

Equality Information and Objectives



Committee Name:	Full governing body
Date of Approval:	March 2012
Validity Date:	2012-2013
Person responsible:	Head Teacher

School policy statement on equality and community cohesion

St Fidelis Catholic Primary School was founded by and is part of the Catholic Church. The school is to be conducted as a Catholic school in accordance with Canon Law and the teachings of the Roman Catholic Church and in accordance with the Trust Deed of the Archdiocese of Southwark and at all times the school is to serve as a witness for the Catholic faith in Our Lord Jesus Christ.

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our 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 Council, Learning Council and Rights Respecting Ambassadors.
- 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 marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

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 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 certain other subjects.

In addition to this short statement, we also have a full school policy statement on equality and community cohesion. Please ask for a copy if you would like to see it.

For more information please contact:

Mark Hannon

(Member of staff with responsibility for equality issues)

Tel: **01322 337752**

Email: **head@st-fidelis.bexley.sch.uk**

Pauline Rootsey

(Member of governing body with responsibility for equality issues)

Tel: **01322 337752**

Email: **admin@st-fidelis.bexley.sch.uk**

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.

Part 1: Information about the pupil population

Number of pupils on roll at the school: **469**

Information on pupils by protected characteristics

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.

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.'

Number of pupils with disabilities: **3**

- **As these numbers are typically very low, the school feels it would be inappropriate to publish this information.**

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	397	83%
School Action or Early Years Action	38	9%
School Action Plus or Early Years Action Plus	23	5%
Statement	11	3%

Ethnicity and race							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage	0	0	0	Mixed			
Indian heritage	4	2	6	Other mixed heritage	10	7	17
Other Asian heritage	0	0	0	White and Asian	2	3	5
Pakistani heritage	0	0	0	White and Black African	5	6	11
Black or Black British				White and Black Caribbean	0	0	0
Black African heritage	105	100	205	Any Other Ethnic Group	1	0	1
Caribbean heritage	1	5	6	White			
Other heritage	6	9	15	British heritage	79	102	181
Chinese	0	1	1	Irish heritage	3	1	4
				Traveller of Irish heritage	0	0	0
				Gypsy / Romany	0	0	0
				Any Other White background	6	11	17

Information withheld	0	Information not yet obtained	0
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Gender	
Male	222
Female	247

Religion and Belief			
Buddhist	0	Sikh	0
Christian	469	No religion	0
Hindu	0	Other religion	0
Jewish	0	Unknown	0
Muslim	0		

Information on other groups of pupils

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 wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	17	20	37	5%
Number of pupils who are at an early stage of English language acquisition				

Pupils from low-income backgrounds				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals	17	18	35	9%

Looked after children

As these numbers are typically very low, the school feels it would be inappropriate to publish this information.

Young carers

The school does not collect any information in this area.

Other vulnerable groups

The school does not collect any information in this area.

Part 2: How we have due regard for equality

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

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

Our governing body has had training on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of the governing body meetings.

We deal promptly and effectively with all incidents and complaints of bullying and harassment related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.

Our complaints procedure sets out how we deal with any complaints relating to the school.

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 and without disabilities.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

The school building is not fully compliant with the current DDA legislation requirements, although each year remedial works are undertaken across the premises to make the facilities more accessible to people with a disability.

How we advance equality of opportunity:

We support disabled learners by meeting their individual needs, through meeting with parents and carers with specialists to draw up individual support plans. These needs are then cascaded to all staff who come into contact with the child to ensure their needs are fully met.

The school looks favourably on applicants and always interviews disabled applicants for any advertised post. The school actively encourages parents helpers, some of who in the past have been disabled.

How we foster good relations and promote community cohesion:

The school is outstanding at promoting the spiritual, moral, social and culture development of all pupils, as was recognised by both OfSTED and Diocesan inspections in 2011 and 2012.

We ensure that the curriculum has positive images of disabled people. Pupils and visitors are fully included in all aspects of school life- regardless of any disability.

What has been the impact of our activities? What do we plan to do next?

Pupils see other people, particularly those with disabilities, as equals.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Analysis of three year assessment trends between 2009 and 2011, indicate that children from all ethnic backgrounds perform at least as well, and frequently better than, national comparatives.

How we advance equality of opportunity:

We monitor the attainment and progress of all our pupils by ethnicity every six weeks and take actions to address any negative trends that may materialise.

How we foster good relations and promote community cohesion:

The school is outstanding at promoting the spiritual, moral, social and culture development of all pupils, as was recognised by both OfSTED and Diocesan inspections in 2011 and 2012.

We ensure that the curriculum has positive images of people from a range of ethnic backgrounds. All ethnic groups represented in our school community play an active role in the life of the school. African history forms an integral part of the school curriculum. Parents cook traditional meals at our family events.

What has been the impact of our activities? What do we plan to do next?

Pupils see other people, particularly those from other ethnic backgrounds, as equals.

Gender

We are committed to working for the equality of women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

Analysis of three year assessment trends between 2009 and 2011, indicate that girls and boys perform at least as well, and frequently better than, national comparatives.

How we advance equality of opportunity:

We monitor the attainment and progress of all our pupils by gender every six weeks and take actions to address any negative trends that may materialise.

How we foster good relations and promote community cohesion:

The school is outstanding at promoting the spiritual, moral, social and culture development of all pupils, as was recognised by both OfSTED and Diocesan inspections in 2011 and 2012.

We ensure that the curriculum has positive images of people, male and female. Parents and carers are invited in to talk about their jobs- Aspiration Day.

What has been the impact of our activities? What do we plan to do next?

Pupils see other people, male or female, as equals.

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

How we advance equality of opportunity:

The school supports our pupils to build their sense of identity and belonging, which helps them to flourish within their communities and as citizens in a diverse society.

How we foster good relations and promote community cohesion:

The school is outstanding at promoting the spiritual, moral, social and culture development of all pupils, as was recognised by both OfSTED and Diocesan inspections in 2011 and 2012.

The curriculum makes robust provision for the teaching of other faiths across the school. The children have opportunities to visit other places of worship.

What has been the impact of our activities? What do we plan to do next?

Pupils understand and respect the authenticity and value of the beliefs of others.

Part 3: 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:

Teachers and seniors leaders in the school are easily accessible to all pupils and parents.

High quality information is communicated through regular newsletters, school website and managed learning environment.

Important information is shared with parents and the wider community as soon as possible- inspection reports are shared in full and further feedback is requested at every opportunity.

Regular and meaningful consultation takes place with the School Council and Learning Council. The MLE using Fronter also allows for positive discussions to be framed between staff and pupils.

Annual surveys of pupils, parents and staff are undertaken with statistical data published to the community and planned responses communicated.

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
2009			
2009	Redrafting of the School's Mission.	How the whole school community, particularly the children could be involved in the formation of a new shared mission.	The three key words that summarise the mission- compassion, challenge and excellence came from working with the children.
2008	Review of morning drop off arrangements.	Helping all parents to ensure children arrive for school on time.	The school moved to a 25 minute drop off window for children, so as to support parents at the beginning of the working day.

Part 5: 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 will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

The school will engage with the UN Children's Charter, through involvement in the UNICEF Rights Respecting School's development programme, achieving Level 1 UNICEF accreditation by 2013.

Progress we are making on this objective:

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Equality objective 2:

The school will develop its tracking systems for behaviour incidents, so that these can be interrogated and evaluated against Equality Act's three broad aims by 2013.

Progress we are making on this objective:

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Part 6: Information about our employees

If we have more than 150 employees we are required to publish information about them. **The school has 70 employees at present.**

Additional information

Policies and procedures

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Recruitment and selection of staff

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Activities that promote equality for our employees

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Grievances and disciplinary procedures

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Pay gap information

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What our employees say about equality issues

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Equality and diversity training for staff

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Part 7: Equal Opportunities

Year 4 Teacher (Fixed term contract) – March 2013

	No of Applications 1 in total	Gender			Age Range					Ethnicity					
		None Given	Male	Female	None Given	18-29	30-39	40-49	50+	None Given	White	Mixed	Asian	Black	Chinese
Not Short-listed for Interview	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Short-Listed for Interview	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0
Appointee	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0

Part 7: Equal Opportunities

Premises Manager – October 2012

	No of Applications 46 in total	Gender			Age Range					Ethnicity					
		None Given	Male	Female	None Given	18-29	30-39	40-49	50+	None Given	White	Mixed	Asian	Black	Chinese
Not Short-listed for Interview	34	1	32	1	6	6	5	9	8	2	25	4	1	2	0
Short-Listed for Interview	12	0	11	1		1	2	4	5		9	2		1	
Appointee	1	0	1	0	0	0	0	1	0	0	1	0	0	0	0

Part 7: Equal Opportunities

Assistant Caretaker - November 2012

	No of Applications 1	Gender			Age Range					Ethnicity					
		None Given	Male	Female	None Given	18-29	30-39	40-49	50+	None Given	White	Mixed	Asian	Black	Chinese
Not Short-listed for Interview	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Short-Listed for Interview	1		1				1					1			
Appointee	1		1				1					1			

Part 7: Equal Opportunities

Midday Supervisor - October 2012

	No of Applications	Gender			Age Range					Ethnicity					
		None Given	Male	Female	None Given	18-29	30-39	40-49	50+	None Given	White	Mixed	Asian	Black	Chinese
	8														
Not Short-listed for Interview	1			1	1							1			
Short-Listed for Interview	7			7		2	1	4			6			1	
Appointees	5			5		1		4			5				

Part 7: Equal Opportunities

Intervention Teacher - July 2012

	No of Applications	Gender			Age Range					Ethnicity					
		None Given	Male	Female	None Given	18-29	30-39	40-49	50+	None Given	White	Mixed	Asian	Black	Chinese
	2														
Not Short-listed for Interview	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Short-Listed for Interview	2			2			1		1		2				
Appointees	1			1			1				1				

Part 7: Equal Opportunities

KS2 Teacher - April 2013

	No of Applications	Gender			Age Range					Ethnicity					
		None Given	Male	Female	None Given	18-29	30-39	40-49	50+	None Given	White	Mixed	Asian	Black	Chinese
	1														
Not Short-listed for Interview	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Short-Listed for Interview	1			1			1				1				
Appointees	1			1					1		1				

Part 7: Equal Opportunities

Teaching Assistant – Fixed-Term until July 2013

	No of Applications	Gender			Age Range					Ethnicity					
		None Given	Male	Female	None Given	18-29	30-39	40-49	50+	None Given	White	Mixed	Asian	Black	Chinese
	41														
Not Short-listed for Interview	35	0	5	30	10	14	8	3		6	23	3	3		
Short-Listed for Interview	6	0	0	6		2	2	2		1	4			1	
Appointees	1			1			1				1				