

ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



Equalities Duty Information

Mission Statement

At St Francis of Assisi, we believe God is at the heart of our school. As a school community, we work together to provide a caring, stimulating and nurturing environment, where every child can discover their true potential and grow closer to Christ. As pupils and staff we encourage in each other a love of learning. This is a place where we can all belong and where diversity and difference is celebrated. We rejoice in each others' uniqueness and respect the dignity and beauty of each individual. Using our gifts and talents we will actively seek to make a real difference - by caring for one another and caring for our world.

Part 1: Information about the pupil population March 2017

Total number of pupils:

Year	Boys	Girls	Total
EYFS	31	28	59
1	29	31	60
2	37	23	60
3	28	31	59
4	34	27	61
5	24	34	58
6	27	33	60
Total	210	207	417

Information on pupils by protected characteristics

The Equality Act 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: 3

Pupil Special Educational Need (SEN) Provision		
	Number of pupils %	Percentage of school population %
SEN Support	49	12
EHCP	3	0.7
Total	52	12.7

Ethnicity	Number of pupils
Any other Asian background	28
Any other Black background	12
Any other ethnic group	8
Any other mixed group	17
Any other white background	109
Black African	22
Black Caribbean	1
Chinese	1

Indian	22
Refused	5
White – British	160
White – Irish	6
White and Asian	15
White and Black African	10
White and Black Caribbean	3
Grand Total	419

Mother Tongue	Number of pupils
Chinese	1
English	256
French	1
Gujarati	2
Malayalam	9
Other than English	42
Polish	68
Portugese	20
Romanian	4
Slovak	3
Spanish	1
Tamil	8
Ukranian	1
Grand Total	419

Information on other groups of pupils

OfSTED inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

English as an Additional Language %		
Boys	Girls	39% of the whole school population
89	74	
Total	163	

Free School Meals %		
Boys	Girls	39% of the whole school population
13	9	
Total	5	

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 we do in school. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act. We are committed to working for the equality of all our staff, children and parent/carers to meet our duties under the Equality Act 2010.

We eliminate unlawful discrimination by:

- Our behaviour Policy and Anti-Bullying Statement ensure all children feel safe at school and address prejudicial bullying
- Recording, responding to and monitoring racist incidents
- Regularly monitoring the curriculum to ensure these learning opportunities across the curriculum are in place to promote respect for diversity and challenge negative stereotyping
- Teaching styles and expectations giving equal entitlement to success
- Tracking and comparative analysis of the progress of groups of pupils to ensure that they are achieving in line with their capabilities
- Ensuring all pupils have the opportunity to access extra-curricular provision, school council, after school clubs etc.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Our school uniform policy reflects equality of opportunity for all children
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Advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention.
- Ensuring participation of all parent/carers and pupils in school development, e.g. through parent/carer and pupil surveys.
- Listening to parent/carers at: parent/carer-teacher meetings; feedback about home learning; comments in home-link books; open door policy.
- Listening to pupils in school council.

Foster good relations and community cohesion by:

- Charitable work
- Ensuring Equality and diversity is embedded in the curriculum and in collective worship
- Creating opportunities for links within the local community.

What has been the impact of our activities? What do we plan to do next?

- Appropriate learning opportunities experienced by the children
- Collective worship provides opportunities to reflect on issues of Equality
- Learning resources all checked and appropriate resources acquired.
- All children have equality of opportunity and experiences
- Teaching and learning ensures inclusive practices providing equal opportunities for all groups of children.

- Children with a disability or identified needs receive appropriate support to make expected progress.
- Tracking monitors all groups and appropriate action is taken as necessary
- Any case of discrimination is dealt with appropriately in accordance with school policy
- Governance play an active role in ensuring policies provide equality of opportunity
- Parent/carers views are taken into account by the school when formulating policy
- Views of parent/carers, and pupils are used to shape the further development of the school
- All children and adults with a disability have equality of opportunity and experience a sense of belonging
- All children have the opportunity of being elected to school council and the R.E. Council and undertaking responsibilities within their classes.
- Through the British Council and LA school partnerships the school will further engage with its link schools and has plans to take groups of pupils to visit the schools to engage with pupils in their school environment and to offer a reciprocal arrangement.
- The school will seek parent/carers views on how it deals with Equality of opportunity at school, and any concerns about bullying and behaviour.
- The school will seek to encourage greater parent/carer participation in events.

Part 3:

Consultation and Engagement

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

Our main activities for consulting and engaging are:

- parent/carer, and pupil surveys twice a year; school council surveys
- open door policy
- school newsletter
- school council
- parent/carers' evenings
- school website school contact form

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 to 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	Actions taken or changes made
Sept 2014	Consultation on the new SEN Code of Practice	Views of parent/carers with children with SEND needs	SEND Policy and school offer drafted

Summer 2017	Review the Anti-bullying and behaviour policies. This was done in consultation with pupils, staff, staff and governors, and parent/carers via the website.	To incorporate actions with regard to prejudicial bullying and disability, ethnicity, race, gender, religion and belief.	EWG ratified Summer 2017

**Part 5:
Our Equality Objectives**

The Equality Act 2010 requires us to publish specific measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. 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:

Monitor all learning resources to ensure that they do not reinforce stereotypes, and ensure they provide equality of opportunity and accessibility, including trips, visits and visitors. Subject leaders planning for their subject taking into account the needs of all pupils and provide support and guidance as appropriate. Use information from tracking and to continue to raise standards with a particular aim to continue narrowing the progress and attainment gaps between groups of pupils such as PPG & SEND.

Equality objective 2:

Maintain and build upon our Family Learning Course for EAL parent/carers to ensure that they have equality of opportunity and accessibility to support their child. Teachers preparing for parental interaction to take into account the needs of all family situations to provide support and guidance as appropriate i.e. homework expectations, transition and induction meetings, parent/carers consultations meetings and social events.

May 2017