



**St Bonaventure's Catholic Primary School Egerton  
Road,  
Bishopston  
Bristol, BS7  
8HP**

## **Equality Statement and Objectives**

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|---------------------------------|-------------|
| <b>Policy Owner</b>             | Headteacher |
| <b>Governing Body Committee</b> | Standards   |
| <b>Version no.</b>              | 5           |
| <b>Issue Date</b>               |             |
| <b>Last Review Date</b>         | Term 3 2021 |
| <b>Next Review Date</b>         | Term 3 2024 |

This policy is available at  
<http://www.st-bonaventures.bristol.sch.uk/>

**Version history**

| <b>Version</b> | <b>Date</b> | <b>Page</b> | <b>Description of Change</b> | <b>Origin of Change</b> |
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**St Bonaventure's Primary School Equality Objectives**

**2021-24**

St Bonaventure's RC Primary School is committed to:

- Eliminating discrimination, harassment and victimisation
- Advancing equality of opportunity within our school and the wider community.
- Fostering good relations and promoting positive attitudes to differences between people of different backgrounds, genders, sexual orientation, ethnic origins, cultures, faiths and capabilities.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The leadership Team and Governors at St Bonaventure's RC Primary School will review the progress we are making towards our equalities targets annually and with regard to the above groups.

This policy is in line with the Equality Act 2010.

| Characteristics                      | Breakdown 2021-22   |
|--------------------------------------|---|
| Number of pupils                     | 381   |
| Number of staff (full and part time) | 61  |
| Number of governors                  | 12  |
| Religion                             | Catholic 67% other Christian faith 17% other faiths 4%                          |
| Pupil Premium                        | 8.9%  |
| Ethnicity                            | White (all backgrounds) 78%<br>Black (all backgrounds) 5%<br>Mixed 10% Asian 4% |
| English as an additional language    | 28.6%   |

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| Special education needs | 8.9%   |
| Attendance              | 2019-20 93.78%<br>2020-21 97.39%<br>2021-22 92.75% |

Based on an analysis of our results and the contextual data of the school, we have identified the following objectives as key areas for development.

### **Protected Characteristics**

The Equality Act 2010 outlines a series of protected characteristics for which direct or indirect discrimination are illegal. St Bonaventure's is committed to the development of positive policies to promote equality. This is to ensure that pupils, staff, parents and visitors are not treated less favourably because of their:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

**Equality Objectives to be seen in conjunction with the Access Plan**

| Element | Objectives (Written, 2021) | Data set used | Person responsible | Review 2021-22 | Review 2022-23<br>(term 5) | Review 2023-24 |
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| <p><b>Attainment and Progress</b></p> | <ul style="list-style-type: none"> <li>To raise attainment of identified underachieving groups</li> <li>To raise the attainment of the lower 20% of pupils in each class in RWM</li> </ul> | <ul style="list-style-type: none"> <li>Data Pack T6 2021</li> </ul> | <p>SLT</p> | <ul style="list-style-type: none"> <li>Investigate the historical maths data to identify the reason for the difference in progress between boys and girls. <b>Maths leaders to check for gender gaps in term 4 maths data cross KS1 &amp; KS2.</b></li> <li>Support EAL pupils in reasoning and problem solving to improve outcomes <b>Maths leaders to check for gaps between EAL and cohort in term 4 maths data across KS2.</b></li> <li><b>Provision for bottom 20% was focus for Newman head teacher collaborative review term 3 2022. Actions to implement identified and share with all staff.</b></li> </ul> | <p>At each assessment period the progress and attainment of the lowest achieving 20% is scrutinised and provision for the term/year ahead is identified.</p> <p>The attendance of pupil premium and pupils with SEND has been a focus this year. This will remain a priority moving into next academic year.</p> <p>This year a teacher has been employed two days a week to support pupils who are new to English. Support for this group of pupils will be an action on the 2023-24 SIP.</p> | <p>In line with term 4 assessment, SLT updated the vulnerable pupil list and have created a group within Insight.</p> <p>EAL teacher is now picking up NELI intervention for EYFS and Year 1 children and continuing support for KS2 children. Continued support has been secured.</p> <p>Attendance of SEN and PP children has improved however this will remain a priority.</p> |
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| <p><b>Teaching and Learning</b></p> | <ul style="list-style-type: none"> <li>Teachers develop ownership for holistic provision for all their pupils</li> </ul> | <ul style="list-style-type: none"> <li>SEMH questionnaire</li> <li>2021 Data Packs</li> <li>Parental survey T4</li> <li>Post-pandemic concerns</li> </ul> | <p>Teaching staff</p> | <ul style="list-style-type: none"> <li>Embed SEN team across the school. SEN team meet each term. Term 4 action is to write a strategic action plan for SEN team. Develop an approach to supporting learners with dyslexia/dyscalculia at St Bons. Dyslexic leader has delivered staff meeting term 3 2022. Register of dyslexic learners in place. Develop a school Relationships and Behaviour Policy. This has been drafted and will be published by the end of term 4 2022.</li> </ul> | <p>One focus this year has been on meeting the needs of neuro-diverse pupils. Staff have engaged in training led by staff on metacognition and SEND. All staff have received CPD on how to meet the needs of greater depth writers. Alongside a focus on PP pupils these groups have been a focus for monitoring of writing this year.</p> | <p>OAP has been reviewed and embedded by all staff through training and continued CPD. Involvement in Voice21 Oracy programme continues to be developed across the school by the oracy team. An introduction to adaptive teaching has taken place term 6 to be continued 2024-25. Staff CPD has increased in specialist areas. Parent SEN groups have also had specialist information sessions. Each terms has had special focus' including dyslexia and speech and language, facilitated by SB.</p> |
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|  |  | <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> | SLT learning walk T4 2021 Feedback from Reading and Equalities Champions |  | <ul style="list-style-type: none"> <li>•</li> </ul> | SLT to repeat equality review in terms 5-6 2022 including learning walk. | represented and their outcomes and progress are monitored by all subject leaders. |  |

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| <p><b>Attitudes and belief</b></p>      | <ul style="list-style-type: none"> <li>Ensure termly theme outcomes provide opportunities for children to live out Catholic values in the wider community</li> </ul> | <ul style="list-style-type: none"> <li>Curriculum Review T6 2021</li> <li>Pandemic experiences</li> </ul> | <p>All staff</p> | <ul style="list-style-type: none"> <li>This is a focus for SIP 2022-23.</li> </ul>  | <p>The implementation of the new school rules has been an ongoing focus this year. Staff have worked collaboratively to embed these rules both in and outside of the classroom.</p> <p>Faith awards have been implemented across all year groups and link directly with Catholic Social teaching.</p> | <p>The whole school termly themes are embedded and outcomes are which enable children to live out their Christian faith are planned through the Faith awards.</p> |
| <p><b>Leadership and Management</b></p> | <ul style="list-style-type: none"> <li>Ensure that all middle leaders develop their area of responsibility so that it represents the demographic of</li> </ul>       | <ul style="list-style-type: none"> <li>Curriculum Review T6 2021</li> </ul>                               | <p>SLT</p>       | <ul style="list-style-type: none"> <li>All middle leaders to carry out a curriculum review through an equality lens.</li> </ul> | <p>Case studies have been introduced this year to ensure that all pupils are</p>  | <p>Utilise the whole school world map. This is reflected through PSHE and class assemblies</p>  |

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| <p><b>Parents and carers</b></p> | <ul style="list-style-type: none"> <li>• Ensure all parents have access to support</li> </ul> | <ul style="list-style-type: none"> <li>• Feedback from parents</li> <li>• Communication with parents during lockdown Home</li> <li>• learning participation monitoring</li> </ul> | <p>All staff</p> | <ul style="list-style-type: none"> <li>• Create parents' SEN and EAL support groups. <i>EAL group to start end of term 4 2022.</i></li> <li>• Secure an induction process that engages parent support for new arrivals. <i>New Arrivals policy reviewed and shared with FGB term 4 2022.</i></li> </ul> | <p>Termly sessions focusing on SIP priorities have taken place and are well attended by parents.</p> <p>A SEND parent group has been re-introduced and is well attended.</p> <p>The EAL parent group remains in place.</p> | <p>Weekly EAL support group.</p> <p>Termly SEN parent/carer support group.</p> <p>Termly parent/carer SIP group.</p> |
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