

**St. John's C.E. (C)
Infant School**

EQUALITY POLICY

Introduction

St John's C.E (C) Infant School welcomes its duties under the new Equality Act (2010).

The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

This policy sets out how St John's School has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Specific Duties under the Public Sector Equality Duty

- To publish information which demonstrates our compliance with the need to have due regard for the three 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

This scheme sets out the steps the Governing Body will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

Definition of 'due regard' and how we aim to comply with the principles of the general duty

1. While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated
2. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community
3. The duty is continuing, so we will revisit it and bear it in mind constantly
4. We will keep records to show that the equality duties have been considered on each occasion

School Ethos, Vision and Values

At St John's School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. This is in line with the ethos of our church school. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to include a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Our commitment to these values is reflected in our Ethos & Mission statement, and our Active Mark and Healthy Schools Awards.

What we already do

In order to comply with the public duty we have the following procedures in place to ensure that we consider the needs of all of our pupils in everything we do.

- i) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- ii) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- iii) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The above is supported through our Special Needs Policy, Behaviour Support policy Additional Needs Policy, Anti – bullying Policy and an Equal Opportunities Policy.

We gather information from a range of sources when a pupil enters the school, e.g. family, child, previous school, any outside agencies involved with families or pupils.

We track all aspects of a child's provision and progress by half-termly monitoring of EYFS and National Curriculum progress and the use of Individual Support Plans and the use of personalised curriculums where appropriate. The use of Provision Map Writer supports the effective tracking and targeting of groups and individuals.

We review and evaluate the effectiveness of our school provision through parent and pupil questionnaires, staff questionnaires, the ongoing review and revision of the school development plan and self evaluation form, analysis of EYFS and KS 1 results.

Equality Impact Assessment

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we have carried out a review of all aspects of school life with regard to the protected characteristics by means of an Equality Impact Assessment.

Any gaps in provision and practice that are identified form part of an action plan (see action plan – appendix).

Our future intention is to use an Equality Impact Assessment when we intend the following actions:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice.

1. Consultation

St John's School recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

With support from staff we ensure that School Councillors are able to represent the views of their peers at School Council meetings to ensure that the views of all groups are taken into account.

We discuss progress with pupils through review of their learning targets and through Assessment for Learning opportunities during lessons.

2. How we measure the impact of any changes

We monitor the ongoing impact of these changes on those who may be affected in the following ways:

Pupil surveys, such as a smiley face questionnaire, which demonstrate emotional health and well being, engagement and involvement.

We evaluate half termly achievement levels and break the information down into specific groups to compare and contrast.

We evaluate end of year attainment levels and break the information down into specific groups to compare and contrast.

We monitor the take up of extended schools provision and ensure that it is accessed by all groups.

3. Publication and Review

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.

We record the results of our equality impact assessment and action taken. We review and publish this information and its impact on our pupils through:

- An annual report to the Governing Body
- A report on the school website
- An annual report to staff

Policy produced byL.Hill & P. Missett..... Date: 13/05/15.....

Approved by (Chair of Governors) : JC Robertson..... Date : 29.4.16.....

Review Date: Annually by 31st May every year

Reviewed by Vice Chair of Governors Anif Ahmad

13/06/2016 Signed:

A Ahmad 22/6/16

Action Plan

Objective	Actions	Time scale	Person/s Responsible	Resources	Measurable Outcome

Equality Impact Assessment

School	
Date	
Lead member of staff	
Other involved staff/role	

Proposed Plan

Background/ how this proposal has come about

Reason for proposal – to introduce new practice/provision
to change or reduce practice/provision
to remove practice/provision

Main stakeholders

Any legislation or guidance that informs the proposals

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Is the proposal likely to have an adverse impact on compliance with the Equality Duty?

Eliminating unlawful discrimination, harassment and victimisation **Y/N**

Promoting equality of opportunity **Y/N**

Fostering good relations **Y/N**

Please explain

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Consultation Process

With whom do you plan to consult?

How?

Where is the evidence of the consultation?

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Potential Issues

Characteristic	Impact of proposal (specify if impact is to pupil, parent/carer, staff, governor, other)	Positive Negative Neutral	Can barrier be removed? Y/N
Disability			
Race			
Sex			
Gender reassignment			
Pregnancy, maternity			
Religion/belief			
Sexual orientation			
Marriage, civil partnership			
Age			

Explain in more detail

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