

EQUALITY INFORMATION AND OBJECTIVES

NOVEMBER 2019



St. Vincent de Paul Catholic Primary School is a successful, inclusive school where the well-being and progress of every child and all members of our community are of equal worth and priority.

The 2010 Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships. It also ensures that we continue to tackle any issues of disadvantage or underachievement of any child.

Our approach to equality is based on, and embedded in, our Mission Statement and is lived out through:

- valuing the talents, gifts, endeavours and successes of each individual in our whole school community
- nurturing the intellectual, physical, mental, social, spiritual and moral growth of our children and the adults who care for them, so that they all feel secure and valued, are treated with dignity and respect and reflect these characteristics in responding or giving to others they meet
- fostering, encouraging, promoting and celebrating our children's varied experiences, - developing their understanding of diversity in each other's lives, cultures, faiths and beliefs – recognising and respecting the similarities and differences in and between each other
- through the global dimensions of our connected curriculum, enabling our children to grow up to be citizens of the future – aware of the wider world and, with a sense of their own role as a world citizen, respecting and valuing diversity; being willing to challenge the status quo and to act to make the world a more equitable place

EQUALITY INFORMATION (as at November 2019)

Number of pupils on roll: 254

Age of pupils: 3 to 11

Information about pupils by protected characteristics:

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has a number of the protected characteristics, thus the Act protects everyone against unfair discrimination, harassment and victimisation.

In order to ensure that all pupils are protected from discrimination, the school collects information on all its groups of pupils.

Protected characteristics as defined by The Equalities Act/PSED –

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity

- race
- religion or belief
- sex
- sexual orientation

Other vulnerable groups in school (accepting, again, that the children with protected characteristics may also be represented in/across a number of these groups):

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged pupils
- Pupils with English as an Additional Language (EAL)
- Looked after children
- Young carers

Equalities information as at November 2019 (%)

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 sensitive and personal. These cases are indicated with an asterisk*.

Gender:

- Female 52
- Male 48
- Pupils expressing gender identity preference *

Race/Ethnicity %

- Any other Asian background 1
- Any other Black background 13
- Any other mixed background 21
- Any other White background 1
- Any other ethnic group 2
- Black – African 2
- Black Caribbean 1
- Chinese 7
- Indian 3
- White – British 43
- White – European 8
- White – Irish 1
- White – Other 1
- White and Black African 1
- White and Black Caribbean 1
- White and Chinese 1
- Yemeni 1

Pupils with English as an Additional Language (EAL): 30

Pupils' religion/belief: (%)

Baptist	2
Buddhist	1
Catholic	57
Christian	11
Church of England	6
Hindu	2
Muslim	10
Sikh	1
None	13
Other	1
Refused	1

Pupils with a disability: 0

Pupils eligible for Free School Meals (FSM): 17

Pupils eligible for Pupil Premium Funding: 20

Pupils with Special Educational Needs (SEN): 27

Looked after children: *

Young carers: *

Through rigorous tracking and monitoring of individuals and all groups of children, including their progress and attainment, and by providing equal opportunities to access the curriculum and activities, we have assured that all groups of pupils (protected and those who do not share the same characteristics) achieve outstandingly well over their time in our school.

In 2019, the exception to this success is an identified group of boys with similar behavioural/emotional challenges and needs. Bespoke provision, reduced pupil:staff ratio and closely monitored learning-behaviour and achievements are in place, aiming to ensure that any gaps in achievement between these pupils and other pupils is diminished as they progress through key stage 2.

Equality Objectives (to be updated every 4 years):**Objective 1:**

To closely monitor and support the needs and achievements of the most vulnerable boys in key stage 2. Focus will be on identifying any changes in barriers/challenges, addressing specific needs and measuring the diminishing gaps between their individual achievements and those of other boys/pupils in their year group.

Objective 2:

Through embedding our newly-refined Behaviour Policy and our established anti-bullying KiVa School status, increase the proportions of children who are 'Kind, Respectful and Ready' to learn in a calm, stable, acceptable learning environment. Through appropriate induction, preparation and

training, increase the confidence of all adults in tackling harmful, hurtful activities including cyber-bullying and supporting LGBT young people in school.

Objective 3:

Review the ways in which school seeks pupils' and parents' views on learning and school life to ensure improved participation of different groups of parents and better-informed accuracy and fairness in the school's responses/actions emerging from these views.