

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

St Pancras Catholic Primary School Date completed: September 2019

Equality Group members:

Lucille Southgate (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	97	48.2%
	Boys	104	51.8%
Ethnicity (aged 5 years and over at November 2017)	White British	127	63.1%
	White Other (includes European)	28	13.9%
	White Irish	2	0.9%
	Traveller of Irish Heritage	0	0%
	Gypsy/Roma	0	0%
	Mixed White & Black Caribbean	7	3.48%
	Mixed White & Black African	8	3.9%
	Mixed White & Asian	8	3.9%
	Any Other Mixed Background	2	0.9%
	Black - Caribbean Heritage	2	0.9%
	Black- African Heritage	0	0%
	Any Other Black Background	11	5.47%
	Asian – Indian	0	0%
	Asian - Pakistani	0	0%
	Asian - Bangladeshi	0	0%
	Any Other Asian Background	3	1.49%
	Chinese	1	0.4%
	Any other minority ethnic group	0	0%
	Total minority ethnic pupils	0	0%
	Refused / not-known	0	0%
Not Obtained	2	0.9%	
Free School Meal Eligibility	Not Eligible	157	78.1%
	Eligible	44	21.9%
Religion/Belief	Buddhist/Taoist	0	0%
	Christian	186	92.5%
	Hindu	0	0%

Special Educational Need	Jewish	0	0%
	Muslim	0	0%
	Sikh	0	0%
	Other	0	0%
	Refused	0	0%
	No Religion	15	7.5%
	No Special Educational Needs	169	84.0%
	SEN	32	16.0%

Analysis/comments:

Analysis of our school population:

Gender: There are almost 3% more boys than girls.

Ethnicity: The school has just over 63% White British pupils and 15% Other White pupils. There are 8 other ethnic backgrounds with Any Other Black Background being the largest at 5.4%.

Free School Meals: School has a high number of pupils eligible at 21.9%.

Religion / Belief: 92.5% of pupils are recorded as Christian with the rest having no religion.

Special Educational Needs: 16% of pupils are recorded as having SEN.

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.

Examples	Steps the school / setting has taken
Social and Emotional Wellbeing:	<ul style="list-style-type: none"> -The EYFS team work closely with families to give children the best start to their time at school. -All new parents receive a welcome pack when their child starts the school and are invited to a welcome evening. -Assemblies on a variety of topics to support wellbeing including same sex families, adoption. -Individuals who are socially and emotionally vulnerable “check in” with staff daily to keep them on the radar. - Motional is used to assess and support the wellbeing of our children. - PSHE and RSE needs are being met with Ten:Ten, an online resource. - There are many after school clubs to promote team work and fair play, led by outside providers and school staff.
Pupil Voice:	<ul style="list-style-type: none"> - Anti Bullying Ambassadors - Regular pupil perception interviews on various subjects including Safety - Pupil Council - Mini Vinnies - Worship Council - Children’s Fundraising Team - JRSOs
Community Links:	<p>Our Mini Vinnies visit our local care home once a year to sing for them.</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 celebrate Black History Month.</p> <p>We have excellent links with parents who are welcome to attend school Masses and assemblies.</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>We have attended: a DT and ICT workshop at St Alban's; the Ipswich British Legion Remembrance service at Christchurch Park.</p> <p>St. Alban's R.E. teaching staff have come into school to deliver lessons.</p> <p>We have had visits from: the NSPCC; a nurse, fireman and policeman; Ignite (Catholic Education team); FIND and CAFOD.</p> <p>We recently had a visit from our local PCSO and someone from the Road Safety Team is visiting soon.</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 start and 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>

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 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>We are in the process of fully reintroducing our pupil groups after Covid restrictions.</p> <p>We would like to get into the community more by visiting places of interest.</p>

Eliminate Unlawful Discrimination, Harassment and Victimisation

Examples	Steps the School has Taken
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 governor (Gary Page) has undertaken Safer Recruitment training.
Monitoring of Incidents:	All staff are required to monitor and record prejudice related incidents.
Anti-Bullying and Harassment:	Our school has a very positive approach to behaviour and as such incidences of bullying are very rare. We follow the methodology of Paul Dix, 'When the Adults Change' and have only 4 school rules to make them memorable and achievable.

Analysis/comments:

<p>Things we do well:</p> <p>Our school culture promotes wellbeing for all groups.</p> <p>We have an assigned member of SMT with responsibility for equalities: J McGhee Wallace.</p>
<p>Things we would like to improve:</p> <p>Despite the fact we are very happy with the low levels of prejudice related incidents, we will continue to focus on lessening the causes and incidences of these through assemblies, PSHE lessons, the promotion of British Values and raising of awareness through events such as Black History Month.</p>

Participation and Engagement

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

Examples	Steps the School / setting has taken
Pupil Voice:	All pupils have had class discussions during PSHE sessions on the importance of equality for all. Pupils are regularly asked for their viewpoint through surveys used across the curriculum.
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 and the idea that all behaviour is communication).
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 following feedback from stakeholders.

Analysis/comments:

<p>Things we do well:</p> <p>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.</p>
<p>Things we would like to improve:</p> <p>Getting out into the community again, regularly, to participate after Covid restrictions.</p>

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:

<ol style="list-style-type: none"> 1. To ensure all children have a voice in school through the Pupil Council. 2. To challenge stereotypes through raising awareness via participation in global events, e.g. Mental Health Day, Black History Month and Fratelli Tutti. 3. To accelerate vocabulary acquisition in Early Years through employing the NELI programme and at all other stages through our ambitious reading and writing programmes of study to improve outcomes for all. <p>* 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.</p>

Equality Objectives for period September 2019 – September 2020

Objective	Actions	Who will be involved?	Timescale	How will we measure our success?
<p>To ensure all children have a voice in school through the Pupil Council.</p>	<p>JMW to explain the new way the Pupil Council will be run.</p> <p>SH to hold a half termly meeting with 2x children from each year group as the core Pupil Council group and support these children to run a monthly meeting to discuss ideas, vote on matters etc.</p> <p>SH to support children with conducting class surveys on particular issues that arise from meetings.</p>	<p>JMW SH</p>	<p>October 2021</p> <p>By the end of the autumn term 2019.</p>	<p>By the end of academic year 2021 – 2022, all children will have an audible voice in the school. They will discuss useful, meaningful issues and report their findings and survey results to JMW termly.</p> <p>By the end of academic year 2021 – 2022, all children in the school will have an audible voice in the school. They will discuss useful, meaningful issues and report any findings from class surveys to JMW.</p>
<p>To challenge stereotypes through raising awareness via participation in global events.</p>	<p>JMW to involve the school in global events – Autumn 1 – Black History Month and Fratelli Tutti.</p>	<p>JMW and all teaching staff</p>	<p>Throughout the year.</p>	<p>Parent questionnaires</p> <p>Pupil Voice surveys</p>

	<p>Autumn 2 – Anti-Bullying Month and Go Green. Spring 1 – Children’s Mental Health Week Spring 2 – International Women’s Day Summer 1 – World Fair Trade Day Summer 2 – Disability Awareness Day</p> <p>JMW to inform parents about the above through a Curriculum Meeting.</p>	<p>LS</p>		<p>Qualitative evidence on the day to day wellbeing of the children</p> <p>Book scrutinies</p>
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