

St John's Upper Holloway CE Primary School



Equality document (information and objectives)

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Updated: March 2018

Approved by staff _____ (head) on _____

Approved by governors _____ (chair of CFC committee) on _____

St John's C.E. Primary School
"Shine on through these days"- John the Evangelist



Our Vision

We are a visionary school that seeks to instil a lifelong love of learning. Our core Christian values will inspire and prepare our children to lead successful and fulfilling lives.

Our Mission

St John's is a small, caring Church of England Primary School that is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God. We aspire to be a high achieving school that provides an outstanding education by:

- promoting the highest standards of teaching and learning, with excellent leadership
- being inclusive, celebrating diversity including all religions, faiths, cultures and backgrounds
- providing a rich and stimulating curriculum that will inspire and challenge all our learners
- being a safe, healthy and happy place
- providing excellent care, guidance and support
- having a strong partnership between school, parents and the community

We seek to promote core values within our children that will prepare them for a successful life. They should be:-

- considerate and respectful with excellent manners
- confident, happy, independent and self motivated
- co-operative and collaborative
- honest and trustworthy
- resilient, hardworking and determined
- highly principled with moral, spiritual, cultural and social awareness, including shared British Values

Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

At St John's Upper Holloway CE Primary School:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

For more information please contact:

Miss Hughes or Mr Welsh (Member of teaching staff with responsibility for equality issues)

Tel: **020 7272 2780** Email: **info@st-johnsholloway.islington.sch.uk**

Anna Kay (Member of governing body with responsibility for equality issues)

Tel: **020 7272 2780** Email: **info@st-johnsholloway.islington.sch.uk**

Part 1: Information about the pupil population

Number of pupils on roll at the school: **218**

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.

Disability

Disability

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.'

Number of disabled children/people: **3**

There are pupils at our school with different types of disabilities and these include:

- **Down Syndrome**
- **Cerebral Palsy (spastic diplegia)**
- **Double amputee**

Ethnicity

Main Categories	Boys	Girls	TOTAL
White British	27	27	54
White Other	12	10	22
Turkish	1	2	3
Kurdish	1	0	1
Bangladeshi	1	1	2
Other Asian & Chinese	1	2	3
Black Caribbean	3	6	9
Somali	1	1	2
Other Black African	8	4	12
Black Other	10	15	25
White & Black Caribbean	1	3	4
Mixed Ethnicity			
Other			
Unknown	4	4	8

Religion and belief

Buddhist	0	Sikh	0
Christian	107	No religion	55

Hindu	1	Other religion	3
Jewish		Unknown	3
Roman catholic	9	Muslim	33

Sensitive information on some pupils with protected characteristics

Some information in relationship to protected characteristics, we regard as sensitive.

Please contact member of teaching staff with responsibility for equality issues mentioned above if you want more information.

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as 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.

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 wish to provide further information on the following groups of pupils:

Pupils from low income households

	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	30	25	55	25%
Number of pupils on roll who have been eligible for free school meals in the last six years	43	33	76	35%

Pupil with Special Educational Needs and/or Disabilities (SEND)

	Number of pupils	Percentage (%) of school population
No Special Education Need	193	89%
SEN support	22	10%
Statement/ Education Health care plan	3	1.5%

Pupil with English as an additional language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	35	27	62	28%
Number of pupils who are at an early stage of English language acquisition	2	2	4	1.8%

Looked after children

St John's, like many schools in the borough, have looked after children on roll at various times. All LAC have termly PEP (Personal Education Plan) meetings, where personal targets are reviewed and set. All LAC are entitled to 1:1 tuition, for which funding is available.

Other vulnerable groups

St John's, like many schools in the borough, have children on the child protection register on roll at various times. We currently have 1 Child Protection (CP) child on our inclusion register and 2 children at CIN level. These children all have a designated social worker. Core group meetings take place each term and an annual case conference also takes place. The inclusion leader and/or Head attend these meetings.

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.

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

- Record-keeping linked to protected characteristics – eg: through termly pupil tracking and pupil progress meetings
- Related policies, such as anti-bullying, behaviour and equal opportunities
- Accessibility plan for the disabled
- Admission arrangements
- Monitoring exclusions
- Recording and tackling incidents of harassment
- Relevant staff and governor training or meetings
- Complaints policy and procedure
- Non-discriminatory employment practice
- Staff and pupil codes of conduct

Equality is also at the heart of our Vision Statement, which is reviewed annually by all members of the school community (SEE PAGE 2 OF THIS DOCUMENT).

Disability (also see Accessibility Plan)

Summary information:

We are a designated school in Islington for children with physical disabilities. Currently on role we have 20 children with Additional Need and 3 children with either a statement or EHCP. Three of these are children with physical disabilities.

Progress for our SEND children at the end of KS2 in 2016 was 6.04 (writing), 7.80 (maths), both of which was significantly above national average and -1.7 for reading.

Attainment for our SEND children at the end of KS2 in 2016 was 100% at expected level in writing and maths and 0% in reading.

Feedback from parents of those children with special needs is consistently positive.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Excellent links with specific outside agencies, such as The Bridge, physio, EP, speech and language, CAMHS. Regular risk assessments led by Richard Cloudeley school for both children's access and safety of special equipment.

Termly data analysis which feeds into the intervention programmes and provision maps.

All children with an EHCP or SEN support plan, reviewed termly by inclusion leader, parents, teacher and TA. Children with additional needs have a Pupil passport which is reviewed termly.

Annual Reviews in place for all children with an EHCP.

Accessibility plan in place to ensure ease of access for all members of the school community.

Strong relationships between school and parents of those children with specific learning needs and disabilities. There is a monthly parent group for all parents of children with SEND, led by the SEN governor.

Foster good relations and community cohesion by:

Behaviour and anti-bullying policies

Scheme of work – PSHCE

Friendship Week

Playtime sports leaders

School Council

Books and resources to represent a wide range of backgrounds, cultures and abilities

Links with local special schools and SEND services

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

Pupils make extremely good progress

Parents speak positively about their children's and their own experiences of school (parent and pupil audits).

Pupil Voice Surveys indicate that children find the additional intervention support very helpful in them making progress/ improving their confidence.

Ethnicity and race (including EAL learners)

Summary information:

End of KS2 results 2016, show that children who have English as an additional language achieve well – attainment was well above national average at expected level in all subjects and also above at greater depth for reading and maths. Progress was also significantly above national average – reading 5.68, writing 3.21 and maths 9.52

The major ethnic group in our school is White British. There are a wide range of other ethnic groups, but these are made up of relatively small numbers of children. All groups make significantly above expected levels of progress.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Termly data analysis which feeds into the intervention programmes and provision maps.

Strong relationships between school and parents.

Links with interpreters to support EAL parents at key meetings.

Staff training and INSET on tracking pupils at the early stages of English – tracking systems in place.

Dual language texts in classes.

Foster good relations and community cohesion by:

We have a wide range of activities to promote positive perspectives of all ethnicities in our school and to engage parents. Such events have included:

Black History Month and Carnival celebration.

International events such as food festival.

Refugee speaker for Y5 and Y6.

Ofsted 2012 stated that, "teaching promotes the pupils' spiritual, moral, social and cultural development well by giving them the opportunity to reflect on their thinking and use their imagination."

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

Building on the strengths of themed weeks, we will be hosting a Health Week in the coming Summer term. This will involve parents and volunteers across a range of ethnic groups represented in the school.

Gender

Summary information:

All opportunities in school are available to all staff, pupils and parents, irrespective of their gender.

Data for KS2 results 2016 show that both girls and boys' progress is above or significantly above average.

Ofsted 2012 stated that, "The gender gap is rapidly closing as boys become keen writers and committed readers."

SEE EQUAL OPPORTUNITIES POLICY FOR FURTHER INFORMATION.

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

Equality of opportunity for training – records kept of all staff CPD to ensure balance.

Staff structure- reviewed annually to ensure gender balance.

Foster good relations and community cohesion by:

Whole school events such as Enterprise Week (parents in school to share information about their jobs and lead activities with children – leadership team have monitored this, so that there is a good balance of male/ female visitors).

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

SEE SUMMARY INFORMATION BOX ABOVE.

Religion and belief

Summary information:

All opportunities in school are available to all staff, pupils and parents, irrespective of their religion or belief.

SEE EQUAL OPPORTUNITIES POLICY/ RE & WORSHIP POLICIES FOR FURTHER INFORMATION.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

The school follows the LDBS scheme of work for RE to support coverage of all faiths.

Foster good relations and community cohesion by:

Parents and carers come in to school to share their experiences and religious beliefs. Pupils visit key places of worship to support their understanding of a variety of faiths. Pupils and parents attend whole school celebrations and events such as church services, celebration assemblies, after school events, prayer groups etc.

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

The most recent RE and Worship inspection graded the school as outstanding overall and stated that:

“Emphasis is placed on being an inclusive school that serves the local community, celebrates the diversity of pupils’ backgrounds and develops positive relationships.”

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:

Annual parent survey.
 Annual staff survey.
 Annual pupil survey.
 Friends group (PTA).
 Parent suggestion box in the school foyer.
 SEN parent group.
 Regular parent events eg: maths workshops, curriculum weeks, school fair, international week etc.
 Parents' evening – termly.
 Regular class and whole school newsletters.
 School website.
 Class parent noticeboards, including community advice and support.
 Daily communication board for parents.

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
March 2016	Staff audit	Very positive overall <ul style="list-style-type: none"> - Some requests for further training - Some requests for further team building activities 	HT addressed these points at whole staff meeting. CPD summary sheet created to ensure consistency of training opportunities.
January 2017	Pupil audit	<ul style="list-style-type: none"> - Improve lunches (quality of food, choices, attitudes of serving staff) 	New cook in place- positive feedback from pupils. Healthy eating workshops have taken place. TAs have reminder slips for those children not adhering to healthy school guidelines.
Dec 2016	Parent audit	Very positive overall <ul style="list-style-type: none"> - School led and managed well - Children happy at school - Children achieve well Points to action: No general points for action	School to ensure holiday provision is signposted for all parents.

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 to 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.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
<ul style="list-style-type: none"> - Curriculum committee 	ICT (including E-safety and acceptable use) EYFS Teaching and learning Classroom organisation and display Pupil premium	<ul style="list-style-type: none"> - Support for children whose families are EAL and/or vulnerable to understand school forms - Barriers to learning for a large group of chln in Nursery class - Accessibility of learning environment - Targeting provision for disadvantaged pupils 	<ul style="list-style-type: none"> - Use of interpreters and parent meetings to ensure school info is clear - Specialist S&L support in place - All classrooms clearly labelled including pictures where appropriate. Whole school implementation of writing and maths prompt boards in each classroom. Personalised visual prompts for chln with additional needs. - 1:1 Tuition and/or personalised provision for all disadvantaged pupils
<ul style="list-style-type: none"> - Resources committee 	Teaching assistants Induction Health and safety	<ul style="list-style-type: none"> - Effective use of TAs with all groups of chln - Having clear induction procedures for all staff - Ensure up to date with legislation re asthma 	<ul style="list-style-type: none"> - Training for TAs with regards to SEN reforms and key pupils needs including S&L training - INSET for teachers re ensuring TAs are used to target specific groups within class - All staff now have induction review meeting to ensure any additional needs were met - Letter sent to parents re updated provision and measures taken in school
<ul style="list-style-type: none"> - Children, families and community committee 	Home school agreement Website	<ul style="list-style-type: none"> - Support for parents to read/understand 	<ul style="list-style-type: none"> - Simplified language and offered translation support where needed

Part 5: Our equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need 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:

To ensure that all children have full access to learning opportunities.

Progress we are making on this objective:

- SHS (school home support) now in place with a designated link worker in school to support those families identified as having attendance issues (school target 96%).
- Close links with Families First in order to target support where and when needed eg: vulnerable children and families.
- Monitoring of pupils who attend breakfast and after school clubs – places paid for by school for those vulnerable children.

Equality objective 2:

To ensure that our key vulnerable groups (FSM, EAL, SEND) achieve well compared with their peers.

Progress we are making on this objective:

- Achievement data for all vulnerable groups was above or significantly above national average in 2016
- Termly trackers indicate those children who are FSM, EAL, SEND – discussed in detail at termly pupil progress review meetings and interventions and/or support actioned accordingly.
- Continue to analyse pupil voice surveys, pupil audits, impact of intervention data, RAISEonline systematically to monitor progress and adapt provision.