

Values and Equality information

School: St John Fisher Catholic College

Updated after each October census

Section 1: Information about our Pupil Population

Number of pupil on roll at this school: 942(as of 30/6 /15)

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."

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 ethnic categories in this school are:

White British-

Indian

Any other Asian

Pakistani

Religion and Belief

Approximately 65% of our school is Catholic. Overall 84% of our school is Christian. 6% of our school is Muslim. 10% of our school are of other faiths or not known.

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: 30/06/15	Number of Pupils	% of School Population
Number of pupils currently eligible for Free School Meals	82	9%
Number of pupils entitled to Pupil Premium funding	202	21%

Pupils with Special Educational and Disability Needs (SEND)

As of: 30/06 /15	Number of Pupils	% of School Population
No Special Education Need	824	87%
SEN Support (Wave 1)	106	11%
EHCP (Wave 2)	12	1.2%
SEND pupils	118	12.5%

Pupils with English as an Additional Language (EAL)

As of:30 /06/15	Number of Pupils	% of School Population
Number of pupils who speak English as an additional language	168	18%

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: 30/06 / 15	Number of Pupils	% of School Population
Number of LAC pupils	7	0.74%

Young carers

Christ the King Catholic Collegiate is acutely aware that some 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 attendance for the last year was 94.4%. Although around our target, there are some groups of pupils who are not meeting this target (including PP). We are addressing this by employing an Education Consultant who works with the most vulnerable of these pupils and their families to ensure an increase in attendance. We also have staff who monitor and respond to any deterioration in attendance of these particular groups, and meet with the pupil and their family to address and respond to such concerns. With regards to attainment, PP have attained higher attendance this year as a result of interventions over the last 2 years such as EWO chats with learners under 92%, first day visits and more stringent requests for medical evidence with long term absences. If attendance is less than other groups through the school this is being addressed through parental engagement and meetings, targeting all learners who are below 92% and first day visits. We are also addressing cases where we can see that a pupil may become a Persistent Absentee when the change to the meeting of this criterion comes in in September 2015(the percentage goes up from 85%-90%). We are stricter about issuing Penalty Notices.

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 processes:

- A development of MAC-wide policies on anti-bullying, e-safety and cyber-bullying, behaviour for learning, safeguarding, gifted and talented and SEN 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 and 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-stereo typical 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.

Objective	How?	What will success look like in this school?
All pupils to make at least expected to good progress, Including vulnerable and identified pupils	Tracking of each pupil's progress	All groups make at least expected progress.
To further improve attendance and punctuality, particularly on identified groups.	Newsletter, letters home, attendance assemblies, praise assemblies recognition and prizes for 100% attendance, workshops.	Further increase in overall % attendance and further reduction in PA.
To raise attainment and of more able pupils through the Multi-Academy	Staff training Focus in lesson observations. Links between Key Stage 2-3 Master classes for high achieving pupils	Increase in A*/A grades at GCSE and A level.

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 and Information sessions Websites and VLE
Coffee mornings
Class/Year and School Council Newsletters
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.