



St. Patrick's R.C Primary, Dipton

Equality Information and Equality Objectives

Revision History					
Name	Ver	Reason for change	Status	Date	Review
Mrs J Burgess Mrs C Charlton Mrs K Plunkett	1.2	Update	Draft	Objectives last reviewed November 2020 School profiles updated November 2020	Next review by November 2021
Mrs J Burgess Mrs C Charlton	1.1	Update	Final	Agreed by Standards and Curriculum Committee December 2017	Objectives last reviewed December 2018 School profiles updated December 2018
Mrs K Plunkett Chair of Governors	1.0	Update	Final	Agreed by Standards and Curriculum Committee December 2017	Review annually Update objectives every 4 years

Equality Information and Equality Objectives for St Patrick's R.C. Primary School, Dipton

Equality Act 2010

St Patrick's R.C. Primary Schools' provision of the public sector equality duty

We in St Patrick's School are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

The protected characteristics for the schools provisions are:

- Disability;
- Gender reassignment;
- Pregnancy and maternity;
- Race;
- Religion or belief;
- Sex;
- Sexual orientation;
- Age (only applicable to staff, not pupils);
- Marriage and Civil Partnerships (only applicable to staff, not pupils).

Age and marriage and civil partnership are NOT protected characteristics for schools' provisions for pupils.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to:

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;

- encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will take into account the six Brown principles of ‘due regard’:

- **awareness** – all staff know and understand what the law requires;
- **timeliness** – implications considered before they are implemented;
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice;
- **non-delegation** – the PSED cannot be delegated;
- **continuous** – ongoing all academic year;
- **record-keeping** – keep notes and records of decisions & meetings;

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by:

- ✓ publishing our equality information;
- ✓ publishing our equality objectives.

We aim to make the information accessible, easy to read and easy to find.

Equality Information:

We maintain confidentiality and work to data protection principles. We publish information in a way so that **no pupil or staff member** can be identified.

Staff

Age	Figures change – we comply with our equality duty.
Disability	100% staff gave information. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any staff member towards gender reassignment.
Marriage & civil partnerships	Figures change – we comply with our equality duty.
Pregnancy and maternity	Figures change – we comply with our equality duty.
‘Race’ / ethnicity	100% staff gave information Our staff profile comprises: White British and White Irish
Religion and Belief / no belief	100% staff gave information Our staff profile comprises: Christian, Church of England, Roman Catholic, Methodist
Sex – male/female	86% female 14% male
Sexual orientation	We support all staff members regardless of sexual orientation

Pupils:

Age	We have pupils aged 4 to 11 years old in our school.
Disability	Under 5% of our pupils recorded a disability. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any pupil towards gender reassignment.
Pregnancy and maternity	We comply with our equality duty and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
'Race' / ethnicity	100% pupils gave information 95% White British, 1% White-Irish, 1% White & Asian, 1% White & Black African and 2% Any other White
EAL (English as an Additional Language)	3% EAL The languages spoken within our pupil profile are: English, Thai, Portuguese, Polish and Romanian.
Religion and Belief / no belief	100% pupils gave information Our pupil profile comprises: 55% Catholic, 9% Christian, 15% Church of England and 21% No religion.
SEND	10% pupils identified with a Special Educational Need.
Sex – male/female	54% female 46% male
Sexual orientation	We support all pupils regardless of sexual orientation.
Pupil Premium	18% pupils eligible for Pupil Premium (updated to include Reception class Sept 2020).

We will update our equality information at least annually.

Equality Objectives

Equality Objectives	Latest update Autumn 2020
<p>1. <i>To work on narrowing the gender gap in writing and mathematics as children progress through the school.</i></p>	<p>Breakdown of last set of statutory assessments (summer 2019) are available on our school website - within the section 'school performance'. Analysis shows that: EYFS results and phonics results for boys and girls showed parity. From Key Stage 1 through Key stage 2, boys' writing continues to be a particular area of focus. The end of key stage 2 attainment of this particular cohort shows that % of girls achieving expected standard and 'high' scaled score is higher than boys in all areas. There was a small cohort of boys in this Y6 year group.</p>
<p>2. <i>To increase understanding of equality and its implications on a day to day basis and, in this way, reduce or remove inequalities in attainment throughout the school i.e. show greater awareness of gender-neutral language, non-gender specific activities, vulnerable groups.</i></p>	<p>Staff continue to be constantly mindful of the need to ensure equality for all members of our school community. Our curriculum offer, as well as activities beyond the school day, are built on a foundation of accessibility and equal opportunities.</p> <p>That said, we have included some gender specific activities periodically in our after-school programmes e.g. girls' football/'This Girl Can'. This is to encourage maximum engagement and confidence building as analysis showed this was an area of focus.</p>
<p>3. <i>To promote cultural development and understanding through a rich range of experiences both in and beyond school.</i></p>	<p>All opportunities within, and beyond school, are planned taking into consideration the varying needs of pupils. As visits and visitors are currently restricted, we are maintaining a full curriculum to ensure pupils are provided with rich experiences. Use of appropriate media is being utilised in school e.g. children's news channels to allow children to explore current affairs and debate important issues/worldwide events.</p>
<p>4. <i>To move beyond pre-determined ideas of fixed ability and to model teaching and learning behaviours that avoid labelling. This will ensure pupils are treated fairly, inclusively and are always given the opportunity to achieve their</i></p>	<p>This has been an area where there has been a significant shift in school. With the introduction of new curriculum approaches such as 'Convince Me Maths', staff have moved away from more rigid groupings within classes to a more fluid approach where expectations</p>

<p><i>potential. This is in-keeping with the growth mindset approach at St. Patrick's.</i></p>	<p>are raised for all pupils. There is now a more definite focus on 'keeping up' rather than 'catching up'. In school, monitoring ensures a swift response to any concerns/lack of engagement to give all pupils the best chance of achieving their potential. Pupils themselves understand challenge and mistakes are an important part of learning.</p>
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Our equality objectives are:

We will update our equality objectives every four years and publish them on our school website.

We will review progress on these objectives annually and this paperwork will be held within school. Objectives are reviewed annually.

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.

Headteacher: **Mrs J Burgess**

Chair of Governors: **Mrs K Plunkett**

Date: **November 2020**