

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

### **Values and Equality information**

#### **School:**

Updated after each October census

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

Number of pupil on roll at this school: 236 (as of 09/07/15)

#### **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

Any other Asian background

Indian

Any other Mixed background

#### ***Religion and Belief***

Approximately 78% of our school are Catholic. Overall 84% of our school are Christian. 8% of our school are Muslim. 8% 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: 09/07/15	Number of Pupils	% of School Population
Number of pupils currently eligible for Free School Meals	14	5.93%
Number of pupils entitled to Pupil Premium funding	21	8.90%

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

As of: 09/07/15	Number of Pupils	% of School Population
No Special Education Need	212	89.83%
SEN Support (Wave 1)	21	
EHCP (Wave 2)	3	
SEND pupils	24	10.17%

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

As of: 09/07/15	Number of Pupils	% of School Population
Number of pupils who speak English as an additional language	120	50.85%

### ***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: 09/07/15	Number of Pupils	% of School Population
Number of LAC pupils	0	0

### ***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 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 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 helps 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.

Moving forward, ...

<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 half-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 half-termly to discuss progress and to monitor targets.
To further improve attendance and punctuality, particularly on identified groups.	Newsletter, 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.
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	Challenging but achievable targets are set for more able pupils. We work together with other schools in the MAC to moderate our assessment and to ensure that pupils have the opportunities to develop further. Eg. Links with SJFCC to assist children in studying for and achieving Level 6 in writing and maths.

#### **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.