



# St Saviour's RC Primary School

*Pray Together, Learn Together, Stronger Together in Jesus*



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## Equalities Information 2018

The Public Sector Equality Duty 2011 has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Fostering good relationships between people who share a protected characteristic and those who do not.

By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups:

- Race
- Disability
- Sex
- Gender reassignment
- Age
- Pregnancy and maternity
- Religion and belief
- Sexual orientation

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

## St Saviour's RC Primary School Equalities Information

Our school has used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

### Stage 1: Understanding Our School Community

Pupils What is the school profile?

*How many children are on roll at the school?* **321**

*What information on pupils is collected by protected characteristics?*

<b>Ethnicity Description</b>	<b>Number of Pupils</b>
Any Other Asian Background	17
Black African	82
White Irish	0
White European	1
Indian	2
White Other	0
Refused	24
White and Asian	1
Any Other Black Background	10
Any Other White Background	18
Any Other Ethnic Group	4
Black Caribbean	14
White British	13

White and Black African	8
White and Black Caribbean	9
Chinese	12
Sri Lankan / Tamil	2
Other Mixed	15
Total	231

Disability Categories	Primary Need	Secondary Need
Specific Learning Difficulty	6	1* Autistic Spectrum Disorder 1* Social, Emotional & Mental Health
Moderate Learning Difficulty	3	1* Specific Learning Difficulty
Severe Learning Difficulty	1	1* Speech, Language and Communication
Profound & Multiple Learning Difficulty	0	
Social, Emotional & Mental Health	3	1* Speech, Language and Communication
Speech, Language and Communication	23	1* Physical Disability 1* Social, Emotional & Mental Health, 2* Autistic Spectrum Disorder
Hearing Impaired	2	
Profoundly Deaf	0	
Visual Impaired	0	
Physical Disability	0	
Autistic Spectrum Disorder	2	1 Speech, Language and communication
Other Difficulty/Disability	5	

Special Educational Needs (SEN)	Percentage %	Actual Number
No specified SEN	80.50%	185
SEN Support	19.10%	44
Statement	0.40%	1

**No Information was available on the following protected characteristics:**

- Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.
- Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

## Equality Statement

Legal Duties As a school we welcome our duties under the Equality Act 2010.

### **The general duties are to:**

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

### **A protected characteristic under the act covers the groups listed below:**

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

### **These are to:**

- Publish equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives.

The data will be assessed across our core provisions as a school.

This will include the following functions

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

### **Addressing Prejudice Related Incidents**

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## Responsibility

We believe that promoting Equality is the whole schools responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching	Staff Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website: - [www.stsaviours.lewisham.sch.uk](http://www.stsaviours.lewisham.sch.uk)

### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

### **Monitor and Review**

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process. Date Approved by the Governing Body – Curriculum Committee Date to be reviewed by the Governing Body Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on Lewisham's website: <http://www.lewisham.gov.uk>

## Summary of our Equalities Evidence:

Protected Characteristics	Aims of General Duty		
	<b><i>What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation?</i></b>	<b><i>How do we advance equality of opportunity between people who share a protected character</i></b>	<b><i>How do we foster good relations between people who share a protected characteristic and those who don't?</i></b>
<b>Race</b>	<ul style="list-style-type: none"> <li>• Racist behaviour / comments are challenged and reported to parents and through local authority procedures. In the case of incidents being against a victim in school we ensure that the victim and victim's family are satisfied with the outcome.</li> <li>• Attendance is analysed and there is no significant difference between attendance of different ethnic groups in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis shows that take up of extended schools activities by ethnic groups is good. We have 100% for Educational visits.</li> <li>• Support is provided for pupils where English is not their first language.</li> <li>• Many of the pupils in these underachieving groups are also on the SEN register. The school has implemented a series of catch up/booster classes to accelerate progress</li> </ul>	<ul style="list-style-type: none"> <li>• We organise visits into the wider ethnic community e.g. to the Synagogue. The RE curriculum ensures that pupils understand different faith practices.</li> <li>• The curriculum reflects the ethnic diver</li> </ul>
<b>Sex</b>	<ul style="list-style-type: none"> <li>• Data is analysed termly to ensure that we are aware of any significant differences between the achievements of boys and girls. Where data shows a difference this is analysed in order to ascertain whether this is a school issue or cohort specific.</li> <li>• We monitor for fairness e.g. ensure good work assemblies, school council etc has fair distributions of</li> </ul>	<ul style="list-style-type: none"> <li>• Progress and attainment of each cohort are monitored to ensure that any trends are identified – e.g. are gender differences in attainment a trend meaning that we need to alter teaching / resources?</li> <li>• All extra-curricular activities are open to both boys and girls.</li> <li>• Uptake of extra-curricular clubs is monitored in order to ensure that gender stereo-</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE curriculum covers gender issues.</li> <li>• We ensure that the children see equal opportunities in action for instance male and females in all roles e.g. Senior Leadership, LSAs etc.</li> </ul>

	boys and girls. <ul style="list-style-type: none"> <li>We conform to Equal pay legislation.</li> <li>We ensure that all posts in school comply with equal opportunities good practice and legislation - No roles are advertised as gender specific e.g. employ male and female LSAs.</li> </ul>	types are not reinforced. <i>(currently good balance in most clubs, football, multisports, music, etc)</i> <ul style="list-style-type: none"> <li>The school enters mixed teams for sporting competitions.</li> </ul>	
<b>Protected Characteristics</b>	<b>Aims of General Duty</b>		
	<b><i>What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation?</i></b>	<b><i>How do we advance equality of opportunity between people who share a protected character</i></b>	<b><i>How do we foster good relations between people who share a protected characteristic and those who don't?</i></b>
<b>Gender Reassignment</b>	<ul style="list-style-type: none"> <li>Governors ensure that recruitment procedures comply with equal opportunities good practise and legislation.</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable at this current time</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>
<b>Age</b>	<ul style="list-style-type: none"> <li>Data is kept on the age profile of staff.</li> <li>When appointing staff age is not specified on application forms therefore ensuring equality of opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>Grandparents are encouraged to help in school and on school trips as well as parents.</li> <li>Parishioners are invited to help in school.</li> </ul>	<ul style="list-style-type: none"> <li>We seek to encourage intergenerational links; Remembrance is celebrated, grandparents are warmly welcomed into the school and become well known to us. Religion and Belief</li> <li>Racist and xenophobic language is always challenged and reported to parents and through local authority procedures.</li> <li>Absences for religious celebrations, and sacramental celebrations are approved.</li> </ul>

			<ul style="list-style-type: none"> <li>We implement the LA RE curriculum which includes teaching of world faiths.</li> <li>We organise visits to places</li> </ul>
<b>Protected Characteristics</b>	<b>Aims of General Duty</b>		
	<b><i>What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation?</i></b>	<b><i>How do we advance equality of opportunity between people who share a protected character</i></b>	<b><i>How do we foster good relations between people who share a protected characteristic and those who don't?</i></b>
<b>Sexual Orientation</b>	<ul style="list-style-type: none"> <li>Governors ensure that recruitment procedures comply with equal opportunities good practice and legislation.</li> <li>Incidents of homophobic language / bullying are recorded and reported to governors. Follow up work is undertaken with individuals / groups where homophobic language is used inappropriately in consultation with parents.</li> </ul>	<ul style="list-style-type: none"> <li>Not applicable at this current time</li> </ul>	<ul style="list-style-type: none"> <li>SRE deals sensitively with children's questions relating to sexual orientation and resources used challenge stereotypes</li> </ul>