



**St Nicholas Catholic Primary School**  
**Equality Information and Objectives - Information for school website**  
**(Updated January 2021)**

### **Public Sector Equality Duty**

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.

St Nicholas Catholic Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

### **Equality Information**

Number of pupils on roll at the school: 321

Age of pupils: to 11

### **Information on pupils by protected characteristics**

The Equality Act 2010 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.

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

### **Information on other groups of pupils**

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

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

**Gender: 50.47% male, 49.53% female**

**Pupils eligible for Free School Meals (FSM): 12.15 %**

**Pupils eligible for Pupil Premium Finding – Disadvantage group: 12.46%**

**Pupils with Special Educational Needs (SEN) 24.61%**

**Pupils with English as an Additional Language (EAL): 17.13%**

**Young carers: 0%**

**Looked after children: 0%**

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

### **Eliminating discrimination and other conduct that is prohibited by the Act**

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision

- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

**Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

**Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it**

We foster good relations by:

- Ensuring that St Nicholas Catholic Primary School is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.

**Equality Objectives**

At St Nicholas Catholic Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:-

<b>Objective 1: Raise levels of attainment in core subjects for vulnerable learners.</b>				
Key strategies to address this: Analysis of statutory and termly data, Pupil progress meetings,				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	EHT	Termly	-	Pupil achievement for equality groups above national average, and where there are gaps these are narrowed through effective monitoring and intervention.
<b>Objective 2: To review the current curriculum to ensure that every opportunity is taken to promote and advance equality, so that each topic has an element of equality and diversity.</b>				
Key strategies to address this: Book and planning scrutiny, lesson drop ins, learning walks				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?

<p>Review curriculum and make changes to ensure that equality and diversity issues are discussed.</p> <p>Look at global issues and citizenship work already carried out in school and enhance this as part of the Fairtrade School action plan.</p> <p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.</p> <p>Formulate a programme of assemblies and special days to celebrate. Visitors from different groups to enhance the curriculum and broaden the children's understanding of the local and global community.</p>	Head teacher staff	Summer 2022	Staff meeting time, additional resources (£300)	<p>Planning monitored to ensure that there are elements of equality education and diversity issues taught where appropriate; lessons monitored to ensure teaching style and content encourage equality.</p> <p>The curriculum is enhanced and the children demonstrate a good understanding of the local and global community, promoting equality and diversity.</p>
<b>Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.</b>				
Key strategies to address this: Analysis of attendance at parent meetings, parent and pupil questionnaires				
Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
<p>Identify parents that are 'absent' from school and target for regular conferencing. Teachers to build relationships with parents.</p> <p>Ensure opportunities arranged within school have an appropriate balance of groups</p>	<p>Teachers</p> <p>EHT/SLT</p>	Ongoing	-	<p>Parental engagement increases and this impacts on the development of identified children.</p> <p>All school events have pupils from all groups participating, with monitoring of groups where there is less take up.</p>