SS PETER & PAUL CATHOLIC SCHOOL

‘Learning Together, Achieving Together in Christ’

Equality information and objectives

Approved by:	Helen Arnold	Date: 2nd April 2025
Last reviewed on:	April 2025	
Next review due by:	April 2028	

Mission statement:

Learning together, achieving together, in Christ

School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service-provider:

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

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
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

In addition to this short statement, we also have a full school policy statement on equality and community cohesion. Please ask for a copy if you would like to see it.

For more information please contact:

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The Equality Act 2010 requires us 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.

Information about the pupil population

Number of pupils on roll at the school: 246

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.'

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

- SEND Support
- Educational Healthcare Plan (EHCP)

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	**Percentage (%) of school population**
No Special Education Need		
SEND Support	47	19%

Ethnicity and race							
	Boys	**Girls**	**Total**		**Boys**	**Girls**	**Total**
Asian or Asian British				**Mixed**			
Any other Asian background	28	24	52	Any other mixed background	14	10	24
Indian heritage	6	4	10	White and Asian	0	0	0
Pakistani	0	0	0	White and Black African	1	2	3
Information not yet obtained	0	0	0	White and Black Caribbean	2	2	4
				Any Other Ethnic Group	3	3	6
Black							
Any other black background	6	5	11	White British	10	15	25
Black African	30	31	61	White Irish	1	0	0
Black Caribbean	3	2	5	Any other white background	20	15	35
Chinese	0	2	2	Gypsy/Roma	0	0	0
Refused	0	0	0				

Information withheld	0	**Information not yet obtained**	0

Gender	
Male	126
Female	120

Religion and Belief			
Buddhist	2	Roman Catholic	143
Christian	63	Sikh	2
Hindu	12	No religion	16
Jewish	0	Other religion	7
Muslim	1	Refused	0

Gender identity or reassignment - We do not collect data on gender identity

Sexual orientation - We do not collect data on sexual orientation

Information on other groups of pupils

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 wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)				
	Boys	**Girls**	**Total**	**Percentage of school population**
Number of pupils who speak English as an additional language	71	59	130	53%

Pupils from low-income backgrounds				
	Boys	**Girls**	**Total**	**Percentage of school population**
Number of pupils in receipt of pupil premium	32	26	58	24%

Looked after children

0

Young carers

2

Other vulnerable groups

None at present

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

Governors will:

- Meet with the Headteacher and other relevant staff members termly, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The Assistant Headteachers will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every term.

The school's senior leaders meet regularly to discuss any issues and make governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

Through our school's Catholic ethos, we aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach – such as the regular visits to the mosque and the synagogue

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of

staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1: Have in place a curriculum that is broad and balanced, representing the needs of all groups across the school

Why we have chosen this objective:

- To ensure that children see role models from their own communities and can be inspired to pursue purposeful careers and lifestyles in the future

To achieve this objective we plan to:

- Review the curriculum: the content, the teaching methods and the ethos across the school.
- Where needs are not met, we will put in place measures to meet these needs:
  - Appropriate texts
  - Range of visitors and invited speakers
  - Increased range of educational visits

Progress we are making towards this objective:

- Subject leaders have been instructed to analyse the curriculum for effective coverage and addressing both the learning and socio-economic needs of pupils

Objective 2: To promote pupils' spiritual, moral, social and cultural development through appropriate curricular opportunities, with particular emphasis on promoting equality and diversity thereby improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity.

To achieve this objective we plan to:

- Steps being taken To ensure that the school's curriculum has equality and diversity woven into all that we do, using materials that reflect the diversity of the school population and local community without stereotyping.
- Ensure that positive messages and actions about inclusion, equality and diversity are part of our daily practice.

Objective 3: Monitor the performance of all pupil groups, identifying any that begin to make less progress than others and set in place remedial actions

Why we have chosen this objective:

- The school's performance data demonstrates some inconsistencies across groups of children which needs to be reduced, ensuring all children achieve well

To achieve this objective we plan to:

- Address both progress (expected and exceeding) and the quality of curriculum opportunities for all groups of children
- Offer more forthcoming translation and support for parents speaking English as their second language, to help them understand what is being asked of them in terms of supporting children's learning

Progress we are making towards this objective:

- All staff have been instructed to renew the focus upon progress within the year and across the Key Stage and/or phase

9. Monitoring arrangements

The governing body will update the equality information we publish at least every year.

This document will be reviewed by governing body every 3 years

This document will be approved by the Full Governing Body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- Teaching and Learning Policy
- School Development Plan

Information about our employees

If we have 32 employees we are required to publish information about them.

This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

As of March 2025 the school employs staff. Our staff are employed in the following main groups:

- Teaching staff
- Administrative and other related posts
- Support staff

Age

	Under 21	**21 - 30**	**31 - 40**	**41 - 50**	**51 - 60**	**61 - 70**	**71 - 79**	**Over 80**
Number	0	4	9	6	12	1	0	0
%		12.5%	28%	19%	37.5%	3%	0%	0%

Disability

Disabled	None
Not disabled	**1**
Not given / Unknown	

Ethnicity and race

	Number	**% of staff**		**Number**	**% of staff**
Asian or Asian British	**3**	**9%**	Any other ethnic group	**1**	**3%**
Black or Black British, African	**2**	**6%**	Black or Black British, Caribbean	**3**	**9%**
Chinese	**0**		White British	**12**	**38%**
Mixed	**1**	**3%**	White Irish	**5**	**16%**
Any other white background	**4**	**13%**	Prefer not to say	**1**	**3%**
			Not stated	**0**	

Gender

	Number	**% of all staff**
Female	**28**	**87.5%**
Male	**4**	**12.5%**

Religion and belief

Buddhist	Number	**0**	Jewish	Number	**0**
	%			%	
Christian	Number	**0**	Muslim	Number	**0**
	%			%	
Hindu	Number	**0**	Roman Catholic	Number	**23**
	%			%	**72%**
Jainism	Number	**0**	Sikh	Number	**0**
	%			%	
Not known / Prefer not to say	Number	**9**	Other religion	Number	**0**
	%	**28%**		%	