**1. Statement**

Aims and Values

As a Church of England school and in keeping with the ethos and vision for our school we endeavour to create a welcoming environment where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment and we value each person as a unique individual. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of sexuality, religion or belief, age, race, culture, gender/gender reassignment, mobility, ability and disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Crosscanonby St John’s C of E Primary we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

**2. Publishing Information**

Under the Equality Act school is aware that certain information has to be published in relation to protected characteristics and our school. However we also pay due regard to the Data Protection Act 1998 and the GDPR 2018 and, when appropriate, we will not publish information that allows individuals to be identified.

**Race**

Pupils in school are predominately of a white British background.

**Deprivation factors**

The school collects data on pupils who are eligible for free school meals and pupil premium funding, but does not publish this due to the small number of pupils.

**Gender**

In September 2018 there were 56 pupils on role; 30girls and 26 boys.

The staff population is predominately female. External music teachers and coaching staff who visit school are a mix of gender.

**Disability**

The school holds data on the number of pupils who are classed as having a disability, but does not publish due to the small number of pupils.

**Bullying or Discrimination**

The school has no reported incidents of harassment or bullying.

**Sexual Orientation**

The school does not collect data on this or on gender reassignment for staff or pupil populations.

**Religion**

The school does not collect data on the religious background of pupils or staff.

**Performance Trends**

Data analysis of 2018 results shows that boys performed better in KS1 in all areas and in KS2 girls outperformed boys in maths and reading, with progress being similar for both groups in writing. Girls significantly out-performed boys for all subjects combined in KS2. Over a three year period the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, writing and maths is at least similar to, and in many cases exceeds, that of other pupils nationally. In 2018 progress for disadvantaged pupils was significantly greater than progress of non-disadvantaged pupils nationally.

**3. How We Promote Equality**

The Governing Body comprises a mix of gender.

Each class is represented on the School Council by one boy and one girl.

All Pupils in Year 6 are given the responsibility of looking after areas in school.

All pupils are given responsibility for handing out equipment, milk and fruit.

A range of after school clubs are available to pupils from Year 1 upwards.

Pupils are taught about discrimination, prejudice, racism and the different forms of bullying.

All pupils are taught about Fundamental British Values.

The school reviews its access plan annually.

The school sets and monitors equality objectives.

Anti-Bullying forms part of the school behaviour policy.

2018-2020 Equality Objectives

* To monitor greater pupil involvement in collective worship.
* To ensure that pupils with SEND and in receipt of pupil premium funding continue to make rates of progress that is at least in line with other pupils nationally.
* To increase the percentage of boys achieving the expected standards in reading to ensure progress is more in line with the progress of girls.
* To raise both attainment and rates of progress of higher achieving pupils.

Established: July 2018