



# **Equality information and objectives**

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### 1. Aims

St John's aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require St John's to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and Schools](#).

### 3. Roles and responsibilities

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout St John's, including to staff, students and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

All St John's staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

St John's is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, St John's Academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of St John's clubs)

In fulfilling this aspect of the duty, the St John's Academy will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

## 6. Fostering good relations

St John's aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- 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. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising St John's trips and activities based around the local community
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality considerations in decision-making

St John's Academy ensures it has due regard to equality considerations whenever significant decisions are made.

St John's Academy always considers the impact of significant decisions on particular groups. For example, when a St John's trip or activity is being planned, the St John's Academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The St John's Academy provides evidence when planning trips to show that areas of Equality and Discrimination have been considered and the relevant questions asked.

## 8. Equality objectives

Wiltshire attainment is broadly in line with national results. In this document results are being highlighted where there is a county attainment gap compared with national results or where there is national and local concern about poor attainment for specific groups.

### Objective 1 Sex (Gender) Girls/Boys

Nationally, GCSE attainment of girls exceeds that of boys, however the 5.5 per cent gap between the Average Attainment 8 score of girls and boys. The Average Attainment 8 gap between Wiltshire girls and boys is marginally smaller at 5.2%. At St John's Academy the Average Attainment 8 gap between boys and girls is 5.7%. The gender gap in attainment, with on average, girls outperforming boys, is not a new phenomenon

St John's has identified this gap and it is a priority for the coming year.

### Objective 2 Disadvantaged Pupils

(The Ofsted definition refers to pupils eligible for Free School Meals, and those pupils who are Looked After and Adopted from Care) The social class attainment gap (as measured by percentage point difference in attainment between those eligible and registered - and those not eligible/registered - for free school meals, either in the current year, or in the past six years)

St John's Pupil Premium students achieving 9-5 in English and Maths was 39.3%. Non Pupil Premium students achieving 9-5 in English and Maths was 62.8%. The attainment gap was 23.5%, a reduction when compared with the previous year. Information about how St John's spends its pupil premium and the work being undertaken to narrow the attainment gap for pupils identified as disadvantaged can be found in the Pupil Premium section of the school website.

### Objective 3 Gender Identity and Sexual Orientation

There is no attainment data available for this Protected Characteristic. This is one of the fastest changing areas of equality and the school is doing the following: Seeking support and guidance from the LA and other appropriate bodies, on the best ways to create a resilient whole-school community that supports all pupils, including lesbian, gay, bisexual and transgender pupils (LGBT+) and those pupils uncertain about their gender identity/sexual orientation.

In order to support such an inclusive environment, St John's is aware that homophobic /biphobic /transphobic language and bullying creates a negative and possibly hostile environment for students who may be lesbian, gay, bisexual, transgender or unsure about their sexual orientation/gender identity. St John's works with students to address any use of discriminatory and bullying language that would create an unequal school environment. St John's confidently tackles discriminatory language and supports pupils to create a school environment that values diversity.

St John's is aware of the support that we can access in relation to Gender Identity, including Local Authority support, and support and advice from Stonewall, an LGBT+ campaigning group which has a website containing a range of educational guidance and resources. In addition, St John's is working towards the Bronze Award from Stonewall and will be welcoming a Stonewall Champion to speak to students in 2020. St John's is aware of the changes we can make to help avoid unnecessary gender distinctions. Such changes ensure that the school is a more equal environment if there are students who are uncertain about their gender identity. This school has flexibility within the school uniform, and endeavours not to divide students into groups solely based on their sex. There are many charitable organisations providing support on gender identity to young people, their families and their schools. There are also organisations able to provide advice and support where a pupil has a parent who is transgender.

#### **Objective 4 Mental Health**

There is an increasing understanding of the negative impact of social, emotional, and mental health difficulties (SEMH) on the educational attainment of pupils. The incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue.

Academic attainment is important, but pupils also need to progress through their education feeling happy and self-confident. St John's is committed to providing a nurturing environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life.

St John's has a school mental health lead and a commitment to supporting students with health and wellbeing. This is an ongoing priority for St John's.

## **9. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Anti-bullying Policy
- Safeguarding and Child Protection Policy

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Assistant Vice Principal January 2020