

## Meeting the Duties of the Equality Act 2010: Equalities Information and Analysis – a workbook primary for schools

<b>St Pancras Catholic Primary School</b>	<b>Date completed: September 2020</b>
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### Equality Group members:

**Lucille Martin (Head of School), Katherine Parsons (Chair of Governors)**

*Schools are required to publish equality information and analysis on an annual basis. This information will contribute to the schools equality objectives, which must also be published.*

### Who Comes to Our School?

Here is some information about our school population. These are the groups we need to plan services for; we regard this aspect of our work as very important; the information also helps us to meet our duties under the Equality Act 2010. As a school our main function is to provide good access to educational opportunities and help/support our pupils to perform well at school. We have to make sure we do not disadvantage anyone in our school and we use the following information to help us. We also welcome your views.

		Our School	
		Number	%
Gender	Girls	95	47%
	Boys	107	53%
Ethnicity (aged 5 years and over at November 2017)	White British	119	59%
	White Other (includes European)	28	14%
	White Irish	4	2%
	Traveller of Irish Heritage	0	0%
	Gypsy/Roma	0	0%
	Mixed White & Black Caribbean	7	3%
	Mixed White & Black African	10	5%
	Mixed White & Asian	7	3%
	Any Other Mixed Background	2	1%
	Black - Caribbean Heritage	4	2%
	Black- African Heritage	4	2%
	Any Other Black Background	0	0%
	Asian – Indian	0	0%
	Asian - Pakistani	0	0%
	Asian - Bangladeshi	0	0%
	Any Other Asian Background	8	4%
	Chinese	2	1%
	Any other minority ethnic group	0	0%
	Total minority ethnic pupils	0	0%
	Refused / not-known	0	0%
	Not Obtained	8	4%
Free School Meal Eligibility	Not Eligible	165	81%
	Eligible	38	19%
Religion/Belief	Buddhist/Taoist	0	0%
	Christian	194	96%

	Hindu	0	0%
	Jewish	0	0%
	Muslim	0	0%
	Sikh	0	0%
	Other	6	3%
	Refused	0	0%
	No Religion	3	1%
Special Educational Need	No Special Educational Needs	178	88%
	SEN	25	12%

### Analysis/comments:

#### Analysis of our school population:

**Gender:** the school has slightly more boys than girls (53% to 47%)

#### Ethnicity:

- The school has 59 % white British pupils.
- The other significant ethnic groups at our school are: white other (at 14%), Mixed white and black African (5%) Any other Asian Background (4%) Mixed white and black Carribbean (at 3%) and Mixed white & Asian (3%).

**Free School Meals:** our school has a higher than average eligibility for FSM, at 19%.

**Religion / Belief:** our school is overwhelmingly Christian at 96% (the vast majority of which are Roman Catholic 54%).

**Special Educational Needs:** 12% of our children are on the SEN register.

## **Foster Good Relations between People**

We want our school community to provide a welcoming and comfortable environment for all who come here. We want to foster an open environment where people feel they are being treated with dignity and respect.

*This will help schools to show how they are fostering good relations, to comply with equalities legislation.*

<b>Examples</b>	<b>Steps the school / setting has taken</b>
Social and Emotional Wellbeing:	<ul style="list-style-type: none"> <li>-The EYFS team work closely with families (including home visits) to give children the best start to their time at school.</li> <li>-All new parents receive a welcome pack when their child starts the school and are invited to a welcome evening*</li> <li>- The school uses the Interactive Learning Diary to keep parents informed of their child's progress in EYFS.</li> <li>-Assemblies on a variety of topics to support wellbeing including same sex families, adoption.</li> <li>-Individuals who are socially and emotionally vulnerable "check in" with staff daily to keep them on the radar.</li> <li>-The school runs a nurture group at the beginning of the school day to give some more vulnerable pupils a 'soft' start to the school day.</li> <li>- PSHE curriculum</li> <li>- The school uses Motional to monitor and assess the mental wellbeing of our children.</li> <li>-A sports coach from Inspire leads playtime activities to promote team work and fair play.</li> </ul>
Pupil Voice:	<ul style="list-style-type: none"> <li>-Peer mentors/play buddies at lunchtimes*</li> <li>-Regular pupil perception interviews on various subjects including Safety</li> <li>-School council*</li> <li>- Mini Vinnies*</li> </ul>
Community Links:	<p>Our Mini Vinnies visit our local care home once a year to sing for them*</p> <p>The local Anglican vicar invites one class a year to their 'Easter experience' and Harvest 'experience'*</p> <p>The children raise money for Local / Catholic charities (annual rolling programme).</p> <p>Parents from protected groups are encouraged into school to share their culture / language: e.g. multi cultural days*</p> <p>We have excellent links with parents who are welcome at every Friday assembly and Wednesday school Mass*</p> <p>As part of their learning about other faiths, children have visited the local Sikh Gurdwara and Hindu families have shared their culture with the children bringing in food and artefacts*</p> <p>We have strong links with both the local West Ipswich cluster and are part of the OLOW MAT.</p>

	<p>We have strong links with our parish community and parish priest. The children visit the church at least termly outside of worship (e.g. to learn about their faith)*</p> <p>In recent months, children have attended: a DT and ICT workshop at St Alban's; the Ipswich British Legion Remembrance service at Christchurch Park*</p> <p>In recent months, we have had visits from: the NSPCC; a nurse, fireman and policeman; Ignite (Catholic Education team); FIND and CAFOD*</p>
Removing Barriers and Reasonable Adjustments:	<p>The school office use text messaging and emails for contacting parents / carers.</p> <p>Staff are always available to "meet and greet" at the end of each day. We operate an open door policy*</p> <p>The school is on a flat campus which is readily accessible.</p>

\*items are currently restricted or affected by COVID-19 guidelines.

#### Analysis/comments:

<p>Things we do well:</p> <p>We are an open and welcoming school for all children and their parents from the moment the children join us in nursery or reception to when they leave us. We are particularly proud of the strong and varied community links we have.</p>
<p>Things we would like to improve:</p> <p>When Covid-19 restrictions are finished/reduced, we will need to re-establish a lot of groups and past events eg. Mini Vinnies, visitors, going out into the community etc.</p>

## **Eliminate Unlawful Discrimination, Harassment and Victimisation**

<b>Examples</b>	<b>Steps the School has Taken</b>
Exclusions Data:	We will only exclude in extenuating circumstances.
Victimisation and Discrimination:	We review our recruitment procedures on a regular basis and senior staff (HoS, KS1 Lead and KS2 Lead) and governors (Jo McKeon, Roisin Anderson-Hurst) have all undertaken Safer Recruitment training.
Monitoring of Incidents:	All staff are required to monitor and record prejudice related incidents. The HoS will then report through LA procedures.
Anti Bullying and Harassment:	Our school has a very positive approach to behaviour and as such incidences of bullying are very rare.

### **Analysis/comments:**

Things we do well:  
Our school culture promotes wellbeing for all groups.  
We have an assigned member of SMT with responsibility for equalities: Lucille Martin

Things we would like to improve:  
Despite the fact we are very happy with the low levels of prejudice related incidents we are currently reporting to county, we will continue to focus on lessening the causes and incidences of these through assemblies and PSHE lessons.

## **Participation and Engagement**

How we have involved people in developing equalities at our school.

<b>Examples</b>	<b>Steps the School / setting has taken</b>
Pupil Voice:	All pupils have had class discussions during PSHE sessions on the importance of equality for all. A number of the school councils requests were actioned last year.
Parents / Carers / Guardians:	The equalities policy, workbook and action plans will all be published on the school website and parental feedback will be welcomed. This will be fed into the workbook and action plans for the following year.
Staff:	The equalities policy, workbook and action plans have been shared with all staff. Staff have received training on ensuring the best for all children through staff meetings (e.g.Amanda Firman on ADHD and attachment theory).
Local Community:	We try to expose our children to as many different groups on our local community as possible including elderly

	people at care homes and people of a variety of ethnic and language backgrounds through our multicultural work and learning about other faiths*
Governors:	The HoS and Chair of governors have worked closely on all aspects of developing equalities.

### Analysis/comments:

Things we do well:

The children interact with a large variety of people through our community links\*

A named equalities governor ensures this is always a priority at St Pancras.

Things we would like to improve:

To re-establish community links when Covid-19 restrictions are reduced.

## Our Equality Objectives

We have considered the information collected above and have identified 2 key objectives that our school will focus on this year. These objectives will help us to meet the three aims of the general duties required in the Equality Act 2010 to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

Our equality objectives are:

1.To ensure all children have a voice in school through the school council.

2.To introduce nurture group to ensure all children from all backgrounds have a positive start to their school experience.

\* Equalities information will be updated annually in September and progress towards our objectives will be monitored and reviewed every year. In line with legislation, the objectives will be re-published formally, at least every 4 years.

## Equality Objectives for period September 2020 – September 2021

Objective	Actions	Who will be involved?	Timescale	How will we measure our success?
To re-establish the Green School council.	<p>LM to explain the new way the School Council will be run.</p> <p>LM to hold a half termly meeting with 2x children from each year group as the core Green School Council group and support these children to run a monthly meeting to discuss ideas, vote on matters etc.</p> <p>Due to COVID-19 restrictions – 2 children to meet with LM one bubble at a time.</p> <p>LM to support children with conducting class surveys on particular issues that arise from meetings.</p>	LM	From November 2020	<p>By the end of academic year 2020 – 2021, all children will feel they have an audible voice in the school. They will discuss useful, meaningful issues and report their findings and survey results to LM termly.</p> <p>By the end of academic year 2019 – 2020, all children in the school will feel they have an audible voice in the school. They will discuss useful, meaningful issues and report any findings from class surveys to LM.</p>

<p>To set up and introduce nurture group to ensure all children from all backgrounds have a positive start to their school experience and give early help to children showing signs of school refusal.</p>	<p>To identify through pupil progress meetings, Motional and CISS teacher, children who would benefit from being part of the nurture group.</p> <p>To measure the impact the nurture group has had and work on reintegrating these children into class.</p> <p>To begin the process again on 10 more children.</p>	<p>DD, AF, LM, PSC</p> <p>LM</p>	<p>January 2021 if restrictions lessened</p> <p>April 2021</p>	<p>Parent questionnaires</p> <p>Qualitative evidence on the day to day wellbeing of the children</p> <p>Attendance</p> <p>Motional results</p> <p>Work scrutinies</p>
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### Monitoring arrangements:

- The monitoring of staff responsibilities to be carried out termly by Lucille Martin
- The monitoring of SLT responsibilities to be carried out by the safeguarding governor through a termly minuted meeting.

### Review dates:

- Termly review of actions
- Annual review of objectives (September)



