Equality Scheme
2017 – 2020

St Vincent's Catholic Primary School

School Mission Statement

To love and serve as Jesus shows us

Information last updated: December 2017

St Vincent'a Catholic Primary School

Equality Scheme 2017 – 2020

This scheme is informed by our Equality policy and complies with the Equality Act 2010. It outlines both the data and current issues and actions relating to ethnicity, religion/belief and socio – economic factors of the community of St Vincent's Catholic Primary School. As an inclusive school we ensure that pupils are able to access the curriculum, make progress and encourage full participation in activities that are on offer to them.

The following school data was collated in December 2017 and National data for comparison was collated based on the January 2017 census.

Contextual Summary Statement (A full version is available in school)

School / Cohort profile

The school is 1.5 form entry, with 9 classes and a standard admission number of 45. Consultation was launched on November 6th 2017 to reduce the admission number to 30 from September 2019 due to falling numbers over the past 3 years and a projected reduction in birth rates in the west of Warrington, suggesting that pupil numbers are not likely to increase based on current information available. Each class is taught by a full time teacher, except Y3/4 which is a job share. The staff profile is made up of a range of ages and levels of experience, but there are significantly more female than male staff. The teachers are supported by a team of 5 Teaching Assistants. One Teaching Assistant is employed full time as a HLTA, and one is employed to work 1-to-1 with a child who has an EHC plan.

The children attending school come from a wide range of backgrounds although housing is predominantly private and most parents are in full or part time employment. 3.3% of pupils are eligible for free school meals, which is below the national percentage.

Each cohort varies in the proportion of the number of children in each of the groups analysed below. The following information was accurate at the time of collection in December 2017:

Gender	Currently the whole school population is biased towards boys who make up 55.5%, compared to 44.5% girls.
Religion/faith	Baptised Catholic children make up 83.7% of the whole school population. The remaining children are Christian (7.2%) or do not specify a religion (9.1%).
Special Educational Needs	Currently, 12.4% of children have identified SEN which is less than the national average at 14.4% (January 2017). 0.5% of children receive support through an EHC plan compared to 2.8% of children nationally (January 2017).
Disability	0.6% of children in the school are disabled.
Pupil Premium	We receive pupil premium funding for 19 children (9.1%) across the school. Excluding the Universal Free School Meals in Early Years and KS1, 6 children in KS2 (5%) are currently in receipt of Free School Meals compared to 14.1% of children nationally (January 2017).
Ethnicity and English as an additional language	The percentage of children in school whose ethnic background has been defined by parents as something other than white British is 6.2% compared to a national average of 32.1% (January 2017). The percentage of children with English as an additional language (2.9%) is also below the national average of 20.6% (January 2017).
Looked after children	There are currently no looked after children in school.

Bullying and Discrimination

The school has an anti-bullying policy supported by clear procedures for dealing with incidents of bullying and other behaviour. Any incidents of bullying are reported to the Local Authority and the Governing Body along with information about how it was dealt with.

Any behaviour incidents which may take place are usually low level, however, all issues are dealt with immediately and a resolution sought, following the Behaviour Policy. Any issues which arise usually relate to friendship and conflict. Records are kept of any incidents which may take place.

Performance Trends

Analysis of EYFS, KS1 and KS2 Data (3 year trends) is kept in school. As a school we carry out rigorous and regular monitoring and analysis of all pupils and their progress so that the Headteacher, Senior Leadership Team, Middle Leaders and all teaching staff can use the information to ensure the appropriate progress is made by all pupils irrespective of race, disability, socio-economic background, belief or gender.

All data analysis informs teacher planning, whole school planning (eg support timetable, CPD) in addition to our School Improvement Plan. It also informs other action plans as appropriate and has helped to inform our equality objectives.

Equality Objectives 2017 – 2020

How we chose our Equality objectives:

Our Equality objective setting process has involved gathering evidence as follows:

- Pupil tracking and assessments
- Reports of any incidents (including behaviour records and exclusion record)
- Multi agency reports
- Inclusion in school activities eg clubs, visits etc
- Raise on line / ASP / FFT data
- Child Protection, Child In Need and Looked after children information

It has also included gaining information from as many stakeholders as possible.

The evidence was then analysed in order to choose objectives that will fulfil our legal obligation to:

1) Promote equality of opportunity for members of identified groups
2) Eliminate unlawful discrimination, harassment and victimisation.
3) Foster good relations between different groups in terms of
    - Ethnicity
    - Religion or belief
    - Socio-economic background
    - Gender and gender identity
    - Disability
    - Sexual orientation
    - Age

Objective 1

To raise pupils awareness of equality and diversity (General Duty 1)

Objective 2

To ensure that the needs of all children, including vulnerable children are met and they are not disadvantaged due to or despite of their gender, race, disability or other factor (General Duty 2)

Objective 3

Ensure all have equal access to all aspects of the curriculum and that all are making good progress (General Duty 2)

Objective 4

Ensure equality of opportunity at after school clubs (General Duty 2)

Objective 5

To raise children's awareness of diversity globally through development of the Curriculum (General Duty 3)