs results Attendance meetings Child Protection Records School Development Plan SIMS Census
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Documentation and record-keeping

4. There are statements of the school's responsibilities under the Equality Act in various school documents, for example our equality policy, the school development plan and self -evaluation documents, the prospectus and newsletters to parents.	The following documents are on our website: Accessibility Plan Equalities Policy Prospectus Main Priorities of The School Development Plan.
5. There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team meetings.	If you wish to see records relating to particular decisions, please contact the Head teacher or Chair of Governors.
6. Before introducing important new policies or measures that may have an impact on equality, the school carefully assesses their potential, positive or negative, and keeps a record of the discussion and judgements which it makes.	If you wish to see records relating to particular decisions, please contact the Head teacher or Chair of Governors.

Responsibilities

7. A senior member of staff has special responsibility for equalities matters.	If you wish to discuss equality matters please contact the Head teacher.
8. A member of the governing body has a watching brief for equalities matters.	If you wish to see records relating to particular decisions, please contact Chair of Governors.

Staffing

9. FOR SCHOOLS WITH 150+	N/A
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<p>EMPLOYEES ... The school has data on its workforce composition broken down by disability, ethnicity and gender.</p>	
<p>10. The school's programme of staff meetings and continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.</p>	<p>Examples of this include: INSET Staff Meetings <i>(During staff meetings, when staff share children's work/achievements we ensure children from all groups are represented.)</i> Performance Management Governor Meetings Governing Body Training Teaching Assistant Meetings Senior Leadership Team Meetings</p>
<p>11. There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.</p>	<p>We ensure we adhere to Somerset County Council's guidance on equal opportunities and recruitment.</p>
<p>12. Our other policies, including our pay policy, uphold good equalities practice.</p>	<p>We ensure we adhere to Somerset County Council's guidance on staff pay.</p>

Behaviour and safety

<p>13. There are clear procedures for dealing with prejudice-related bullying and incidents.</p>	<p>Please see our Behaviour Policy on our website or in the school office.</p>
<p>14. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.</p>	<p>Evidence of this comes from our most recent Ofsted report which is available on our website. Also from Parent Questionnaires and Parent Evenings.</p>

Curriculum

<p>15. Focused attention is paid to the needs of specific groups of pupils (for example those who have Special Educational Needs, Travellers and those who are learning English as an additional language) and there is extra or special provision for certain groups, as appropriate.</p>	<p>If you wish to discuss such support please contact the SENCO or Head teacher.</p>
<p>16. There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.</p>	<p>Examples of this include: PSHE School Assemblies International links School Council</p> <p>Community links are embedded in our curriculum. This is evident in teachers' medium term planning and referred to in our most recent Ofsted report which is available on our website.</p>

<p>17. There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.</p>	<p>Please see Spirituality Policy which is available on the school website. Other activities include: Church Assemblies Harvest, Easter and Christmas Celebrations Visits to Wells Cathedral School Council Nurture Group</p>
<p>18. In curriculum materials efforts are made to represent a broad range of people from all background and beliefs in a non stereotypical manner.</p>	<p>If you wish to discuss equality matters related to curriculum materials please contact the Head teacher.</p>

Consultation and involvement

<p>19. The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act (which may sometimes involve targeted consultation).</p>	<p>Examples of how we have consulted and involved parents and other people include: *Parents evenings *INSPIRE in KS1 *DLTP in Foundation Stage *Parent questionnaires PFSA Crystal Project IEPs CLP projects Links with our local Church and town Our objectives are based on the information obtained through the above processes.</p>
<p>20. The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act (which may sometimes involve targeted consultation).</p>	<p>Examples of how we have consulted and involved pupils include: *School Council *Circle times *Assemblies *Nurture group Learning Mentors PFSA Our objectives are based on the information obtained through the above processes.</p>

Action Plan for Equality Objectives and Associated Actions

Aspect of the Equality Duty	Issues identified	Objectives and timescale	Example activities	How to measure progress
Protected characteristic: Vulnerable Groups				
<p>Advance equality of opportunity between people who share a characteristic and people who do not share it</p> <ul style="list-style-type: none"> • remove or minimise disadvantages meet the needs of people from groups where these are different from the needs of others 	<ul style="list-style-type: none"> • National, local and School level evidence shows that children who are identified as vulnerable, such as children eligible for the Pupil Premium grant or children with social and emotional vulnerabilities, are underperforming compared to all other children because they are not able to fully access the curriculum. 	<p>Over 3 years.</p> <ul style="list-style-type: none"> ▪ To narrow the gaps between groups of children in each cohort ▪ To ensure that all <i>vulnerable</i> groups achieve as well as possible 	<ul style="list-style-type: none"> ▪ Groups of vulnerable children are identified accurately, through for example - pupil tracking and pupil progress meetings. ▪ Provision is established to improve their performance; such as – ‘Read Write Inc, daily intervention and attending the school ‘Nurture Group. ▪ Boxall Profile used to analyse behaviour traits and reasons behind them. ▪ Nurture group to develop emotional literacy and teach children calming techniques. ▪ Social skills group to enable children to talk through social situations. ▪ Learning Mentor time for Box of Feelings game. ▪ Consultation meetings with Educational Psychologist and Social Emotional Behaviour Support Team. 	<ul style="list-style-type: none"> ▪ All staff receive appropriate and effective support in their roles to ensure high quality teaching and the best outcomes for children. ▪ The needs of all learners are well met as a result of high quality teaching. ▪ Interventions show good impact evidenced through rigorous monitoring. ▪ Scores on Boxall Profile will be closer to the expected ‘norm’. ▪ Children will be able to talk about how they are feeling rather than using inappropriate actions. ▪ Children will be able to recognise when their emotions are escalating and they need some calming time.