

FRANCISCAN PRIMARY SCHOOL & CHILDREN'S CENTRE

Equality Statement

Our vision is to provide an education of the highest quality within the context and understanding of shared values; care, consideration, cooperation, honesty, responsibility, respect and openness. Overall as a school we endorse UN Convention on the Rights of the Child (CRC) and this is at the heart of our school ethos: rights and respect in all relationships, whether between children or children and adults. We aim to empower children to engage in collaborative decision making and develop positive relationships on all levels across the school community.

Franciscan Primary School is committed to equality, our school aim is to be:

- A welcoming school where everyone matters and feels cared for, safe and secure
- A school strengthened by its rich cultural diversity and harmonious relationships where the partnership with parents, governors and the community enriches the learning experience for all
- A school with opportunities for all to learn and succeed and where everyone feels included, proud of their achievements and valued as individuals
- A school with high standards where all aspire to excel and where learning is fun, challenging, creative and fulfilling
- A school that instills a life-long love of learning and where everyone takes responsibility for their learning and actions
- A school community in which everyone shows respect for themselves, for others and for the environment.
- Overall as a school we endorse UN Convention on the Rights of the Child(CRC) and this is at the heart of our school ethos: rights and respect in all relationships, whether between children and adults.

We embrace our duty under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, and victimisation
- Advance equality of opportunity between people
- Foster good relationships between people who share a protected characteristic and people who do not share it. (protected characteristics are age, disability, gender (male or female), marriage and civil partnership, gender reassignment, pregnancy and maternity, race, religion and belief, sexual 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 try to ensure that everyone is treated fairly and with respect.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful

- 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.

How do we have due regard for equality?

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate.
- We are aware of our 'general duty' to eliminate discrimination, advance equality of opportunity and foster good relations.
- We are aware of our 'specific duties' to publish information and set measurable equality objectives.
- Our governing body oversees equality and addresses any issues regarding decisions and policies. They are aware of our general duty and ensure our specific duties are met.
- We aim to quickly address any incidents related to bullying, harassment, prejudice related to a person's special educational need, sexual orientation, sex, race, religion and belief, gender, gender reassignment or disability.
- We work together to ensure that positive action is taken where incidents occur and use this to provide support and inform us for the future.
- We have policies on behaviour and anti-bullying, which outline how we encourage children to be in control of their own behaviour and address how we aim to eliminate bullying.
- Our special educational needs policy outlines support and provision the school offers its pupils.

Disability

We aim to ensure that we treat everyone equally and fairly. To achieve this, we know that at times, we may need to make reasonable changes to our provision that a person with a disability will benefit from.

Ethnicity and race

We are committed to working for the equality of all ethnic groups. We aim to promote spiritual, moral, social and cultural development within our curriculum and through the promotion of community cohesion. We aim to support pupils to understand, respect and value diversity and to learn about different communities and culture.

Information about the pupil population – (Taken from School Pupil Census January 2016)

Number of pupils at the school: 443

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: **24**

PD (Physical Disability is an umbrella which All the below come under) = 4

ASD (autistic spectrum) = 8

HI (hearing impaired) = 3

ADHD (Attention deficit hyperactivity disorder) = 9

Gender	
Male	211
Female	232

Pupils Special Educational Needs		
	Number of pupils	Percentage of the school population
No Special Educational Need	337	76 %
SEN Support	102	23 %
EHCP's	4	1 %

Ethnicity and race							
	Boys	Girls	Total		Boys	Girls	Total
Asian or Asian British				Mixed			
Bangladeshi heritage	8	6	14	Other mixed heritage	8	7	15
Indian heritage	13	16	29	White and Asian	3	7	10
Other Asian heritage	44	35	79	White and Black African	3	4	7
Pakistani heritage	25	23	48	White and Black Caribbean	12	10	22
Black or Black British				Any Other Ethnic Group			
Ghanaian heritage	6	5	11	White British	24	15	39
Nigerian heritage	1	3	4	White Western	2	2	4
Somalian heritage	29	24	53	White Eastern	9	12	21
Caribbean heritage	20	18	38	White other	3	3	6
Other black background	4	3	7	Any other ethnic group	10	6	16
Chinese	2	4	6	Refused / withheld	5	6	11
Turkish	1	2	3				

Equality Objectives

- 80% White British pupils achieving a good level of development by the end of Reception year, by 2017
- To reduce the gap between boys and girls in particular reading and writing
- To reduce the gap between PP and NPP
- To reduce the ARE percentage gap in attainment between different ethnic group

