

Equality Duty Statement

For the Federation of St James the Great and St John's Catholic Primary Schools 2019-2022



Federation policy statement on equality and community cohesion

Our schools are committed to equality both as an employer and a service-provider and we carry out our day to day work in line with our values:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that each 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 Councils, Spiritual Life Committee and Liturgy Group.
- 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 sexual identity and orientation; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs;.

We set our Accessibility Plan objectives for a 3 year period and review the progress annually. 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 are new to English or from homes where English is not spoken
- 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 different subjects
- vulnerable pupils, where home circumstances are known or believed to be unsettled in some way, including homelessness.

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.
At both schools we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this rigorous process

Information about the pupil population

Contextual information for the schools based on Autumn census 2021. This key information was drawn from each school's ISDR.

School	No on roll	Gender Girls:Boys %	Eligibility for FSM/Ever6	Pupils EAL	Minority Ethnic	SEND (EHCP)	Deprivation Indicator
National	278	49:51	25%	21%	34%	2.1%	n/a
St James the Great	222	53:47	45%	48%	93%	4.1%	School-4 th quintile Pupils'-5 th quintile
St John's	229	49.5/50.5	37%	37%	56%	2.6%	School-4 th quintile Pupils'-4 th quintile

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.'

The Equality Act 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.

There are pupils at our schools with different types of disabilities and these include:

- Autism
- Physical Disability
- Specific Learning Difficulty
- Speech, Language and Communication
- Global Learning Delay

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we consider the following groups of pupils to be vulnerable within the above criteria:

- Those who are new to the country and new to the school.
- Those whose family do not have access to secure housing.
- Those whose families have an IT deficient due to poor Wi-Fi connectivity or limited access to a device.
- Those whose parents do not have the right to remain in the country and have no recourse to public funds.
- Those who are vulnerable to outside influences from their environment where education is not supported or valued.

Our main equality challenges

This is a summary of the issues that we are most concerned about across the Federation. We have already developed strategies and interventions to tackle these concerns and are monitoring their impact closely as part of our regular monitoring cycle in school. This is achieved through a termly data collection and analysis which is reported to the Governing Body and quality assured by an advisor from the Local Authority.

Attainment of all groups

We are prioritising closing the gap to National standards of attainment and progress for all groups, with particular emphasis in Year 2 and Year 6. The following information relates to pupil outcomes (July 2019) at the end of year 6, as they are the last time standardized assessments were collected. The results are reported for each school for reading, writing and maths combined. The highlighted areas are those the schools are continuing on:

St John's	Co-hort	Achieving expected standard	National	School Higher	National Higher
All	27	89%	65%	15%	11%
Male	14	86%	60%	0%	9%
Female	13	92%	70%	31%	13%
FSM	12	83%	71%	8%	13%
SEND	4	25%	65%	0%	11%
EAL	8	100%	65%	25%	11%

St James the Great	Co-hort	Achieving expected standard	National	School Higher	National Higher
All	26	85%	65%	19%	11%
Male	12	67%	60%	0%	9%
Female	14	100%	70%	36%	13%
FSM	10	90%	71%	30%	13%
SEND	8	38%	65%	0%	11%
EAL	9	67%	65%	11%	11%

A whole federation focus is to examine the attainment of our pupils with SEND, particularly those from disadvantaged backgrounds.

How we have due regard for equality

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

We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement.

We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels.

We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors.

We record any racist or homophobic incidents and act upon any concerns and report this to the Governing body on a termly basis.

The Leadership Team of the Federation is concerned with the performance of all groups of pupils and narrowing the attainment gap; this is reflected in each school's improvement priorities.

We give due regard for equality issues in decisions and changes we make.

We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.

We provide training to all staff in relation to dealing with bullying and harassment incidents.

We have a Special Educational Needs and Disabilities Policy that outlines the provision each school makes for pupils with special educational needs. In addition, each school publishes a Special Educational Needs and Disabilities Report.

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.

Disability: We are committed to working for the equality of people with & without disabilities		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We set challenging targets to ensure our children with disabilities make good progress.</p> <p>We provide good quality training for our staff on inclusion.</p> <p>When required we gain external advice and support for many different professionals.</p> <p>We promote positive links with our parents.</p> <p>There is a designated Governor for SEND.</p> <p>There is specific targeted support where appropriate.</p> <p>We liaise with and work in partnership with a number of professional organisations.</p> <p>A wide range of resources are available to support pupils.</p>	<p>Each school has strong links with other schools in the LA to ensure effective provision for all our pupils.</p> <p>We participate in sporting activities competitions and tournaments aimed especially at pupils with SEND.</p> <p>We work with a number of Nurseries and Early Years provision ensuring transfer into Reception is effective and as smooth as possible</p> <p>There are regular meetings with parents to discuss progress and overcoming barriers to learning.</p> <p>We enable all pupils to learn about the experiences of all groups of people including those who are disabled and the discriminatory attitudes they often experience.</p> <p>We ensure that the curriculum and resources we use have positive images of disabled people.</p>	<p>Children experience a positive start to school with arrangements made for personalised transition.</p> <p>Parents are kept well informed.</p> <p>Effective, positive relationships with parents, school and home working in partnership to support the child.</p> <p>Effective inclusion of children with disabilities.</p> <p>Pupil Voice shows that our children with additional needs are happy in school and we aim to continue with this.</p>

Ethnicity & Race including EAL Learners: We are committed to working for the equality of all ethnic groups		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>New arrivals are assessed by the Inclusion leader and teachers are supported to put in place provision to support learning and English including targeted intervention.</p> <p>We identify appropriate provision and then monitor its impact.</p> <p>Children are buddied up with a child within their class for their early days at the school.</p> <p>We set targets to improve the attainment and progression rates of particular groups of pupils.</p> <p>We identify and address barriers to the participation of particular groups in learning and other activities.</p> <p>We celebrate pupils' heritage through whole school events on a yearly basis</p>	<p>We use ICT to support translations. An informal open door policy, staff are available at the start and end of the day.</p> <p>We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.</p> <p>We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.</p> <p>We ensure that the curriculum challenges racism and stereotypes.</p> <p>We support parents by introducing them to other parents who speak their language to aid communication.</p> <p>We share the celebration with parents and carers through photographs, our newsletter and or websites.</p>	<p>Children experience a positive start. Parents are kept well informed and they do attend school events: assemblies, workshops, parents' evenings, mass, etc. The attendance rates of parents and groups of parents will continue to be monitored and action taken.</p> <p>Effective, positive relationships with parents, school and home working in partnership to support the child have resulted in improved attendance. This will continue to be monitored.</p> <p>Pupil Voice is monitored regularly as part of our valuation cycle & it shows that our children with EAL are happy in school. This will continue to be monitored.</p> <p>To further build on this and to include family history as an established part of our history curriculum map.</p>

Gender: We are committed to working for the equality of both sexes		
How we advance opportunity	How we foster & promote community cohesion	Impact & what we plan to do next
<p>We monitor the attainment and progress of all our pupils by gender.</p> <p>We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.</p>	<p>After-school activities include a range of activities, including sports, gardening, library, art and crafts. There are no gender specific activities.</p> <p>We try to ensure we include positive, non-stereotypical images of men & women in the curriculum.</p>	<p>Children's attainment does not show any systematic differences in outcomes.</p> <p>Any year-on-year difference is as a result of the make-up of the cohort and can be seen not to be an issue, if gender is tracked over time. Analysis</p>

<p>We set targets to improve the attainment and rates of progress of particular groups of boys and girls.</p> <p>The School Council at each school ensures both boys and girls views are equally represented.</p> <p>Sports teams: these are equally represented by boys and girls.</p> <p>The Liturgy Group/Spiritual Life Committee has representatives of both boys and girls.</p> <p>We review our curriculum to ensure it is balanced in terms of areas of study and interest.</p> <p>We continuously review our provision to ensure that we address barriers to the participation of boys and girls in all activities.</p>		<p>will continue and adjustments made to the curriculum offer where necessary.</p> <p>We will continue to task School Council to feedback to SLT for their ideas and suggestions that are gathered from the wider pupil community.</p> <p>See above.</p>
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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:

- Annual Questionnaire - pupils & parents
- Consultation Evenings
- Workshops and Briefings
- Informal morning/end of day chats with teachers, head & school leaders
- Electronic comments received - e mails
- Letters

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 felt it appropriate to have an objective for each group.

We will regularly review the progress we are making to meet our equality objectives.

Equality Objectives :

Date set	Type of objective	Objective	Measure	Review date
September 2019	SEND	To close the attainment gap to National Standards for identified children	End of key stage attainment in reading, writing and maths.	Yearly – in July 2021 through to July 22
September 2019	Gender	To close the attainment gap to nil for both girls and boys.	End of key stage attainment in reading, writing and maths	Yearly – in July 2021 through to July 22

September 2019	Ethnicity	To develop and use a systematic school approach to monitoring significant ethnic groups attainment and progress	Data is monitored termly as part of the monitoring cycle	Yearly – in July 2021 through to July 22
September 2019	Ethnicity - language	To develop a systematic school approach to monitoring attainment and progress for those who have English as an additional language.	Data is monitored termly as part of the monitoring cycle	Yearly – in July 2020 through to July 22