

St Nicholas Catholic Primary and nursery
School



Equality Objectives

November 2022

OUR MISSION

Our Mission is to provide a Catholic education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life. We insist on the highest standards of academic achievement so that our young people leave us as ‘agents of change’ – educated and caring people who have the qualifications, knowledge and skills they need to flourish as human beings and make the world a better place. We are committed to our mission and to raising standards in order to provide an excellent Catholic education for every child in our care. We work together as one Trust, one family of schools, a community inspired by a vision for excellence.

We aim to deliver our mission by:

- Promoting our **Core Gospel Values** which underpin all aspects of school life
- Promoting **stewardship** enabling our children to develop an understanding of the wider world and their role as global citizens
- Providing opportunities for our children to be **agents of change** and to make a positive difference to the world in which they live
- **Balancing academic success with wider attributes** & provides for learners broader development enabling them to **develop and discover their interests and talents**
- Promoting our **Learning Values** - resilience, responsibility, independence, creativity & collaboration
- Supporting our children to develop their **character** and help them to keep **physically and mentally healthy**
- Placing an uncompromising focus on the development and application of **reading, writing and mathematics skills**
- Playing a major role in developing our children’s **love and passion for learning**
- Celebrating **equity and diversity** supporting the pupils’ spiritual, moral, social and cultural development
- Developing **children as leaders** by valuing children’s voices and individual contributions and offering a range of opportunities to develop their leadership skills



School Policy Statement On Equality And Community Cohesion

St Nicholas Catholic Primary and nursery School is an academy and part of the Plymouth Catholic and Anglican Schools Trust (Plymouth CAST). The school provides education for children between 3 and 11 years of age. The school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated **fairly** and **with respect**.
- We promote stewardship enabling our children to develop an understanding of the **wider world** and their role as **global citizens**.
- We celebrate **equity** and **diversity** supporting the pupils' spiritual, moral, social, and cultural development.
- We want to make sure that our school is a **safe, secure, and stimulating** place for everyone.
- We recognise that people have **different needs**, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils, **extra support** is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are **consulted** and **involved** in our decisions, for example through talking to pupils and parents/carers, and through our School Council.
- We aim to make sure that no-one experiences **harassment**, less favourable treatment, or **discrimination** because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the OfSTED inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for free school meals
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects, and girls in certain other subjects.

For more information, please contact:

Mrs C Blatchford (Executive Head Teacher) via the school tel. no: 01392 445403

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.

Part 1: Information About the Pupil Population

Number of pupils on roll at the school: **301**

Information on pupils by protected characteristics

Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

Number of pupils with disabilities:

As these numbers are typically very low, the school feels it would be inappropriate to publish this information.

Pupil Special Educational Needs (SEN) Provision

	Number of pupils	Percentage (%) of school population
No Special Education Need	238	79.07%
SEND Support	51	16.94%
EHCP	12	3.99%

Pupil Ethnicity

	Boys	Girls	Total
Asian or British Asian			
Bangladeshi heritage			
Indian heritage	8	14	22
Pakistani heritage	1	0	1
Other Asian heritage	5	1	6
Black or Black British			
Black African heritage	6	0	6
Caribbean heritage			
Other heritage			
<i>Chinese</i>			
Mixed			
Other mixed heritage	0	4	4
White and Asian	4	3	7
White and Black African			
White and Black Caribbean			
Any Other Ethnic Group			
British heritage	98	96	194
Irish heritage			
Traveller of Irish heritage			
Gypsy / Romany	2	1	3
Other White background	32	26	58

Gender

Male	155
Female	146

Religion and Belief

Buddhist	0
Catholic	115
Other Christian	72
Hindu	6
Jewish	0

Muslim	3
Sikh	0
No Religion	85
Other Religion	7
Unknown	13

Information On Other Groups Of Pupils

OfSTED inspections look at how “those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ strategy and safeguarding and promoting the welfare of learners”.

Inspectors make a judgement on the quality of education by evaluating the extent to which “leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.”

Pupil with English as an additional language (EAL)

	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	40	29	69	22.9%

Pupils from low-income backgrounds

	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	17	30	47	15.61%

Looked after children

	Boys	Girls	Total	Percentage of school population
Number of pupils who are looked after	1	1	2	0.6%

Young carers

The school does not collect any information in this area.

Other vulnerable groups

The school does not collect any information in this area.

Part 2: How We Have Due Regard For Equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

Our governing body is fully aware of the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of the governing body meetings. We deal promptly and effectively with all incidents and complaints of bullying and harassment related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.

Our complaints procedure sets out how we deal with any complaints relating to the school.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

1. Disability

We are committed to working for the equality of people with and without disabilities.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

The school building is fully compliant with the current DDA legislation requirements, although each year relevant remedial works may be undertaken across the premises to make the facilities more accessible to pupils and or adults with a disability.

How we advance equality of opportunity:

We support disabled learners by meeting their individual needs, through meeting with parents, carers and with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

The school looks favourably on all applicants and always interviews disabled applicants for any advertised post. The school actively encourages parent helpers, some of whom could be disabled.

How we foster good relations and promote community cohesion:

The school places a strong emphasis on developing pupils' spiritual, moral, social and cultural development.

We ensure that the curriculum has positive images of disabled people. Pupils and visitors are fully included in all aspects of school life- regardless of any disability.

What has been the impact of our activities? What do we plan to do next?

Pupils see other people, particularly those with disabilities, as equals.

2. Ethnicity And Race (Including EAL Learners)

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

The small numbers of pupils from all ethnic backgrounds make it difficult to draw meaningful trends from the analysis of data over a three year period.

How we advance equality of opportunity:

We monitor the attainment and progress of all our pupils by ethnicity every term and take actions to address any negative trends that may materialise.

We ensure that the curriculum has positive images of people from a range of ethnic backgrounds. All ethnic groups represented in our school community play an active role in the life of the school.

What has been the impact of our activities? What do we plan to do next?

Pupils see other people, particularly those from other ethnic backgrounds, as equals.

If there have been any issues such as name-calling emanating from outside school we have called upon the services of our community policeman /schools liaison officer to assist us in dealing with these.

3. Gender

We are committed to working for the equality of women and men.

How we advance equality of opportunity:

We monitor the attainment and progress of all our pupils by gender every term and take actions to address any negative trends that may materialise.

We ensure that the curriculum has positive images of people, male and female.

We invite a variety of groups / speakers into school to assist us in promoting aspiration among our pupils.

What has been the impact of our activities? What do we plan to do next?

Pupils see other people, male or female, as equals.

4. Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

How we advance equality of opportunity:

The school supports our pupils to build their sense of identity and belonging, which helps them to flourish within their communities and as citizens in a diverse society.

The curriculum makes good provision for the teaching of other faiths across the school in line with the National Curriculum. The children have opportunities to visit places of worship and listen to speakers from other faith groups.

What has been the impact of our activities? What do we plan to do next?

Pupils understand and respect the authenticity and value of the beliefs of others.

Part 3: Consultation And Engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do. Our main activities for consulting and engaging are:

Teachers and senior leaders in the school are easily accessible to all pupils and parents.

High quality information is communicated through regular newsletters and the school website and managed learning environment.

Important information is shared with parents and the wider community as soon as possible- inspection reports are shared in full and further feedback is requested at every opportunity.

Regular and meaningful consultation takes place with the School Council. Surveys of pupils, parents and staff are undertaken with statistical data published to the community and planned responses communicated.

Part 4: How We Have Considered Equality Issues When making Decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Part 5: Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality Objective 1:

To help children to fulfil their full potential, by supporting families and focusing support on improving the lives of the most vulnerable children.

- We aim to support families with children who have poor attendance as this is a key barrier to progress and future opportunity.
- We will monitor the use of seclusion/exclusion for different groups, including those groups with a disproportionately high rate of exclusion.
- We aim to prevent and tackle the bullying of children and young people, particularly prejudice-based racist, sexist and homophobic bullying.

Equality Objective 2:

To Implement the TenTen Relationships Education and Relationships and Sex Education programme for Catholic Schools in order to promote a positive and healthy understanding of human relationships in line with the teaching of the Catholic Church

Equality Objective 3:

To ensure that staff recruitment complies with the Equality Act and that all staff are aware of and follow the school's Equality Policy. We will foster good relations between people who share a protected characteristic and those who do not. This will be measured by reviewing the policy on a timely basis, effective staff induction and on-going CPD.

Part 6: Information about our employees:

If we have more than 150 employees we are required to publish information about them.

The school has 38 employees at present.