



Equality Information and Objectives Statement for Publication

Committee Name:	Achievement and Standards Committee
Date of Approval:	November 2019 (2 years)
Validity Date:	November 2021
Person responsible:	Head Teacher

‘Together we live and grow in the love of Jesus Christ.’

St Saviour's C. of E. Primary School was founded by and is part of the London Diocesan Board for Schools (LDBS). The school is to be conducted as a Church of England school in accordance with Canon Law and the teachings of the Anglican Church and in accordance with the Diocese of London. At all times, the school is to serve as a witness for the Christian Faith in Our Lord Jesus Christ.

We aim to cater for children as individuals, appreciate their needs and enable them to be as roundly educated as possible in order to flourish in their everyday life in a multi-faith and multi-cultural world. “We will oppose all forms of racism and sexism and stress our lesson: “Always treat others as you would like them to treat you” (Matthew 7 xii NEB).

At St. Saviour's, we see all members of the school community as special, unique individuals who are created in God's image who deserve to be treated with respect without any form of discrimination. Through the children's behaviour we expect the children to follow the school's vision of ‘Together we live and grow in the love of Jesus Christ.’ They can achieve this by thinking about and using our school values (the Fruit of the Spirit) to guide them.

Contents

Introduction, Aims and Rationale	Pages 1 - 3
Part 1: Information about the pupil population	Pages 4 - 6
Part 2: How we have due regard for equality	Pages 6 - 8
Part 3: Consultation and Engagement	Page 8
Part 4: Record of how we have considered equality issues when making decisions	Pages 9 - 10
Part 5: Our Equality Objectives	Page 11
Part 6: Information about our employees	Page 11
Protected Characteristics	Page 12

We aim through this policy and its implementation to:

- ❖ Ensure equal opportunities for all staff and pupils regardless of race, faith, gender, sexual orientation, academic ability, physical ability or social background.
- ❖ Provide and develop an environment free from social, religious, sexual, racial, cultural or physical prejudice.
- ❖ Foster an environment of respect for all members of the school community in which different cultural and faith backgrounds enrich the school for all.
- ❖ Encourage a strong feeling of school identity where all members of the school community are responsible for the feelings of everybody else in a positive way.

Rationale

Equal opportunity for all underpins the whole life and ethos of our school and is the responsibility of the whole school community. This is especially true as a church school within an inner city environment. Our Vision 'Together we live and grow in the love of Jesus Christ' enables us to work together as a whole community. Our school values guide us towards this vision.

Equal opportunities are reflected throughout the organisation of the school and must be actively addressed in both the taught and implicit curriculum as well as openly demonstrated amongst staff, parents and governors.

All staff, governors, parents/carers and pupils are fully welcome and are encouraged to participate in the life of the school regardless of their race, faith, ethnicity, any disability, their gender, sexuality or socio-economic background. Each group has specific needs that need to be actively planned for so their contribution to the school can be the fullest that it can.

St. Saviour's recognises and carries out its responsibilities under the Equality Act, Race Relations Act, Sex Discrimination Act and Disability Discrimination Act. All these documents aim to eliminate discrimination and to promote good race relations. Systems are constantly under review in the light of changes that are taking place both locally and nationally so that we can provide the best service possible.

Inclusion

St. Saviour's has been praised for its unstinting belief in inclusion and we have had many successes particularly in catering for pupils with specific needs so that they can fully access the curriculum and the life of the school. We recognise and harness the diversity that exists within our school community to ensure that all have the opportunity to respond to the high expectations, challenges and excitement of the curriculum and everyday life of the school.

We have excellent systems in place for children who are vulnerable or have special needs as well as a well-developed policy for the teaching of children with EAL and Gifted and Talented.

Our full range of after school activities ensures that children with different talents, interests and abilities can be stretched outside the normal curriculum and our excellent parent/teacher relationships ensure that we can meet the needs of individual parents wherever necessary.

Inclusion of different faiths is also of great importance ensuring that the spiritual needs of children from different religious backgrounds and for those with no faith are met. We have a separate policy which outlines our 'Spirituality' approach in school.

Our school is committed to equality both as an employer and a service-provider:

- ❖ Everyone is treated fairly and with respect.
- ❖ We do all we can to ensure our school is a safe, secure and stimulating place for everyone.
- ❖ We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- ❖ We recognise that every child has individual needs which must be nurtured and supported in order for them to reach their true potential.
- ❖ We endeavour to make sure people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council, PTA, Local Parish and Community.
- ❖ We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- ❖ We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.
- ❖ We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

Part 1: Information about the pupil population
(according to the Bi-Borough Profile 2018-19)

Numbers on Roll (N- Yr 6) – September 2018

Total	Boys	Girls
224	104 = 46%	120 = 54%

Information on pupils by protected characteristics

The Equality Act 2010 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

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 pupils with disabilities:

Less than 40

As these numbers are low, the school feels it would be inappropriate to publish exact information.

Pupil Special Educational Needs (SEN) Provision – September 2018

	Number of pupils	Percentage (%) of school population
No Special Education Need	208	93%
Children identified as SEND (including Statements or EHC Plan)	14	6.25%
Statement or EHC Plan	2	0.9%

Ethnic Origin – September 2018

	School				LA	Inner London	National
	2015	2016	2017	2018	2018	2018	2018
White British	96 (41%)	107 (46%)	105 (44%)	95 (42%)	13%	18%	68%
White Irish	2 (1%)	2 (1%)	2 (1%)	2 (1%)	0	0	0
White Other	64 (27%)	62 (26%)	69 (29%)	71 (32%)	16%	15%	7%
Asian Other	3 (1%)	1	1	2 (1%)	4%	3%	2%
Black Caribbean	0	1	0	1 (0.45%)	3%	7%	1%
Black African	18 (8%)	14 (6%)	13 (6%)	12 (5.4%)	11%	17%	4%

Any Other Black Background	9 (4%)	7 (3%)	5 (2%)	4 (2%)	2%	4%	1%
Asian Indian	1	3	2 (1%)	1 (0.5%)	1%	2%	3%
White/Black Caribbean	5 (2%)	7 (3%)	9 (4%)	7 (3%)	2%	3%	2%
White/Black African	1	1	2 (1%)	2 (1%)	1%	2%	1%
White/Asian	13 (6%)	10 (4%)	10 (4%)	6 (2.7%)	2%	2%	1%
Any Other Mixed Background	14 (6%)	11 (5%)	11 (5%)	14 (6.25%)	7%	5%	2%
Chinese	1	1	1	1 (0.5%)	1%	1%	0%
Any Other Ethnic Group	7 (3%)	7 (3%)	6 (3%)	3 (1.5%)	27%	7%	2%

Religion and Belief – September 2018

Christian/Anglican	177
Greek Orthodox	12
Other Christian	2
Roman Catholic	22
Hindu	1
Muslim	5
Other Religion	7
Total	226

Information on other groups of pupils

Ofsted inspections look at how schools fulfil the expectation that “all learners will receive a high-quality, ambitious education.”

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

Number of pupils who speak English as an additional language - September 2018 – according to parents

	St Saviour's	LA	Inner London	National
EAL	71 (32%)	68%	56%	21%
Non -EAL	153 (68%)	32%	44%	79%

English as First Language – September 2018

	School				LA	Inner London	National
	2015	2016	2017	2018	2018	2017	2017
English	158 (68%)	168 (71%)	162 (68%)	153 (68%)	32%	44%	79%
Arabic	1	0	0	0	20%	N/A	N/A
Spanish	1	2 (1%)	0	1	2%		
Portuguese	0	1	2 (1%)	2 (1%)	3%		
French	3	4 (2%)	5 (2%)	7 (3%)	3%		
Albanian	2	2 (1%)	2 (1%)	2 (1%)	3%		
Italian	9 (4%)	6 (3%)	6 (3%)	6 (3%)	2%		
Polish	2	1	1	1	1%		
Amharic	5 (2%)	6 (3%)	7 (3%)	7 (3%)	1%		
Tigrinya	5 (2%)	3 (1%)	2 (1%)	2 (1%)	1%		
All other languages	47 (20%)	42 (18%)	50 (21%)	43 (19%)	15%		

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. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

We deal promptly and effectively with all incidents and complaints of bullying and harassment related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. This record is kept in the School Office and is reported to Governors.

Our Complaints Procedure sets out how we deal with any complaints relating to the school. This can be found on the school website: www.stsavioursprimary.co.uk

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

How we advance equality of opportunity:

- ❖ We monitor the attainment and progress of all our pupils by ethnicity every six weeks and take actions to address any negative trends that may materialise.
- ❖ The school supports our pupils to build their sense of identity and belonging, which helps them to flourish within their communities and as citizens in a diverse society.
- ❖ We support disabled learners by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

How we foster good relations and promote community cohesion:

- ❖ The school is outstanding at promoting the spiritual, moral, social and culture development of all pupils, as was recognised by both Ofsted in 2008 and Diocesan inspections in 2014 and 2019.
- ❖ We ensure that the curriculum has positive images of disabled people. Pupils and visitors are fully included in all aspects of school life- regardless of any disability.
- ❖ The curriculum makes robust provision for the teaching of other faiths across the school.
- ❖ We ensure that the curriculum has positive images of people from a range of ethnic backgrounds. The RE programme of study is diverse and includes trips to a variety of religious places of worship.
- ❖ All ethnic diversity is celebrated during our weekly Thursday assemblies. International Week is a very popular annual event, which encourages families to come into school and share traditional meals, stories and dancing. The children spend the week studying key historical figures from around the globe.
- ❖ We hold a World Faiths Day every year which focuses on either different aspects of the Christian religion, for example heroes in the Bible, similarities between Christianity and other world faiths etc or major celebrations of other World Faiths. In 2019, we focused on Christianity and celebrated our School Values, The Fruit of the Spirit.
- ❖ The school sponsors a child through World Vision and three different animals through World Wildlife Fund. Our Charities Committee work hard to ensure this is visible around school.
- ❖ Through a variety of projects and fun days, the children support a range of other charities to promote their understanding of the wider world (The Passage, OXFAM, Red Nose Day, Jeans for Genes Day, the Air Ambulance, and support for international disasters).
- ❖ We ensure that the curriculum has positive images of people, male and female. Parents and carers are invited in to come in and talk to the children during book week, Science Week, Internal Explorers Week, Maths Week, Christianity Day and Imaginarium Day.
- ❖ The school holds coffee mornings to raise money for charity. The first, in September, support MacMillan Nurses and the two others support World Vision. All parents are welcome and there are always one or more Governors in attendance.

What has been the impact of our activities?

- ❖ Pupils see other people, particularly those with disabilities, as equals, and as a standard part of the diverse city in which they live.
- ❖ Pupils understand and respect the authenticity and value of the beliefs of others.
- ❖ Pupils see other people, male or female, as equals.
- ❖ Pupils regularly see positive male and female role models working in our school.
- ❖ Pupils see the respect staff have for each other and the other adults who visit our school.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Gender

We are committed to working for the equality of women and men.

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief. We celebrate and promote differences amongst the children.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- ❖ Analysis of three year assessment trends between 2016 and 2019, indicate that the majority of children from all ethnic backgrounds perform at least as well as, and frequently exceed, national comparatives.

Part 3: Consultation and engagement

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

Our main activities for consulting and engaging are:

- ❖ Teachers and seniors leaders in the school are easily accessible to all pupils and parents. On the rare occasion when issues arise, a two way conversation process happens.
- ❖ High quality information is communicated through weekly newsletters, the school website, weekly class Chit Chat and our School App.
- ❖ Important information is shared with parents and the wider community as soon as possible- inspection reports are shared in full and further feedback is requested at every opportunity.
- ❖ Regular and meaningful consultation with the children takes place with the School Council, RE Ambassadors (elected by their peers) and Charity Committee.
- ❖ Each year, children choose their two favourite adults in school as their Listening Partners. These are available whenever a child wishes to share their thoughts or concerns.
- ❖ Each year, Reception and Year 6 children pair up as buddies.

- ❖ Questionnaires and surveys take place at least twice a year. These target children, parents, staff and Governors. We use the statistical data to inform the community and our responses are communicated.
- ❖ We hold regular Parent workshops on subjects or issues which are pertinent to the community (Phonics, Life without Levels, Online-Safety, Maths, etc.)

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.

Date	Policy or decision	Equality issues we considered	Action taken, evaluation
September 2015 – July 2016	Ensure the new assessment system supports the expected level of progress of FSM, EAL and vulnerable	Monitoring groups and individuals Does the new assessment system plus small group and 1:1 work provide enough support for these children?	The new assessment system makes the expectations for all groups more difficult to achieve. The additional group work and 1:1 support has narrowed the gap, but this continues to be a focus for 2016-17.
September 2015 – July 2016	% of FSM and vulnerable children who attend residential trips and after school clubs	Ability to pay for trips and clubs. Signposting children to outside agencies and activities.	We use PP payments to pay for all of these children and offer discounts to other families as required.
September 2015 – July 2016	Higher percentage of FSM and vulnerable children who represent the school in creative activities, sporting competitions and other activities (Music, arts, Maths, etc.)	Representation of the school by FSM and vulnerable children is at least reflected in the participation of such activities.	All staff are aware of children with FSM/Ever 6. Information is kept in Class Information Files.
Ongoing	Continue to monitor and track the progress made by FSM, EAL and vulnerable children in light of recent assessment changes. School development plan focuses on ensuring disadvantaged and non-disadvantaged children are working broadly ‘in line.’	Monitoring groups and individuals. Does the new assessment system plus small group and 1:1 work provide enough support for these children?	
Ongoing	Celebrate National and World-wide events and festivals such as religious festivals, International Days to increase pupil awareness	Community Cohesion	

	and understanding of different communities through Thursday assemblies. The school will purchase publications such as 'First News', 'The Week Junior' and/or National Geographic 'Kids' to encourage awareness of the wider world.		
Ongoing	Teaching Computing and ensuring online-safety is taught effectively across the school and include all groups.	Monitoring inclusion / equal opportunities	
September 2018	Staff CPD Mindfulness 8 week course	Mental health and wellbeing	Adapt approaches to use within staff every day lives and also in the classroom with the children. Mindfulness Day in Spring 2018.
Ongoing	Focussed worked linked to RE relating to the Church of England's Vision for Education including an additional document called 'Valuing All God's Children.'	Inclusion and cohesion	Further work to develop our RE/PSHE / Wellbeing provision
Ongoing	During Staff meetings and Governor meetings the 9 Protected Characteristics are highlighted and discussed in the context of our school.	Equality for All	9 Characteristics are listed at the end of this document and shared with all staff.

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 information. 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:**

Ensure all vulnerable children are provided with at least equal opportunities to represent the school in the wide range of activities which take place each year.

❖ **Equality objective 2:**

Review the number of vulnerable children who attend after school clubs (evaluate ability to pay for these families).

Part 6: Information about our employees

If we have more than 150 employees, we are required to publish information about them. The school currently has approximately 35 employees and therefore does not deem this to be necessary.

Protected Characteristics

The school's report for Equality Information and Objectives Statement for Publication was last updated in September 2019 and presented to the Standards and Achievement Committee.

This Appendix outlines more specific details as to how we show our compliance to ensure as a school community we recognise the 9 Protected Characteristics as outlined in the Equality Act (2010):

- Age
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

At St. Saviour's, we aim to foster good relations between those who share a protected characteristic and those who do not share. Here are some examples of what we do:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. If external speakers are invited into school, children are encouraged to ask questions and meet with them for workshops after an assembly.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community. We also help to fundraise for local charities at different times during the year such as The Passage.
- Encouraging and implementing initiatives to deal with potential tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have begun to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.