

# Equality Scheme 2024 - 2028



## St Vincent's Catholic Primary School

### **School Mission Statement**

*To love, serve and learn as Jesus shows us*

Information last updated: October 2025

## **St Vincent's Catholic Primary School**

### **Equality Scheme 2024 – 2028**

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 protected characteristics 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 October 2025 and National data for comparison was collated based on the January 2025 census.

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

#### School / Cohort profile

The school is 1.0 form entry with 7 classes and a standard admission number of 30, reducing to 15 from September 2026. Due to variation in class sizes and opening a designated provision class for communication and interaction, some classes are mixed-age (currently Nursery/Reception, Year 3/4 and Designated Provision). Each class is taught by a full time teacher. The staff profile is made up of a range of ages and levels of experience, but there are more female than male staff. The teachers are supported by a team of 12 Teaching Assistants.

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. Levels of deprivation are low based on a range of measures in comparison to national data (January 2025):

- The Index of Multiple Deprivation (IMD) is the official measure of relative deprivation in England. There are 10 decile rankings. Decile 1 = most deprived tenth of neighbourhoods in England and decile 10 = least deprived tenth in England.
  - Based on the average IMD ranking of the pupil cohort, St Vincent's Catholic Primary School falls within decile 8 (ranges from the 2<sup>nd</sup> decile to 10<sup>th</sup> decile)
- IDACI score of 0.07 which is below the average for Warrington at 0.14 (Higher IDACI scores indicate higher deprivation)
- Pupil premium and free school meal (see below)

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 October 2025:

<i>Gender</i>	The current gender balance in school does not mirror the national population, with 44.5% girls (nationally 49% - January 25) and 55.5% boys (nationally 51% - January 25).
<i>Religion/faith</i>	Baptised Catholic children make up 59.7% of the whole school population. The remaining children are Christian, of another faith or do not specify a religion.
<i>Special Educational Needs and Disabilities</i>	Currently, 13.4% of children have identified SEN with school support in place which is slightly below national average (14.8% - January 2025). However, the number of children with EHCPs remains significantly high in mainstream classes at 10.9% (13 children), which is significantly above the national percentage of 3.5% (January 25). This does not include children taught in the school's designated provision, which increases the number of EHCPs to 18 (15.1%).

<i>Pupil Premium</i>	We receive pupil premium funding for 19.3% of children across the school, all of whom are eligible for free school meals, which, although increasing, remains below the national percentage of 24.7% (January 25).
<i>Ethnicity and English as an additional language</i>	The percentage of children whose ethnic background has been defined by parents as something other than white British is 25.2%. Again, whilst increasing, this remains below the national percentage of 39.7% (January 2025). The percentage of children with English as an additional language is 16%, remaining below the national percentage of 23.4% (January 2025).

### 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 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 Executive Headteacher, Head of School, Middle Leaders and all teaching staff can use the information to ensure the appropriate progress is made by all pupils irrespective of any specific group or characteristic.

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 2024 - 2028**

### 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
- ASP / IDSR / 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 and of the protected characteristics

**Objective 1**

To raise pupils awareness of equality and diversity (General Duty 1 and 3)

**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 any protected characteristic (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)

Objective	Which group (s) with protected characteristics will this benefit?	Actions	Timescales	General Duties addressed	Impact
To improve our children's knowledge and understanding of the diverse community we live in to promote acceptance and equality for all	We will be focusing on the following areas of the community: LGBTQ + People of different religions People of different ethnic backgrounds	<ul style="list-style-type: none"> <li>Identify opportunities in the curriculum to look at other cultures / countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversities</li> <li>Members of the community invited in to share with children knowledge about their own religions</li> <li>To celebrate cultural and ethnic diversity within school and wider Warrington community</li> <li>To use a range of equality texts as part of RSHE</li> <li>Audit resources in school especially books to ensure that they reflect the diverse world around us</li> <li>Staff training on Gender Equality and awareness of LGBTQ+</li> <li>Use collective worship as an opportunity to celebrate a range of cultures, beliefs and countries</li> <li>Use of the Little People, Big Dreams resources throughout the curriculum</li> </ul>	Ongoing	1,2,3	<p>Greater understanding and knowledge of differences between all will result in increased acceptance, equality and respect for all</p> <p>The school ethos and curriculum promotes respect for differences within the school community</p>
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 or disability	We will be focusing on all groups from the community but most specifically: Vulnerable Gender Race disability	<ul style="list-style-type: none"> <li>Assessment, tracking and analysis data used to plan interventions and support as needed</li> <li>ELSA to work with targeted children and families</li> <li>Clear intervention programmes in place informed by data analysis and knowledge of the child</li> <li>Narrow these gaps in attendance rates between these groups and others (including EAL)</li> <li>Attendance procedure / Attendance reports and actions</li> <li>Refer to objective 4</li> </ul>	Updated each term	2	<p>The needs of all children from all groups will be met. This will include social and emotional in addition to academic.</p> <p>Any barriers to learning will be removed.</p> <p>All groups will be provided with equality of opportunities.</p>

Ensure all children have equal access to all aspects of the curriculum and that all groups are making good progress	All groups with specific focus on vulnerable pupils	<ul style="list-style-type: none"> <li>• Termly assessments</li> <li>• Pupil progress meetings</li> <li>• SLT analysis and feedback to staff</li> <li>• Intervention support informed by analysis</li> <li>• Modify provision in order to meet all children's needs and interests</li> </ul>	Updated each term	2	<p>All barriers or potential barriers to attending after school clubs are removed resulting in more targeted children attending these clubs</p> <p>Advance equality of opportunity between people who share protected characteristics and those who do not</p>
Ensure equality of opportunity at after school clubs	All groups with specific focus on vulnerable pupils	<ul style="list-style-type: none"> <li>• Wide range of after school clubs with places for large number of children are available</li> <li>• All vulnerable children offered first places</li> <li>• Monitoring and encouragement to take up places</li> <li>• No charge for vulnerable children</li> <li>• Regular monitoring to check on drop out rate</li> </ul>	Updated each term	2	<p>All barriers or potential barriers to attending after school clubs are removed resulting in more targeted children attending these clubs</p> <p>Advance equality of opportunity between people who share protected characteristics and those who do not</p>
To raise children's awareness of diversity globally through development of the curriculum	All groups with specific reference to: People of different religions People of different ethnic backgrounds	<ul style="list-style-type: none"> <li>• Identify opportunities in the curriculum to look at other cultures / countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversities</li> <li>• Black History Month, World Religions, Disability Awareness Day, Disability History Month / CAFOD</li> <li>• As a Catholic school we aim to develop our children's appreciations of a range of world religions through the teaching of other religions</li> </ul>	Annually	3	<p>Pupils are more aware of diversity globally as a result of an expanding curriculum. It is our aim that all children grow up to be respectful, tolerant and caring citizens who promote equality and celebrate diversity</p>

		<p>and to join in and mark special celebrations in the different religious calendars</p> <ul style="list-style-type: none"> <li>• To celebrate cultural and ethnic diversity within school and wider global community</li> <li>• To use a range of equality texts as part of RSHE</li> <li>• Celebrate diversity and equality through teaching and the development of displays around school</li> <li>• Audit school resources, especially books, to ensure that they reflect our diverse world</li> <li>• Use of the Little People, Big Dreams resources throughout the curriculum</li> <li>• Staff training</li> </ul>			
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