



# St John's C E Primary School



**Expect the Best**

Headteacher: K Lund BA (Hons) PGCE NPQH  
Chair of Governors: AMayes

Deputy Headteacher: A Hill BSc (Hons) PGCE  
Assistant Headteacher H Lampert BEd (Hons) MA

## St John's CE Primary School

### Single Equality Statement 2013

#### **Introduction**

Equality, Inclusion and Diversity are already at the core of everything we do at St John's CE Primary School. We are committed to Equality and Community Cohesion and support the principles of Community Cohesion, and endeavour to ensure that pupils within the school have a sense of belonging to the community in which they live. We must endeavour as a school to ensure our pupils recognise the wide range of diversity around them, evident in the Huntingdonshire area particularly as well as in the United Kingdom and value the contribution the range of different ethnic, faith, cultural and socio-economic groups provide. We need to be pro-active in ensuring our pupils are equipped to live and thrive in such communities and aim to provide opportunities in which our pupils can engage with and interact with children and adults from different backgrounds.

Our school mission statement and aims include the following statement:

Our Mission is to create a secure and nurturing environment in which learning, citizenship, teamwork and individuality are valued. Children should learn how to behave and play their part within the community

#### **The SDP 2013-14**

Our school development plan contains a target to continue to strengthen and develop the Christian ethos and practice of the school. We recognise that our school community is multi-cultural and we need to ensure we recognise and value diversity and support the benefits that shared values and a common sense of purpose and belonging will bring.'

We believe that all pupils and members of staff should have the opportunity to fulfil their full potential irrespective of background, identity or circumstance. We are committed to creating a school community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality creates a positive environment and a shared sense of belonging for all who work and learn in our school and those who use its services. We recognise that equality can only be achieved by the whole school community working together – our pupils and their parents and carers, staff, governors and volunteers. Although we recognise that we have already achieved much at St John's CE Primary School, we are not complacent and acknowledge that there remain significant areas where we can improve our practice.





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## Accessibility

The school has:

- Installed disabled toilets which are correctly signed and equipped
- Installed a hygiene room which is correctly signed and equipped
- Installed a lift and bought evacuation chairs
- Ensured access is adequate e.g. ramps
- Installed adequate outside lighting which ensures safe and clear access and egress to the site
- Improved the signage for visitors to access the site, and within the site
- Monitored the state and maintained surfacing including the pathway that leads the school offsite

## Health & Safety

The safety of children, staff and visitors is of paramount importance to St John's CE Primary School and will be given appropriate attention to reflect this. It is our aim that the work and education environment is as safe from fire as can reasonably be achieved and if a fire does occur, our staff are well trained in procedures for safe evacuation and mitigation of damage.

The School will take all steps reasonably practicable, to secure the safety of its pupils and employees from fire, together with that of other relevant persons, by taking general fire precautions to make its premises safe.

The school has regularly updated Fire Evacuation procedures that identify how children, staff and all visitors including those with any identifiable disabilities are supported in evacuation.

## The Equality statement

This Single Equality Statement provides a valuable framework for our school to continue to develop its work in promoting equality, inclusion and good community relations, and tackling prejudice, discrimination and their causes in a holistic and proactive manner.

The Statement is based on the core principles that its effectiveness will be determined by:

- Active involvement with key stakeholders
- Proactive leadership
- Prioritising measures that produce specific, tangible improved outcomes
- Continued challenging of attitudinal and cultural barriers

The Statement creates a coherent framework for promoting equality and diversity within our school. We have identified a set of measurable priorities further to promote equality, inclusion and community cohesion. Our Statement includes a plan of action to address these priorities.





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We recognise that improving outcomes for specific groups of pupils will help to improve our outcomes for all. Our commitment to equality is thus a fundamental element of our continuous drive towards excellence.

### The National and Legal Context

The Equality Act 2010 establishes 9 strands of “protected characteristics” related to:

- Age
- Disability
- Ethnicity and race
- Gender
- Gender Identity and transgender
- Marriage and civil partnership
- Pregnancy, maternity & breastfeeding
- Religion and belief
- Sexual identity and orientation

The Act comprises a general duty and specific duties.

The general duty (also known as the Public Sector Equality Duty) requires us to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to meet the 3 aims of the general duty, we have 2 specific duties

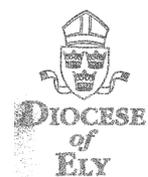
- To publish information which demonstrates our compliance with the duty to have due regard for the 3 aims of the general duty.
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims.

We are required to assess our current school practices through an equality analysis, identify any inequalities in relation to the 9 “protected characteristics” outlined above, and set equality objectives to address these inequalities.

Under the Education and Inspections Act 2006 schools also have a duty to promote community cohesion by developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups.

### St John's CE Primary School

St John's is similar in size to the average primary school and the number of pupils on roll is increasing year by year. The premises has recently been extended to accommodate further planned expansion of the school.





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The school provides:

- 266 primary school places
- Extended schools facilities e.g breakfast club, sports club, homework club
- 148 (56%) boys and 118 (44%) girls
- 14 of our pupils are from other Asian background
- 4 of our pupils are from other Black background
- 4 of our pupils are from other ethnic group
- 10 of our pupils are from other mixed background.
- 35 of our pupils are from other white background
- 1 of our pupils are from Bangladeshi
- 5 of our pupils are Black – African
- 20 of our pupils are Pakistani
- 155 of our pupils are white British
- 1 of our pupils are white and black African
- 5 of our pupils are white and black Caribbean
- 1 of our pupils is white and Asian.
- 5 of our children are Indian
- We have no pupils from the Travelling community
- 15 different languages other than English are spoken at St John's CE Primary School
- Christianity is represented by a large proportion of children in our school (128), but we also recognise that other religions are represented. We have 1 child who is a Buddhist and 19 Muslim children.
- 57 of our pupils are eligible for free school meals
- There are 58 pupils on the SEND register – 4 of these have a statement, 27 are at School Action + and 29 are at School Action
- The number of pupils joining or leaving the school at other than usual times is above the national average.
- We have no pupils with physical disabilities
- We have 2 pupils in public care
- We have no children on the Child Protection register
- We have no pupils who are the children of armed service personnel
- Attainment on entry to the school is below average of expected levels nationally, over time, and when compared to the Cambridgeshire average.
- The number of teaching and support staff on role = 35 - 34 Female 1 Male
- 91% of our staff are White British
- 3% of our staff are British Bangladeshi
- 6% of our staff are White Irish
- There are no staff registered as disabled.
- The number of Governors = 11 - 9 Female 2 Male
- 100% of our Governors are White British

How we chose our Equality Objectives

Our equality objectives-setting process has involved gathering evidence as follows:

- from on-going analysis of the school's performance data including specific performance





# St John's C E Primary School



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- data for vulnerable and minority groups
- and from involving relevant stakeholders in the following ways:
  - Parent/carer questionnaires
  - Pupil questionnaires
  - Student Council

The evidence was then analysed in order to choose objectives that will:

- Further promote equality of opportunity for members of identified groups
- Eliminate unlawful discrimination, harassment and victimisation
- Foster good relations between the many different groups that make up our school community.

## Responsibilities

One named governor, Andy Mayes, takes the lead, but the governors as a whole are responsible for:

- Drawing up, publishing and implementing the school's equality objectives
- Making sure the school complies with relevant equality legislation
- Making sure the school Equality Statement and its procedures are followed
- Monitoring progress towards the equality objectives and reporting.

The Head Teacher and the SLT are responsible for:

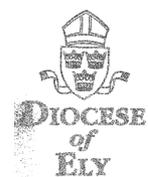
- Making sure steps are taken to address the school's stated equality objectives
- Making sure the plans are readily available and that the governors, staff, volunteers, pupils, and their parents and carers know about them
- Producing regular information for staff and governors about the plans and how they are working
- Making sure all staff know their responsibilities and receive training and support in carrying these out, and
- Taking appropriate action in cases of harassment and discrimination, including prejudice based incidents
- Enabling reasonable adjustments to be made in relation to students, staff, parents and carers and visitors to the school

All staff are responsible for:

- Promoting equality and community cohesion in their work
- Avoiding unlawful discrimination against anyone
- Fostering good relations between groups
- Dealing with prejudice-based incidents
- Being able to recognise and tackle bias and stereotyping
- Taking up relevant training and development opportunities

## Reporting on progress and impact

The Statement will be aligned with the School Development Plan. Its implementation will be monitored with the school's self-evaluation and other review processes.





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Links to other school policies

This Statement should be considered alongside the following policies:

- Teaching & Learning policy
- Accessibility policy
- Inclusion policy
- Assessment policy
- Anti-bullying policy
- Attendance policy
- Behaviour policy
- Bullying and Harassment policy and procedure
- Grievance procedure
- Performance Management Policy

Ratified by Governors on Wednesday 13<sup>th</sup> November 2013