



St Joseph's Catholic Primary School & Nursery

Equality information and objectives

Our family at St Joseph's Learns, Loves & Grows with God at the Centre.

November 2016

The policy was adopted by the governing body of St Joseph's Catholic Primary School Nov 2016

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Updated on: November 2016

Our school commitment

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 St Joseph's Catholic Primary School & Nursery:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Their age
 - A disability
 - Their ethnicity, colour or national origin
 - Their gender
 - Their gender identity (they have reassigned or plan to reassign their gender)
 - Their marital or civil partnership status
 - Their being pregnant or having recently had a baby
 - Their religion or belief
 - Their sexual identity and orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.

We welcome our duties

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

For more information please contact the school direct on office@st-josephs.islington.sch.uk.

Staff with responsibility for Equality:

All staff at St Joseph's Catholic Primary School & Nursery

Staff member with overview of Equality: Karen Gerardo

School Governor with overview of Equality: Clare Manning

Part 1: Information about the pupil population

Number of pupils on roll at the school: **461**

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

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: **Unspecified**

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

- Dyslexia
- ADHD
- Autism
- Hearing Impaired

Ethnicity

| Ethnic Group | No. of Boys | No. of Girls | % Pupils |
|--------------------------------------|-------------|--------------|----------|
| Other Black African | 11 | 7 | 3.9 |
| Black - Ghanaian | 6 | 5 | 2.4 |
| Black European | 1 | 2 | 0.7 |
| Other Black | 1 | 3 | 0.9 |
| Black - Nigerian | 8 | 7 | 3.3 |
| Other Asian | 1 | 1 | 0.4 |
| Filipino | 5 | 13 | 3.9 |
| White - English | 62 | 82 | 31.2 |
| Information Not Yet Obtained | 1 | 3 | 0.9 |
| Latin / South / Central American | 2 | 3 | 1.1 |
| White Other | 4 | 12 | 3.5 |
| Other White British | 9 | 4 | 2.8 |
| Black and Any Other Ethnic Group | 1 | 6 | 1.5 |
| White and Black African | 4 | 12 | 3.5 |
| White European | 21 | 12 | 7.2 |
| Black - Sudanese | 1 | 1 | 0.4 |
| Black Caribbean | 9 | 13 | 4.8 |
| White and Black Caribbean | 5 | 9 | 3.0 |
| White Western European | 3 | 7 | 2.2 |
| White and Any Other Ethnic Group | 3 | 3 | 1.3 |
| Sri Lankan Tamil | 1 | 0 | 0.2 |
| Greek | 0 | 1 | 0.2 |
| White and Any Other Asian Background | 11 | 4 | 3.3 |
| Other Mixed Background | 7 | 7 | 3.0 |
| White - Scottish | 1 | 1 | 0.4 |
| White - Irish | 9 | 14 | 5.0 |
| Asian and Any Other Ethnic Group | 1 | 1 | 0.4 |
| Hong Kong Chinese | 2 | 1 | 0.7 |
| Other Ethnic Group | 1 | 0 | 0.2 |
| Indian | 1 | 1 | 0.4 |
| Portuguese | 1 | 0 | 0.2 |
| Black - Congolese | 2 | 0 | 0.4 |
| Albanian | 4 | 1 | 1.1 |
| Black and Chinese | 0 | 1 | 0.2 |
| Refused | 1 | 4 | 1.1 |
| Italian | 0 | 4 | 0.9 |
| White and Chinese | 1 | 1 | 0.4 |
| White Eastern European | 4 | 5 | 2.0 |
| Korean | 0 | 1 | 0.2 |
| Polynesian | 1 | 0 | 0.2 |
| Asian and Black | 1 | 0 | 0.2 |
| Turkish | 0 | 1 | 0.2 |
| Lebanese | 0 | 1 | 0.2 |
| All | 207 | 254 | 100.0 |

Religion and belief

As we are a Voluntary Aided Catholic School, the majority of our pupils are practising baptised Catholics. However, as members of a multi-cultural, multi-faith society we value and respect all religions and beliefs and recognise that people of religion and belief may experience discrimination and harassment.

| | | | |
|----------------|------------|----------------|----------|
| Buddhist | 0 | Muslim | 2 |
| Catholic | 404 | Sikh | 0 |
| Christian | 22 | No religion | 5 |
| Hindu | 0 | Other religion | 4 |
| Greek Orthodox | 1 | Refused | 1 |
| Jewish | 0 | Unknown | 25 |

Gender identity or reassignment

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Sexual Orientation

We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be equality issues for gay, lesbian, bisexual and transgender pupils.

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:

Pupils from low income households

| | Total | Percentage of school population |
|---|-------------------------------|--|
| Number of pupils currently eligible for free school meals | 97 (107 including EYFS PP) | 28% (23% including EYFS PP) |

Pupil with Special Educational Needs (SEN)

| | Number of pupils | Percentage (%) of school population |
|--|-------------------------|--|
| | | |

| | | |
|------------------------|----|-----|
| Special Education Need | 19 | 4.% |
| SEN Support | 17 | 4% |
| Statement / EHCP | 0 | 0% |

Pupil with English as an additional language (EAL)

| | Total | Percentage of school population |
|--|-------|---------------------------------|
| Number of pupils who speak English as an additional language | 143 | 35% |

Looked after children

0

Young carers

Unknown - No official figures

Other vulnerable groups

Child in need Plans – 0

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 in the school.

We are committed to working for the equality of all our pupils. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards pupils with protected characteristics prohibited by the Act:

As a school, we are aware of the requirement of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

Our governing body and SLT regularly reviews our achievement and needs through RAISEonline.

We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.

We have a Staff Code of Conduct which addresses issues about being respectful and professional in behaviour to all staff and pupils.

We have a School Behaviour Policy that ensures that all pupils are both rewarded and

sanctioned appropriately, and it is viewed fairly and positively by the staff and pupils alike.

We have an Anti-Bullying Policy and deal promptly and effectively with all incidents and complaints of bullying and harassment that may occur including cyber-bullying and prejudice-based bullying related to disability or special education needs, ethnicity and race, gender, gender re-assignment, 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.

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

We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute very well to pupils' spiritual, moral, social and cultural development. Notably, staff work extremely hard to ensure that the student option interviews are primarily guided by student interests and ability rather than any gender, cultural or social stereotypes that pupils may have.

We have clear procedures for dealing with staff discipline.

We have a Single Equality Policy. Tackling bullying or harassment on the basis of race, ethnicity and culture is achieved by ensuring all incidents of this nature are logged and investigated fully. Appropriate sanctions are put in place and then parents are involved to ensure they are aware of the nature of such incidents. Reconciliation happens between the parties involved so that the unacceptable nature of such incidents is made clear and incidents are suitably resolved. Records of incidents are reported to the Borough.

Our grievance procedure sets out clear guidance for staff who wish to make formal complaints.

Our Equal Opportunity Policy covers the school's employees (permanent, temporary, casual, part-time and those on fixed term contracts), job applicants and individuals such as agency staff and consultants, and volunteers who are not employees, but who work at the school.

We observe and implement the principles of equal opportunities and non-discrimination in our employment practices – Catholic roles.

Our Admission Policy adheres to the guidelines as set by the Admissions Code and is strictly followed.

Our Complaints Procedure sets out how we deal with any complaints relating to the school and can be accessed online or obtained at the main reception.

We have a Special Education Needs Policy that outlines the provision the school makes for pupils with special education needs.

We endeavour to offer all pupils access to the national curriculum, to teaching, and to assessment that is appropriate to their aptitude, attainment and any special need they might have.

The school has an Internet Access Policy that takes all E-safety issues very seriously. Through assemblies and lessons, pupils and staff are made aware of suitable internet conduct. Subsequently "Acceptable Use" policies are signed and adhered to by all pupils and staff.

Through our Citizenship and PSHE education, we work hard to eliminate discrimination, harassment and victimisation through its broad range of areas of study within its curriculum.

We have a comprehensive curriculum that addresses SMSC mainly through the teaching of RE, PSHE and Citizenship; pupils are encouraged to think about their responsibilities to the world in which they live. Pupils are encouraged to broaden their understanding of other's beliefs, cultures and faiths.

We understand that attendance plays an integral part in pupils' achievement at school. Thus,

through our Attendance Policy we investigate any discrepancies that may occur and address inequalities appropriately

Disability

Summary information:

Key workers of all SEN pupils and high need pupils liaise with class teachers, Borough teams and parents/carers to ensure pupils' needs are understood and met. Home is regularly informed about forthcoming academic and non-academic events.

The relationship between disabled pupils and others is very positive. Pupils have responded positively and maturely and generally, pupils are very tolerant of pupils with SEN/LDD.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

We support disabled learners by meeting their individual needs, e.g, we provide 1:1 withdrawal lessons with specialist learning support staff. Additionally, Individual Programmes of learning are devised to address pupils' learning needs and to enable access to mainstream curriculum, e.g, through adapted resources, multisensory learning programmes for pupils with specific learning difficulties, highly differentiated work for pupils working at below average national curriculum levels, etc.

We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils, through our use of a team of TAs, several with specialist training (e.g, in ASD, Behaviour Management) and we support pupils in class in order to promote access to the curriculum.

We provide additional support for those with disabilities: therapeutic group interventions that are run by trained learning support staff working in the school's BSU as well as anger management groups, etc. Other therapeutic interventions, e.g, drama therapy, music therapy are organised by the learning support department and delivered by outside specialists.

Textbooks and teacher hand-outs are adapted (re-typed and enlarged) for students with visual impairment. Specialised laptops are also provided.

We involve disabled learners and their families in the changes and improvements we make. We consult them on issues affecting them, rather than relying on people acting on their behalf, eg, parental and pupil views are included in the statutory annual review documentation. Pupils have the opportunity to identify strategies/resources/staff which help them get on better and identify areas where they still require support.

Foster good relations and community cohesion by:

The work that has been done to develop high aspirations and a culture of success in the school also contributes to pupils' SMSC development. Through the modelling of mutual respect and promotion of strong moral values within the school community, the staff and governors are working hard to ensure learners receive consistent messages through all aspects of school life.

We continue to develop a curriculum that encourages all pupils to understand, respect and value difference and diversity.

We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes those with disabilities may experience, using themes within our PSHE and Citizenship programmes.

We ensure that the curriculum has positive images and that positive pictures are used for display. We tackle prejudice and any incidents of bullying based on disability.

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

Statemented pupils or those with EHCP consistently make progress in line with other pupils. Parental feedback and relationships with the learning support department are very positive. There has been successful inclusion of all ASD pupils into mainstream classes. We continue to work closely with all departments to enhance differentiation.

Ethnicity and race (including EAL learners)

Summary information:

Pupils come from a wide variety of ethnic and socio-economic backgrounds reflecting the local community; 35% of learners have English as an additional language. EAL pupils have literacy levels which are low in comparison to national averages. The changing nature of the intake is reflected in an increasing percentage of EAL students in each year group.

Our EAL challenges are as follows:-

Ensuring high achievement and expectations for EAL pupils who are new to English and accelerating language learning by a variety of provisions.

Ensuring wellbeing and enjoyment of EAL pupils attending our school, especially those who are new arrivals to the country.

Ensuring support with all subjects via introducing structured and timetabled support.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

We monitor the attainment and progress of all our pupils by race and ethnicity through the data analysis process, e.g, RAISEonline analysis also includes breakdown according to race and ethnicity.

We set targets to improve the attainment and progression rates of all pupils, and regularly meet with parents at formal parents' evenings and more informally throughout each term.

We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups, eg, parent workshops and coffee morning initiatives.

We have a well-structured and embedded Literacy Intervention Programme

Throughout the curriculum, schemes of work provide pupils with opportunities to learn about the experiences and achievements of different communities and cultures, eg, in History pupils study Black History.

Foster good relations and community cohesion by:

The school's vision, mission statement and aims reflect our desire to be an inclusive school where differences in culture, social background, faith and gender are valued and celebrated. All school policies, procedures and practices are rooted in these values.

A higher than average percentage of students from ethnic minority groups in school gives students a daily chance to meet with people from different cultural backgrounds.

The ethnic profile of the school has greatly enriched our community. Students form strong relationships across the ethnic groups. Pupil Groupings – formal and informal – show students working well across different social and ethnic backgrounds. As a result reports of racial incidents are rare and are dealt with very effectively by senior staff. The fact that all ethnic groups appear to achieve well without any group appearing disadvantaged indicates that discrimination is not an inhibiting factor.

RE & PSHE syllabus covers areas of personal integrity, human rights, mutual understanding and respect for all faiths.

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

We have a culturally diverse community of boys and girls who value their cultural differences and appreciate their many similarities. We are proud that incidents of racist bullying are negligible to nil, but we are not complacent.

Ensure any students who are making less than expected progress in reading 'catch up'.

Continue to address gender gap in English and Maths boys attainment through progress monitoring and targeted interventions.

Continue to address across school variation where it exists (eg, using RAISEonline and target tracker measures at SLT level).
Improve progress for EAL pupils.
Continue to increase progress for FSM/PP pupils.
Drive forward literacy and teaching and learning initiatives to ensure further progress in all subjects and across all phases.

Gender

Summary information:

Boys and girls achieve well at School. There is a gap in boys' attainment to girls, when looking at data. However, we recognise this national trend, and continue to work hard to reduce any differences,

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

We monitor the attainment and progress of all our pupils, and use gender in the data analysis process.
We set targets to improve the attainment and rates of progress of individual boys and girls.
We are identifying and addressing barriers to the participation of boys and girls in activities.
We ensure that gender stereotypes in subject choices, careers advice and work experience are avoided.
Parents, carers and families are given opportunities to contribute to aspects of the development, delivery and evaluation of the school's gender equality initiatives through formal, parent council meetings.

Foster good relations and community cohesion by:

The school's vision, mission statement and aims reflect our desire to be an inclusive school where differences in culture, social background, faith and gender are valued and celebrated. All school policies, procedures and practices are rooted in these Gospel values. As a result Community Cohesion in the school always receives a very favourable mention in Ofsted and Diocesan Inspection Reports.

- We work hard to ensure the inclusion of positive, non-stereotypical images of males and females in all areas of our curriculum.
- In RE traditional and modern roles of males and females in society and religion are discussed and students encouraged to consider reasons for their views on the roles of males and females.
- We have very few incidents of sexist bullying or sexual harassment but they are all taken very seriously and dealt with according to the school's Anti-Bullying policy.

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

Continue to address gender gap in boys' attainment.
Continue to drive forward literacy and teaching and learning initiatives to ensure further progress in all subjects and across all phases for all.
Improve progress for lower ability.

Religion and belief

Summary information:

Please see our RE curriculum summary.

We are committed to working for the equality for people based on their religion, belief and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

In addition to learning about religion, pupils are also given opportunities to learn from religion. This enables pupils from all backgrounds to reflect on the questions/issues raised by religion and develop their own responses and ideas.

Pupils are supported in their development of their sense of identity and belonging through RE and PSHE. Particular lessons on sense of self, decision making, emotional literacy, lifestyle choices and cultural identity directly support this aspect of learning.

Learning and undertaking activities in citizenship contributes to the achievement of all three of the curriculum aims for all young people to become successful learners, confident individuals and responsible citizens.

Foster good relations and community cohesion by:

Promoting spiritual, moral, social and cultural education is at the heart of our curriculum as a Voluntary Aided Catholic School. Inspections have graded us as 'outstanding' on this aspect of our work.

Under the Trusteeship and care of the Passionist Order we work closely with St Joseph's parish church and also St Gabriel's.

We ensure that students take part in national and international opportunities whenever possible.

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

In general, pupils enjoy RE and are willing to learn about beliefs that are different from their own. All students study RE and results have been consistently outstanding,

We have been graded as outstanding in the last Section 48 inspection by the Diocese and we will strive to ensure this is maintained.

Part 3: Our equality objectives

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need 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: Achievement for all pupils at the school

We aim for equality of opportunity and to foster good relationships in engaging parents and carers, tackling discrimination and narrowing gaps of achievement where they exist.

| Outcomes: | Measured by: |
|--|--|
| The school is able to effectively analyse the data it collates on the protected characteristics of ethnicity, gender, socio-economic circumstances, religion and other groups to address any differentials in outcomes for these groups. | <ul style="list-style-type: none"> • Data analysis • Discussion with parents, pupils, staff • Lesson observations |

KEY: D= disability, G= gender, R= religion/belief, E=ethnicity, S= socio economic

| D | G | R | E | S | Activity | Progress Milestones |
|----------|----------|----------|----------|----------|---|---|
| ✓ | ✓ | ✓ | ✓ | ✓ | Termly assessments in reading, writing and maths analysed at group level for attainment and progress. | Assessments up to date. SLT have overview and all teachers understand relative attainment and progress of groups. |
| ✓ | ✓ | ✓ | ✓ | ✓ | Interventions informed by data and Provision Map. | Updated intervention/provision map termly. |
| ✓ | ✓ | ✓ | ✓ | ✓ | Pupil Progress meetings termly with focus at group level | Records of pupil progress meetings with clearly defined actions for next |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | steps in closing gaps. |
| ✓ | ✓ | ✓ | ✓ | ✓ | Observations of teachers by SLT and colleagues to focus on pupils of different characteristics and abilities. | Quality first teaching in place for all groups of pupils. |

Equality objective 2: Behaviour & Attendance

We encourage community cohesion through a growing understanding of differences and similarities within a climate where respect is promoted and discrimination not tolerated. The school promotes strong relationships especially with 'hard to reach' families and seeks to understand the barriers to good behaviour and attendance.

| Outcomes: | Measured by: |
|--|--|
| The school effectively monitors and addresses all incidents of bullying including prejudice related to any characteristics. The school works effectively to monitor and improve the attendance of all pupils and removes barriers to access. | <ul style="list-style-type: none"> • Data analysis (attendance) • Behaviour Log/Race Hate Incident Log • Observations • Discussions with information from pupils, parents and staff. |

KEY: D= disability, G= gender, R= religion/belief, E=ethnicity, S= socio economic

| D | G | R | E | S | Activity | Progress Milestones |
|---|---|---|---|---|---|--|
| ✓ | ✓ | ✓ | ✓ | ✓ | Reviewed Behaviour policy including increased rewards achievable by all pupils. | Pupil behaviour analysis shows improving behaviour and very low numbers of incidences linked to prejudice. |
| ✓ | ✓ | ✓ | ✓ | ✓ | Anti-bullying assemblies and PSHCE focus. | Bullying is rare and dealt with effectively by the school when it arises. |
| ✓ | ✓ | ✓ | ✓ | ✓ | Monitoring of all attendance data at group and individual level. Parents informed termly if attendance drops below 90%. | Report to governors attendance patterns shows good attendance and little variation between groups. |

Equality Objectives

At St Joseph's Catholic Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to further support pupils, raise standards and ensure inclusive teaching, we have set ourselves the following objectives:-

Objective 1: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Objective 2: To raise levels of attainment in core subjects for vulnerable learners.

Objective 3: To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.