

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

School Equalities Information and Objectives

Welcome to St. Joseph's Catholic Primary School

St Joseph's Catholic Primary school have used the following process to assist them in identifying some of the barriers to their pupils in accessing **education provision**.

Stage 1: Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school?
- What information on pupils is collected by protected characteristics?

106 Pupils in total

Using the SIMs data the following information was available in September 2024

St. Joseph's Catholic School - Ethnic Background	
	%
White - British	75
Any other White background	8
Any other ethnic group	3
Any other mixed background	0
Info not yet obtained	0
Black - African	5
Chinese	1
Gypsy	2
Indian	6
White and Black Caribbean	0
White and Asian	1

St. Joseph's School - Gender		
	Total	%
F	54	54%
M	52	52%
Total	106	

St. Joseph's Catholic School - Special Educational Needs (SEN)		
	Total	%
SEN Support	9	9%
Early health Care Plan	6	6%
No Special Educational Need		
None	89	89%
Total	106	

St. Joseph's Catholic School - Religion and Belief		
	Total	%
Roman Catholic (baptised)	33	33
Roman Catholic	31	31
Christian	17	17
Church of England	17	17
Hindu	0	
No Religion		
Other Religion	2	2
None		
Total	106	

No Information was available on the following protected characteristics:

- **Gender Reassignment/Sexual Identity:** Catholic schools are exempt from the requirement to collect this data.



See Racial Equality for most recent area data

Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Exclusions
- Prejudice related incidents

Admissions

The data relating to 'Religion and Belief' shows that although there are a range of religious beliefs represented in our school, that there are some religions which are not represented within our school community.

Equality Objective:

Develop a process to better engage with all communities in our wider local and neighbouring areas.

Why:

From analysis of our school profile, we feel that the children within our school setting have limited experience of certain cultures and religious groups. We would like to extend their experiences. We want to understand our local and neighbouring communities better and ensure that all sections feel they can benefit from and have equal access to our education provision.

How:

We will ensure our curriculum and curriculum visits expose pupils to a range of cultures/religions including themed days, visits to places of worship, and the use of resources that reflect a diverse society.

Outcome:

We intend that pupils will gain an understanding of a wider range of cultures and religions than those they may meet within the school or local community.

Attainment

Equality Objective:

To explore and understand the issues of differing attainment further so that the school can begin to narrow the gap.

Why:

All pupils need good basic skills to progress at school and in life. The OFSTED framework expects schools to analyse differences in progress and attainment and address any underlying causes.

How:

To analyse the progress of different pupil groups using our progress tracking software and discuss with class teachers.

Outcome:

Identify any interventions that may narrow gaps between different groups of pupils in the short and long term.

Attendance

Equality Objective:

To explore and understand the reasons for the pupils arriving late/absence and what support can be given to individual pupils or parents to begin to improve attendance rates.

Why:

The schools attendance figures show that it is a small, but varied group; which includes vulnerable pupils who have disproportionately higher absentee and/or late registration levels than that of their peers.

How:

Make sure that parents/carers are involved and also specialist services e.g. school Health Nurse, Early Help Team. We will contact parents to arrange a meeting to discuss concerns and underlying issues and agree how to work together to improve late arrival/attendance.

Enable administration of medicines at school for pupils with long term medical needs

Work with other agencies to understand and manage health conditions so as to minimise impact of illness on attendance and education.

Outcome:

Reduce late arrival, and increase attendance of children in target groups to that of a similar level to those without such problems. We will of course continue to apply a reasonable adjustment taking into account the needs of some children with health conditions and/or disabilities to attend medical appointments.

Suspensions

Equality Objective:

To reduce numbers of pupils with SEN suspended by the school.

Why:

Nationally, more children on the SEN register and boys are suspended than any other group of pupils.

How:

Continue to monitor strategies introduced: PSP, implement advice and support from external agencies, internal exclusion to sustain decreased numbers of suspensions.

Comments:

PSPs in place
Thrive training
Thrive TA & interventions
Additional TA support

Outcome:

No suspensions for children with SEN

Prejudice Related Incidents

Equality Objective:

Raise awareness of differences and similarities between us as children of God and promote positive attitudes towards all people to lessen the chances of words referring to race, religion or sexuality being used negatively.

Revise curriculum, values and ethos statement and share with stakeholders.

Plan opportunities to promote British values into class curriculum and reinforce this ethos in assemblies.

Why:

When discussing incidents involving prejudice with our pupils it is apparent that many of them were not really aware of the upset that the use of language referring to race, religion or sexuality can cause.

How:

Assemblies, anti-bullying themes, RE lessons, small-group discussions and citizenship activities to provide positive examples of celebrating diversity as well as raising awareness of the hurt of prejudicial language.

Outcome:

To raise awareness of this protected characteristics and to reduce the number of prejudice related incidents.

Pupils aware of and practising British values

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective:

To celebrate the diversity of staff we employ and promote a harmonious working environment.

Why:

We recognise that it is important to have a workforce that represents the society we serve.

How:

Diversity data will be collected on a regular basis and shared with governors.

We will ensure all staff have equal opportunities and have a safe and happy working environment. We will be proactive in developing an understanding of each other's diversity.

Outcome:

To promote the fact that we are a diverse and harmonious workforce.

Equality Objective:

Ensure we maintain a professional workforce.

Why:

We want all staff to feel valued and be able to realise their full potential.

How:

We will ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within the school setting.

Outcome:

A professional workforce that feels valued and have been given fair access to training and development opportunities to develop their professionalism. We will measure the success of this by conducting annual staff surveys.

Other areas to consider setting equality objectives (see also disability/accessibility plan)