

## Values and Equality Statement

Date: October 2016

Review: October 2017

### Upholding British Values across Christ the King Catholic Collegiate

The DfE reinforces the need to "create and enforce and clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs". In Christ the King Catholic Collegiate, the Catholic identity underpins the promotion of the fundamental British values, and these values can be explicitly seen in the work of each of the four schools.

The *Prevent Strategy* (2011) clearly defines the British values that need to be promoted and maintained within our schools, and, in accordance with the doctrine of the Catholic Church, these are promoted visibly in all facets of the Collegiate's work.

As Catholic schools, we promote Catholic values. Through this, we evidently promote "British" values. These Catholic values emphasise that all are created equal in the sight of God. All of these values are encompassed by human rights which are set out in Church documents such as Pope St John XXIII's *Pacem In Terris* which teaches that we all should contribute to the common good. Beyond exception, other faiths are accorded full respect as evidenced in the words of *Nostra Aetate* (1965) which states "The Church reproves, as foreign to the mind of Christ, any discrimination against men or harassment of them because of their race, colour, condition of life, or religion"

### Our Multi Academy commitment

The Equality Act 2010 requires Christ the King Catholic Collegiate 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.

Each of these is clearly underpinned in Christ the King Catholic Collegiate through doctrine of the Catholic Church. "What we are called to respect in each person is first of all his life, his physical integrity, his dignity and the rights deriving from that dignity, his reputation, his property, his ethnic and cultural identity, his ideas and his political choices. We are therefore called to think, speak and write respectfully of the other, not only in his presence, but always and everywhere, avoiding unfair criticism or defamation. Families, schools, religious teaching and all forms of media have a role to play in achieving this goal" (Message of Pope Francis to Muslims through the world for the end of Ramadan, 2013)

Through Christ the King Catholic Collegiate, we:

- Ensure that everyone is treated fairly and with dignity in accordance with the teachings of the Catholic Church
- Ensure that all four of our schools are safe and secure places for everyone, and develop and maintain rigorous safeguarding processes in this endeavour.
- Recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- 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 or gender identity
  - 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 learners across Christ the King Catholic Collegiate require additional support so that they can achieve and be successful. We endeavour to involve stakeholders in decisions through, where appropriate, consultation and dialogue.

Our multi academy provides a structure to allow us:

- To improve standards for all learners
- To provide mutual support linked to priorities
- To share knowledge, expertise and resources
- To strengthen and nurture the Catholic life of our schools
- To nurture the spiritual development of every individual

In Christ the King Catholic Collegiate, this is not just undertaken due to our legal and statutory duties but also because of Catholic pursuit of moral and social justice and equality. This is evidenced in many Church documents, including *Sollicitudo Rei Socialis*, when it says "To commit oneself to the development of the whole person and every human being is an obligation not only for the individual, but also for societies and nations, and especially for the Catholic community and the other Christian Churches." In each of our schools, we undertake passionately 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:

- Maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.
- 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. These will be built into our overall Development Plan, and individual School Improvement Plans.

## **School: St. Thomas Aquinas Catholic Primary School**

Updated after each October Census

### **Section 1: Information about our Pupil Population**

Number of pupils on roll at this school: 242 (as at October 2016)

#### **Information on pupils 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."

There are pupils across Christ the King Catholic Collegiate with different types of disabilities including:

- Autism
- Speech, Language and Communication Needs
- Hearing Impairment
- Visual Impairment
- Physical Disability
- Severe Allergies

#### **Ethnicity**

The main categories in this school are:

White British

Any Other Asian Background

Indian

Any Other Mixed Background

#### **Religion and Belief**

Approximately 75% of our school are Catholic. Overall 81% of our school are Christian. 7% of our school are Muslim. 12% of our school are other/no preferred religion.

#### **Information on other groups of pupils**

Christ the King Catholic Collegiate is committed to ensuring that all pupils make progress, including those whose needs, dispositions, abilities or circumstances require additional support. In addition to pupils with protected characteristics, the following information provides details about such groups of pupils.

#### **Pupils coming from Low Income backgrounds**

As of: 10/10/2016	Number of Pupils	% of School Population
<b>Number of pupils currently eligible for Free School Meals</b>	14	5.8%
<b>Number of pupils entitled to Pupil Premium funding</b>	23	9.5%

#### **Pupils with Special Educational and Disability Needs (SEND)**

As of: 10/10/2016	Number of Pupils	% of School Population
<b>No Special Educational Need</b>	220	90.90%
<b>SEN Support (Wave 1)</b>	17	7.02%
<b>EHCP (Wave 2)</b>	5	2.07%
<b>SEND Pupils</b>	22	9.09%

## Pupils with English as an Additional Language (EAL)

As of: 10/10/2016	Number of Pupils	% of School Population
Number of pupils who are EAL	124	51.23%

## Looked After Children

Christ the King Catholic Collegiate is committed to supporting any child who is looked after or has been in the past. This support presents itself in a number of ways and is led by the Designated Teacher for Looked After Children (LAC).

As of: 10/10/2016	Number of Pupils	% of School Population
Number of pupils who are LAC	1	0.4%

## Young Carers

Christ the King Catholic Collegiate is acutely aware that some of the children may be young carers and respond accordingly to any concerns as a result of this.

## Section 2: Our main Values and Equality Challenges

This is a summary of the issues that the school is addressing in this area, outlining strategies utilised.

Our main challenge relates to narrowing the gap between our pupil premium children and non-pupil premium children, Occasionally there are times when particular pupils fall below their expected target and the gap between groups of pupils widens. We have addressed this through parental discussions and a range of interventions. Most recently we have used a qualified teacher on a one to one basis to address specific targets with children and the gap between pupil premium and non-pupil premium children is narrowing.

## Section 3: Christ the King's regard for Equality across the Multi Academy

The information presented below shows how equality issues are addressed through all work undertaken throughout Christ the King Catholic Collegiate. We are committed to working for the equality of all pupils and staff. This can be seen through the following process.

- A development of MAC-wide policies on anti-bullying, e-safety and cyber-bullying, behaviour for learning, safeguarding, gifted and talented and SEND offer.
- Accessibility plans for the disabled in each of the four schools
- Admission arrangements – new arrivals of both pupils and staff have an induction
- Pupil exclusions are monitored and reported
- Incidents of harassment and racism are recorded
- Staff and governors have regular safeguarding and SEND training
- Staff and governors have training on disabilities
- Complaints are grievances procedures are followed
- Non-discriminatory employment practice is adhered to
- There are staff and pupil codes of conduct
- Curriculum areas address anti-discrimination issues through work studied with pupils
- EAL strategies are employed and resources targeted
- Reasonable adjustments are made to ensure that disabled pupils and staff are not put at a disadvantage compared with others
- Equal access to all areas of the curriculum is offered to all pupils, and additional support and resources are provided where necessary
- Tracking and monitoring of vulnerable and identified groups' attainment and progress is regularly undertaken

How we encourage community cohesion throughout Christ the King Catholic Collegiate:

- Involving parents/carers of children in an identified group in understanding how they may support their children at home.
- Promoting the spiritual, moral and cultural development of all pupils through our curriculum and enrichment activities.
- Providing an anti-prejudice curriculum which is incorporated into every subject area which celebrates difference and diversity. Following a curriculum that supports pupils to understand, respect and value difference and diversity. Ensuring that the curriculum challenges racism and stereotypes. Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum. Our curriculum, especially in RE and PSHE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- Ensuring that pupils learn about the experiences of disabled people and how they may encounter prejudices.
- Encouraging pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Providing policies, systems and procedures that promote tolerance and tackle prejudice e.g. Behaviour Policy, Anti-Bullying Policy, E-safety Policy, Safeguarding policy.
- Monitoring and ensuring equal access to after school clubs to pupils in identified groups, if this is deemed beneficial for their well-being.
- Supporting charities across the wide spectrum of society
- Ensuring that all ethnicities are made to feel welcome and included.
- Hosting Urdu lessons and facilitating GCSE entry to home languages.
- Offering support and information for parents.
- Involving parents, carers and families in participating in workshops.
- Holding coffee mornings for parents/carers of pupils in identified groups.
- Enabling pupils to develop respect for others and help to challenge prejudice and discrimination.
- Visiting local places of worship, including the church and the mosque
- Tackling any form of bullying based on religious discrimination.
- Tackling prejudices relating to racism and xenophobia.

What has been the impact of our strategies and interventions? What do we plan to do next?

- Our children are very tolerant of one another's beliefs.
- We have a clear set of values that underpins our Catholic ethos.
- Pupils and parents of different faith groups feel valued and respected.

#### **Section 4: Consultation and Engagement**

Throughout Christ the King Catholic Collegiate, the aim is to always ensure that there are open lines of communication and consultation with pupils, staff, parents and carers, as well as the local community so that we can reflect upon the impact of our work and develop our Values and Equality objectives accordingly, with the ultimate outcome of improving what we do.

This consultation and engagement takes place through - Parent surveys at parents' evenings/days, Pupil year and departmental surveys, Workshops, Information sessions Websites and VLE, Coffee mornings, Class/Year and School Council Newsletters and meetings with parents/carers and with pupils.

## **Section 5: Our Values and Equality Objectives**

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. Throughout Christ the King Catholic Collegiate, we aim to address areas where we need to take action to improve equality and tackle disadvantages. To ensure that the school-specific equality objectives are being met, progress towards them will be regularly reviewed.

<b>Objective</b>	<b>How?</b>	<b>What will success look like in this school?</b>
All pupils to make at least expected to good progress, including vulnerable and identified pupils.	Tracking of each pupil's progress.	Progress of pupils is monitored continuously and recorded termly. Vulnerable groups are identified and any gaps in progress and attainment are monitored and targeted through a series of interventions planned by the class teacher. Teachers meet with senior leaders termly to discuss progress and to monitor targets.
To further improve attendance and punctuality, particularly of identified groups.	Newsletter, contact with parents/carers, letters home, assemblies, praise assemblies, recognition and prizes for 100% attendance, workshops.	Pupils and parents understand the value of good attendance through good communication with the school. Any areas of concern are addressed quickly in conjunction with the EWO and Attend EDC.
To raise attainment and of more able pupils through the Multi-Academy.	Staff training Focus in lesson observations Links between Key Stage 2 and 3 Master classes for high achieving pupils.	Challenging but achievable targets are set for more able pupils. We work together with other schools in the MAC to moderate our assessments and to ensure that pupils have the opportunities to develop further, e.g. links with SJFCC to assist children in studying for and achieving Level 6 in writing and maths.