



Equality information and objectives

St Patrick's Catholic Primary School

Approved by:

Governing Body of St
Patrick's

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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 schools 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 board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is [Catherine McKenna](#) They will:

- Meet with the designated member of staff for equality every [termly](#) and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils

- Monitor success in achieving the objectives and report back to governors

The designated member of staff ([Hannah Jones](#)) for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school 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

The school 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that 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 school societies)

In fulfilling this aspect of the duty, the school will: **(See Annex A)**

- Publish attainment data each academic year showing how pupils with different characteristics are performing **(Boys, Girls, SEND, DIS)**
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Publish data with regards to the make-up of our school community **(ANNEXE B)**

6. Fostering good relations

The school 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 school trips and activities based around the local community

- Encouraging and implementing initiatives to deal with 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 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

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment. **(See Annex C)**

8. Equality objectives

Objective 1

To increase the number of pupils who share protected characteristics partaking in sporting competitions and extra-curricular clubs.

Why we have chosen this objective:

Following parent and pupil surveys we want to ensure that opportunities for all are planned into our competition curriculum.

To achieve this objective, we plan to:

- Enter a variety of competitions and provide extra clubs
- Ensure a variety of children are invited to take part

Progress we are making towards this objective:

- A variety of competitions entered including those specifically for SEND.
- Increased number of KS1 competitions entered.
- Increased number of KS1 clubs provided.

Objective 2

To provide an environment that welcomes, protects and respects our diverse community.

Why we have chosen this objective:

- To ensure that all members of our diverse community feel valued and able to contribute to the educational experience of their children.

To achieve this objective, we plan to:

- Ensure all stakeholders have access to safeguarding information and know how to report concerns and access help and support.
- Ensure all staff are fully aware of the diversity within the school and its community.
- Ensure all pupils have access to a broad and balanced curriculum ensuring access for all through the adaptation of learning.
- Obtain the views from all stakeholders through regular questionnaires.

Progress we are making towards this objective:

- Carefully planned and sequenced curriculum.
- Questionnaires issued.

- Safeguarding advice in weekly newsletter
- Weekly safeguarding inputs for all staff.

Objective 3

To use performance data to monitor pupil achievement and respond to variations between groups of pupils, subjects, key stages, trends over time and comparisons over school time.

Why we have chosen this objective:

- Achievement for all

To achieve this objective, we plan to:

- Collate and analyse pupil attainment by target group.
- Targeted interventions to improve attainment.
- PP strategy in place
- SEND provision map in place
- Curriculum adapted where required

Progress we are making towards this objective:

- Planned assessment points
- 2 SENDCOs (Infants and Juniors)
- Pupil progress meetings termly
- PP governor and meetings to discuss outcomes

9. Monitoring arrangements

The **HEADTEACHER** will update the equality information we publish, [described in sections 4 to 7 above], at least **every year**.

This document will be reviewed by **the GOVERNING BOARD** at least every 4 years.

This document will be approved by **the GOVERNING BOARD**.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk Assessment

ANNEXE A –

(All data below is unvalidated as of September 2023)

EYFS – Good Level of Development

Year	School/National
2023	63.3%/67%

Year 2023	All pupils	Boys	Girls	SEN	NON-SEN	DIS	NON-DIS	EAL	NON-EAL
Reception	63.3% (19/30)	56.3% (9/16)	71.4% (10/14)	50% (6/12)	72.2% (13/18)	38.5% (5/13)	82.4% (14/17)	69.2% (9/13)	58.8% (10/17)

- Gap between boys and girls is 15.1% with girls performing better.
- Gap between disadvantaged and non-disadvantaged is 43.9% with non-dis performing better
- Gap between SEN and Non-SEN is 22.2%

Year 1 Phonics Screening Check

Year	School/National
2023	86.7%/79.5%

Year 2023	All pupils	Boys	Girls	SEN	NON-SEN	DIS	NON-DIS	EAL	NON-EAL
Year 1	86.7% (26/30)	92.86% (13/14)	86.67% (13/15)	88.89% (8/9)	90.00% (18/20)	100% (11/11)	83.33% (15/18)	92.31% (12/13)	87.50% (14/16)

No significant gaps

Year 2 phonics resit – ALL children passed.

KS1 – Year 2 pupils EXS+

Year	Reading School/National	Writing School/National	Maths School/National	Combined School/National
2023	63.3%/68%	50%/59.4%	50%/70.3%	40%/ 55.4%

Year 2 pupils 2023 – groups analysis

Year 2023	All pupils	Boys	Girls	SEN	NON-SEN	DIS	NON-DIS	EAL	NON-EAL
Reading	63% (19/30)	53.85% (7/13)	64.71% (11/17)	37.5% (3/8)	72.73% (16/22)	70.59% (12/17)	53.85% (7/13)	50% (8/16)	78.57% (11/14)
Writing	50% (15/30)	38.46% (5/13)	58.82% (10/17)	25% (2/8)	59.09% (13/22)	58.82% (10/17)	38.46% (5/13)	37.5% (6/16)	64.29% (9/14)
Maths	50% (15/30)	53.85% (7/13)	47.06% (8/17)	25% (2/8)	59.09% (13/22)	52.94% (9/17)	46.15% (6/13)	43.75% (7/16)	57.14% (8/14)

Further Analysis -

Reading:

- Gap between girls and boys is 10.86% - girls performing better
- Gap between SEN and non-SEN is 35.2% - Non-SEN is performing better
- Gap between EAL and non-EAL is 28.57% - non-EAL performing better

Writing:

- Gap between girls and boys is 20.36% - girls performing better
- Gap between SEN and non-SEN is 33.09% - Non-SEN is performing better
- Gap between EAL and non-EAL is 26.79% - non-EAL performing better

Maths

- Gap between SEN and non-SEN is 33.09% - Non-SEN is performing better
- Gap between EAL and non-EAL is 13.39% - non-EAL performing better

Year 6 pupils 2023 – groups analysis

Year	Reading School/National	Writing School/National	Maths School/National	Combined School/National
2023	89%/73%	70%/71%	89%/73%	67%/59%

Year 2023 (Number)	All pupils (27)	Boys (10)	Girls (17)	SEN (5)	NON-SEN (22)	DIS (17)	NON-DIS (10)	EAL (14)	NON-EAL (13)
Reading	89%	80%	94%	40%	100%	88%	90%	86%	92%
Writing	70%	60%	77%	0	86%	65%	80%	79%	62%
Maths	89%	80%	94%	60%	95%	82%	100%	100%	77%
SPAG	85%	80%	88%	40%	95%	76%	100%	93%	77%

Reading:

- Gap between girls and boys is 14% - girls performing better
- Gap between SEN and non-SEN is 60% - Non-SEN is performing better

Writing:

- Gap between girls and boys is 17% - girls performing better
- Gap between SEN and non-SEN is 86% - Non-SEN is performing better
- Gap between disadvantaged and non-disadvantaged is 25% - non-dis performing better

Maths

- Gap between girls and boys is 14% - girls performing better
- Gap between SEN and non-SEN is 35% - Non-SEN is performing better
- Gap between disadvantaged and non-disadvantaged is 18% - non-dis performing better

SPAG

- Gap between SEN and non-SEN is 45% - Non-SEN is performing better
- Gap between disadvantaged and non-disadvantaged is 24% - non-dis performing better

Annex B –

Equality Information 23/24

Our school community serves pupils aged 3-11

In addition to pupils with protected characteristics as defined in the Equality Act, our school gathers further information on the following groups of pupils which includes our socio- economic duty:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children (LAC)
- Children of members of the armed forces
- Offending past

Total	Boys	Girls	Dis	FSM	Minority ethnic group*	EAL (18 Languages)	SEND	EHCP	LAC	Post LAC
229 (N-6)	51% (116)	49% (113)	38% (86)	35% (81)	69% (157)	42% (97)	26% (60)	3.5% (8) 6 being processed	3% (6)	3% (6)

*Our school is made up of 22 different ethnic groups. As it may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is special category information, the information will be excluded from publication but will be taken fully into consideration when developing and determining our policies, procedures, and equality objectives.

Young carers: 0%

Children of members of the armed forces: 0% School Attendance: 94%

No Information was available on the following protected characteristics:

1. **Gender Reassignment** - The school did not have any information on whether any of the children on roll had reassigned their gender. [The school agreed to seek further support and guidance on how and when to monitor.
2. **Sexual Identity** - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT+) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use this information sensitively.
3. As our school has fewer than 150 members of staff, we are not required to publish data about our staff. However, employee-related statistics for our Trust will be published centrally to demonstrate that we are complying with the general duty. When doing this, our Trust will be aware of the data protection rules, ensuring individuals are not identified through the publication of data.

When planning and organizing any trips/visits please complete the following form to sit alongside your risk assessment.

Name of person completing RA			
Date of completion			
Question	Yes	No	Adjustments needed
Does the trip/visit/activity coincide with religious events?			
Are all children able to access the trip/visit/activity?			
Does the trip/visit/activity have adequate facilities for all pupils including appropriate numbers of toilets or necessary changing facilities?			
Is the trip/visit/activity suitable for those who require mobility assistance?			