EQUALITY DUTY STATEMENT

ST FRANCIS RC PRIMARY

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St Francis Catholic Primary School, SE15 1RQ

Vision and Mission Statement and Gospel Values

Our Vision

Providing every child with the tools to choose their path to success.

Our Mission

In St Francis children succeed because:

- ✓ We are an outward looking Catholic Primary school, which welcomes all children from the surrounding area. We work together to nurture our pupils, helping them to become resilient and inspired learners, who will become responsible global citizens of the future.
- ✓ We cultivate our pupils through our broad and diverse curriculum and loving Catholic Parish community
- ✓ We provide a welcoming, safe and supportive environment that helps children feel respected, confident and motivated to achieve their goals.
- ✓ We also foster a spiritual and moral view of life that provides children with a sense of self-worth and a strong Catholic ethos

Our Gospel Values

Love

Honesty

Courage

Tolerance

Justice

Jeremiah 29:11

"For I know the plans I have for you, says the Lord, plans for welfare and not for evil, to give you a future and a hope."

Equality Duty Statement

This statement is to promote equality and community cohesion. St Francis RC Primary School is committed to equality both as an employer and a service-provider and we carry out our day to day work in line with our values:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that each school is a safe, secure and stimulating place for everyone.
- We recognize that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognize 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 Councils, Faith Leaders and Mini Vinnies.
- 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 sexual identity and orientation; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs;.

We set our Accessibility Plan objectives for a 3 year period and review the progress annually. 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, or who are in the process of being diagnosed as disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.
- vulnerable pupils, where home circumstances are known or believed to be unsettled in some way, including homelessness.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:
Eliminate unlawful discrimination, harassment, victimization 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 both schools we have rigorous systems for monitoring standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this rigorous process.

Characteristics of our school population (as of November 2024)

Gender

	EYFS	KS1	KS2	Total
Girls	22	30	69	121
Boys	25	29	78	132
Total	47	59	147	253

Free School Meals

	EYFS	KS1	KS2	Total
FSM	9%	10%	24%	43%

Ethnic groups

	EYFS	KS1	KS2	Total
Any other Asian background	1	1	2	4
Any other Black background	0	5	7	12
Any other ethnic group	14	19	41	74
Any other mixed background	3	4	8	15
Black - African	14	23	71	108
Black - British	2	0	0	2
Black Caribbean	7	5	11	23
Refused	0	0	1	1
White - British	0	0	1	1
White - Irish	1	2	0	3
White - Irish Traveller	5	0	5	10

First Language

	Foundation Stage	Key Stage 1	Key Stage 2	Total
Akan (Twi/Asante)	0	1	4	5
Akan/Twi-Fante	1	0	4	5
Caribbean Creole French	0	0	1	1
Edo/Bini	1	0	0	1
English	25	33	70	128
Filipino	0	0	1	1
French	0	1	5	6
Igbo	1	0	4	5
Italian	0	0	1	1
Krio	1	0	4	5
Lingala	1	2	0	3
Luganda	0	0	2	2
Portuguese	1	0	0	1
Spanish	13	18	36	67
Tigrinya	0	0	1	1
Vietnamese	1	1	1	3
Yoruba	2	3	13	18

Special Educational Needs

	EYFS	KS1	KS2	Total
Education, Health and Care Plan	2	1	9	12
No Specific Educational Need	0	1	2	3
SEN Support	6	10	29	45
Total	8	12	40	60

Information on pupils by protected characteristics

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.'
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.

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

- Autism
- Down Syndrome
- Specific Learning Difficulty
- Speech, Language and Communication
- Global Learning Delay

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 consider the following groups of pupils to be vulnerable within the above criteria:

- Those who are new to the country and new to the school.
- Those whose family do not have access to secure housing.
- Those whose parents do not have the right to remain in the country and have no recourse to public funds.
- Those who are vulnerable to outside influences from their environment where education is not supported or valued.

Our main equality challenges
This is a summary of the issues that we are most concerned about. We have already developed strategies and interventions to tackle these concerns and are monitoring their impact closely as part of our regular monitoring cycle in school. This is achieved through a termly data collection and analysis which is reported to the Governing Body and quality assured by an advisor from the Local Authority.

Attainment of all groups
We are prioritizing closing the gap to National standards of attainment and progress for all groups, with particular emphasis in Year 2 and Year 6. The following information relates to pupil outcomes (July 2024) at the end of Year 6. The results are reported for each school for reading, writing and maths combined.

St Francis	Cohort	Achieving expected	National expected	School Higher	National Higher
All	53	60%	62%	9%	8%
Male	27	67%	56% (*)	15%	7% (*)
Female	6	54%	63% (*)	4%	9% (*)
Disadvantage	22	68%	N/A	9%	N/A
SEND Support	7	57%	N/A	/	N/A
SEND EHCP	5	20%	N/A	/	N/A
EAL	28	57%	N/A	7%	N/A

(*) These figures are from 2024 as no figures published for boys and girls in 2025

Overall attainment at St Francis Primary is broadly in line with national outcomes, with 60% of pupils achieving the expected standard (national 62%) and a slightly higher proportion reaching the greater depth standard (9% vs. 8% nationally). Boys significantly outperform girls, which reverses the national trend, suggesting a need to focus on improving outcomes for girls, particularly at the higher standard. Disadvantaged pupils perform strongly, indicating effective use of targeted support and interventions. Pupils on SEND Support plans achieve well, while those with EHCPs remain well below expected standards, reflecting their higher levels of need and the importance of continued personalised provision. Outcomes for pupils with English as an Additional Language are slightly below the overall school average but remain broadly positive. Overall, the data indicates solid performance with key priorities around **raising attainment for girls and pupils with EHCPs** while **maintaining strengths in disadvantaged and SEND Support provision**.

How we have due regard for equality

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

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimization** and other conduct that is prohibited by the Equality Act 2010

We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle they will be edited to reflect this requirement.

We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels.

We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors.

We record any racist or homophobic incidents and act upon any concerns and report this to the Governing body on a termly basis.

The Leadership Team of the school is concerned with the performance of all groups of pupils and narrowing the attainment gap; this is reflected in each school's improvement priorities.

We give due regard for equality issues in decisions and changes we make.

We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.

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

We have a special educational needs policy that outlines the provision each school makes for pupils with special educational needs.

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 & without disabilities		
How we advance opportunity	**How we foster & promote community cohesion**	**Impact & what we plan to do next**
We set challenging targets to ensure our children with disabilities make good progress. We provide good quality training for our staff on inclusion. When required we gain external advice and support for many different professionals. We promote positive links with our parents. There is a designated Governor for SEND. There is specific targeted support where appropriate. We liaise with and work in partnership with a number of professional organizations. A wide range of resources are available to support pupils. We provide very effective and targeted interventions across the school	Each school has strong links with other schools in the LA to ensure effective provision for all our pupils. We participate in sporting activities competitions and tournaments aimed especially at pupils with SEND. We work with a number of Nurseries and Early Years provision ensuring transfer into Reception is effective and as smooth as possible There are regular meetings with parents to discuss progress and overcoming barriers to learning. We enable all pupils to learn about the experiences of all groups of people including those who are disabled and the discriminatory attitudes they often experience. We ensure that the curriculum and resources we use have positive images of disabled people.	Children experience a positive start to school with arrangements made for personalized transition. Parents are kept well informed. Effective, positive relationships with parents, school and home working in partnership to support the child. Effective inclusion of children with disabilities. Pupil Voice shows that our children with additional needs are happy in school and we aim to continue with this.

Ethnicity & Race including EAL Learners: We are committed to working for the equality of all ethnic groups		
How we advance opportunity	**How we foster & promote community cohesion**	**Impact & what we plan to do next**
New arrivals are assessed and teachers are supported to put in place provision to support learning English included targeted intervention. We identify appropriate provision, monitor its impact and act accordingly. Children are buddied up with a child within their class for their early days at school. We set targets to improve the attainment and progression rates of particular groups of pupils. We identify and address barriers to the participation of particular groups in learning and other activities.	We use ICT and members of staff to support translations. An informal open door policy, staff are available at the start and end of the day. We continue to develop a curriculum that supports all pupils to understand, respect and value difference and diversity. We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures. We ensure that curriculum challenges racism and stereotypes. We support parents by introducing them to other parents who speak their language to aid communication. We liaise with external agencies to keep families informed of provision within the community.	Children experience a positive start. Parents are kept well informed and they do attend school events: assemblies, workshops, parents' evening, masses, parents' events etc The attendance rate of parents and groups will continue to be monitored and action taken. Effective, positive relationship with parents, school and home working in partnership to support the child has resulted in positive attainment and progress gap between EAL and Non EAL and no significant group between any of our major groups. Further group analysis to be done. Pupil Voice is monitored regularly and it shows that children are happy in school. This will continue to be monitored

Gender: We are committed to working for the equality of both sexes		
How we advance opportunity	**How we foster & promote community cohesion**	**Impact & what we plan to do next**
We monitor the attainment and progress of all our pupils by gender. We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups. We set targets to improve the attainment and rates of progress of particular groups of boys and girls. The School Council, Mini Vinnies and Faith Leaders ensures both boys and girls views are equally represented. Sports teams: these are equally represented by boys and girls. We review our curriculum to ensure it is balanced in terms of areas of study and interest. We continuously review our provision to ensure that we address barriers to the participation of boys and girls in all activities.	After-school activities include a range of activities, including football, archery, dance, gymnastics etc. There are no gender specific activities. We include positive, non-stereotypical images of men & women in the curriculum.	Data has been showing slight differences in attainment in specific subjects between boys and girls and in specific classes; actions are taken on a weekly basis and progress keeps on being tracked.

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:

- Pupil and Parent questionnaires
- Consultation Evenings
- Workshops and Briefings
- Informal morning/end of day chats with teachers, head & school leaders
- Electronic comments received - e mails
- Letters

Equality Objectives: 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 felt it appropriate to have an objective for each group.

We will regularly review the progress we are making to meet our equality objectives.

Date set	Type of objective	Objective	Planned actions and rationale	Measure
October 2025	Disadvantaged	To continue narrowing the attainment and progress gap for disadvantaged pupils across the school.	St Francis recognises that closing the attainment gap requires sustained, evidence-based strategies. We will prioritise early intervention, high-quality teaching, and targeted academic and pastoral support. Strengthening parental engagement and ensuring equitable access to enrichment activities will remain central to our approach. The aim is to maintain and build on the strong outcomes already achieved for disadvantaged pupils.	Termly monitoring of attainment and progress data; review of interventions and pupil premium strategy impact.
October 2025	Gender	To close the attainment gap for girls, particularly in upper key stage 2, where outcomes are below those of boys.	Data analysis shows that girls' attainment is currently below that of boys, reversing the national trend. To address this, we will promote engagement and confidence among girls through varied teaching approaches, high-quality feedback, and increased opportunities for leadership and challenge. Staff training will focus on ensuring equitable participation and aspiration	Termly analysis of gender-based attainment and progress; pupil voice feedback and engagement monitoring.
October 2025	SEND	To narrow the attainment and progress gap for pupils with SEND, particularly those with EHCPs.	We will strengthen early identification and personalised provision, ensuring that teaching and interventions are tailored to individual needs. Collaboration with families and external professionals will continue to be a priority. The goal is not only to raise academic achievement but to ensure that pupils with SEND feel included, supported, and able to participate fully in school life.	Termly SEND data review; analysis of progress towards individual targets; evaluation of inclusion and well-being indicators.
October 2025	EAL (English as an Additional Language)	To improve language acquisition, access to the curriculum, and overall attainment for EAL pupils—particularly new arrivals with little or no English, many of whom are Spanish-speaking.	With a significant increase in EAL admissions, the school will implement a structured induction and language-support programme. This will include targeted small-group or one-to-one language sessions, visual and bilingual resources, peer-mentoring systems, and staff training on effective EAL strategies. We will also strengthen communication with families, including bilingual support where possible, to aid home–school engagement.	Termly assessment of EAL pupils' language proficiency and progress; monitoring of attainment and integration indicators (attendance, participation, pupil voice).