

# St. Vincent's RC Primary School

## Equality Information & Objectives Statement for Publication



St Vincent's RC Primary School was founded by and is part of the Hexham and Newcastle Diocesan Board for Schools.

***Our mission is to serve the children of St. Vincent's as we grow together building and deepening a community of faith and learning safe in the love of Christ.***

***Walking in the footsteps of Jesus every child, irrespective of culture, belief or race, will be treated as the unique person they are. Through respect and nurturing they will gain a love of learning and reach their individual potential.***

***Inspired by Our Lord's teaching and example we will provide a challenging and enriching curriculum for our children. Knowledge, raised aspirations, respect and value of self and others will equip them to move with growing confidence onto the next stage of life.***

**We aim through this policy and its implementation to:**

- Ensure equal opportunities regardless of race, faith, gender, 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 a city environment. 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 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. Vincent's recognises and carries out its responsibilities under the 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**

In July 2014 St. Vincent's was awarded the LA's advanced certificate for its inclusion provision. 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 More-Able.

Our full range of after school activities ensure that children with different talents and abilities can be stretched outside the normal curriculum and our excellent parent/teacher relationship ensures 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.

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

- We ensure that everyone is treated fairly and with respect.
- We want to make sure that 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 try to make sure that 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. We welcome the emphasis in the OFSTED inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:
  - ✓ pupils from certain cultural and ethnic backgrounds
  - ✓ pupils from low-income households and pupils eligible for free school meals
  - ✓ pupils who are disabled
  - ✓ pupils who have special educational needs
  - ✓ boys in certain subjects, and girls in certain other subjects.

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.

<b>Pupils &amp; Pupil Attendance</b>										
<b>Class</b>	<b>Total</b>	<b>Girls</b>	<b>Boys</b>	<b>SEN</b>	<b>LAC</b> <small>Or Post LAC</small>	<b>PP</b>	<b>BME</b>	<b>EAL</b>	<b>RC</b>	<b>Attendance to 28.05.21</b>
Reception	<b>30</b>	14	16	9	0	2	20	10	18	97.7%
Year 1	<b>30</b>	15	15	8	2	1	21	10	20	96.9%
Year 2	<b>30</b>	13	17	7	1	3	13	9	23	98.4%
Year 3	<b>30</b>	15	15	7	1	2	20	10	25	97.4%
Year 4	<b>30</b>	11	19	14	1	0	16	8	25	98.0%
Year 5	<b>30</b>	17	13	12	2	3	19	7	17	96.7%
Year 6	<b>29</b>	16	13	11	2	0	21	5	26	96.8%
<b>TOTAL</b>	<b>209</b>	100	108	68	9	11	130	59	153	97.4%
		48%	52%	33%	4%	5%	62%	28%	73%	

## **Information about the pupil population**

Number of pupils on roll at the school in June 2021

209 Boys **52%** Girls **48%**

## **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.'

As the number of pupils with disabilities is low it would be inappropriate to publish exact information.

### Special Educational Needs and Disability (SEND) Provision (July 2021)

Pupils with SEND	54 (26%)
Specific Learning Difficulties	3 pupils
Mild Learning Difficulties:	9 pupils
Speech & Language	19 pupils
Attention/Behaviour/Emotional	11 pupils
Physical Debility	6 pupils
Autistic Spectrum Disorder	6 pupils

## **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, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. Our complaints procedure sets out how we deal with any complaints relating to the school. 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 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 dedicated to promoting the spiritual, moral, social and culture development of all pupils. 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.

### **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.

### **Ethnicity and race (including EAL learners)**

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

### **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 assessment data in 2017 informs that children from all ethnic backgrounds perform at least as well as pupils from non-ethnic backgrounds.

### **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.

### **How we foster good relations and promote community cohesion:**

- The school is dedicated to promoting the spiritual, moral, social and culture development of all pupils.

- We ensure that the curriculum has positive images of people from a range of ethnic backgrounds.
- All ethnic diversity is celebrated during our weekly assembly.
- French Day is a very popular annual event, which encourages families to come into school and share traditional meals, stories and dancing.

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

Pupils see other people, particularly those from other ethnic backgrounds, as equals.

### **Gender**

Boys **52%**    Girls **48%**

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

#### **How we advance equality of opportunity:**

- We monitor the attainment and progress of all our pupils by gender every six weeks and take actions to address any negative trends that may materialise.

#### **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 Ofsted in October 2016.
- We ensure that the curriculum has positive images of people, male and female.
- Our annual Careers Afternoon promotes gender equality, i.e. female architect, male nurse, female engineer.

### **What has been the impact of our activities?**

Pupils see other people, male or female, as equals.

Pupils understand that skill and ability is not decided by gender.

Pupils are regularly working with positive male and female role models.

### **Religion and belief**

Roman Catholic	154	74%
Other Christian	33	15%
Greek Orthodox	0	0
Jewish	0	0
Muslim	10	5%
Hindu	0	0
Sikh	0	0
No Religion	12	6%

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.

#### **How we advance equality of opportunity:**

- 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.

### **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 Diocesan inspections in 2013
- The curriculum makes robust provision for the teaching of other faiths across the school

### **What has been the impact of our activities?**

Pupils understand and respect the authenticity and value of the beliefs of others.

### **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.
- High quality information is communicated through weekly newsletters, school website and the school's 'open-door' practice.
- 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 takes place with the School Council, Parents' Forum and Governors.
- Parent workshops
- The Annual surveys of pupils, parents and staff are undertaken with statistical data published to the community and planned responses communicated.

A selection of comments taken from the Parent/Carer questionnaire:

*"I appreciate the way the school involves the parents in the development of their children's academic progress."*

*"Everyone is friendly and approachable."*

*"The headteacher is always around conversing with the parents in the yard...I think this school is great."*

*"They (staff) are always there to help and bring out the best for all children."*

*"There are plenty of After-School Clubs for the children, such as cooking, which is very good as it teaches the children to be independent...Also it (school) is very well disciplined."*

*"School activities, like school clubs and discos, make a profound social impact on students at all levels."*

*"The lessons in different religions and languages can only help my child at this age."*

*"How focused the school is on the children's well-being...No other school like it!"*

*"...good morals and it does traditional things...the school actually seems to care about the kids."*

*"The children work hard to improve their social skills during school and in After-School Clubs".*

*"Children are praised well when they achieve."*

#### **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:

Monitor attendance of SEN, FSM, Disadvantaged, EAL/BME and other vulnerable groups.

Clear termly monitoring of groups and action plans formed.

Inclusion/Equal Opportunities

100% of children attend residential trips

Inclusion/Equal Opportunities all children have access to the same opportunities.

Free breakfast club.

Further support and intervention for emotional and vulnerable children

A Play Therapist is employed to attend to pupils' emotional well-being

Low recording of entries in the Serious Incident Log

FSM and vulnerable children receive weekly 1:1 or regular mentoring sessions from teachers

Children given a high level of pastoral care

Narrowed the gap in attainment between FSM and NON-FSM children

School improvement plan focuses on closing all gaps in groups' attainment

#### **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:**

The school engages with the UN Children's Charter, through involvement in the UNICEF Rights Respecting School's development programme: UNICEF accreditation for commitment to meeting the stipulated standards was achieved in summer 2015. The school is preparing to attain Level 1 accreditation.

#### **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 28 employees and therefore does not deem this to be necessary.