

# CARDINAL NEWMAN CATHOLIC SCHOOL



**Cardinal  
Newman**  
CATHOLIC SCHOOL

## Equality Information and Objectives

**Updated: June 2019**

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## 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 pupils extra support is needed to help them to achieve and be successful, for example, all those that fall within the protected characteristics.
- 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 and Parent 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 (or have been eligible in the last six years)
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects, and girls in certain other subjects

### **Staff with responsibility for Equality:**

All staff at Cardinal Newman Catholic School

### **Staff member with overview of Equality: Mrs Michelle Chappell**

Telephone: 01582 597125 E-mail: [mchappell@cardinalnewmanschool.net](mailto:mchappell@cardinalnewmanschool.net)

### **School Governor with overview of Equality:**

Telephone: TBA E-mail: [admin@cardinalnewmanschool.net](mailto:admin@cardinalnewmanschool.net)

Responsible Governor to be elected

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.

### Part 1: Information about the pupil population.

Number of pupils on roll at the school: 1 610

### 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:

Year	Category	Total
7	EHC	6
8	EHC	4
9	EHC	10
10	EHC	4
11	EHC	6
12	EHC	1
		31

Year	Category	Total
7	K	27
8	K	23
9	K	20
10	K	29
11	K	21
12	K	4
		124

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

- Tourette's Syndrome
- ADD
- Childhood Apraxia of Speech
- Mosaic Down's Syndrome
- Dyspraxia
- Acute Cerebellar Ataxia
- Spina Bifida and Hydrocephalus
- Selective Mutism
- Irlen Syndrome
- Dyslexia
- ASD
- General Developmental Delay
- Cerebroretinal Microangiopathy
- Anxiety
- Apert Syndrome
- ADHD
- Epilepsy
- Reactive Attachment Disorder
- Visual Impairment
- Lamellar Ichthyosis
- Postural Tachycardia Syndrome

<b>Pupil Special Educational Needs (SEN) Provision</b>		
	<b>Number of Pupils</b>	<b>Percentage (%) of school population</b>
No Special Education Need	<b>1 454</b>	<b>90.30%</b>
SEN Support	<b>126</b>	<b>7.8%</b>
Statement		
EHC Plan	<b>30</b>	<b>1.9%</b>

<b>Ethnicity and Race</b>							
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>		<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>Asian or Asian British</b>				<b>Mixed</b>			
Bangladeshi heritage	12	11	23	Other mixed heritage	9	8	17
Indian heritage	26	21	47	White Asian	12	10	22

Other Asian heritage	28	22	50	White and Black African	14	20	34
Pakistani heritage	15	20	35	White and Black Caribbean	20	16	36
<b>Black or Black British</b>				<b>Any Other Ethnic Group</b>	12	11	23
Black African	144	159	303	<b>White</b>			
				British heritage	303	278	581
Caribbean heritage	35	42	77	Irish heritage	32	33	65
Other black heritage	10	9	19	White other	159	109	268
				Gypsy/Roma	1	0	1
<b>Chinese</b>	2	2	4	Traveller of Irish heritage	0	0	0

<b>Information withheld</b>	3	<b>Information not yet obtained</b>	2
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<b>Gender</b>	
Male	838
Female	772

<b>Pregnancy and Maternity</b>	
	<b>Number of Pupils</b>
Pupils who are pregnant	0
Pupils who have recently given birth	0

### **Religion and Belief**

- As we are a Voluntary Aided Roman Catholic School, the majority of our pupils are practising baptised Catholics. However, as members of a multi-cultural, multi-faith society we value and respect all religions and beliefs and recognise that people of religion and belief may experience discrimination and harassment.

### **Gender identity or reassignment**

- We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

## Sexual Orientation

- We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be a number of equality issues for gay, lesbian, bisexual and transgender pupils.

## 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:

<b>Pupil with English as an additional language (EAL)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils who speak English as an additional language	270	246	506	31.4%
Number of pupils who are at an early stage of English language acquisition	10	9	19	1.2%

<b>Pupils from low-income backgrounds</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils eligible for free school meals	65	64	129	8%

## Looked after children

6
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## Young Carers

9
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## Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns.

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

### KS3

- Ensure any students who are making less than expected progress in reading 'catch up' before the end of Year 9. (Accelerated Reader results show this happening)

### KS4

- Continue to address gender gap in progress and attainment including English and Maths, in boys' attainment through option choices, progress monitoring and targeted interventions.
- Continue to address across school variation where it exists (for example, using progress measures at department level).
- Continue to increase progress and attainment across the curriculum including in English and Mathematics for FSM pupils.
- Refine targeting of underachieving groups to increase VA for BC and WB ethnic groups.
- Drive forward literacy and teaching and learning initiatives to ensure further progress in all subjects and across all phases.

### KS5

- Maintain and further improve the performance achieved at A level over the past three years.
- Continue to monitor the appropriateness and effectiveness of the Sixth Form Curriculum.

## Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us or visit our website, if you require further information and would like to see copies of any of our school policies.

- As a school, we are aware of the requirement of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our governing body regularly reviews our Single Equality Policy.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a Staff Code of Conduct which addresses issues about being respectful and professional in behaviour to all staff and pupils.
- We have a School Behaviour Policy that ensures that all pupils are both rewarded and sanctioned appropriately, and it is viewed fairly and positively by the staff and pupils alike.
- We have an Anti-Bullying Policy and deal promptly and effectively with all incidents and complaints of bullying and harassment that may occur including cyber-bullying and prejudice-based bullying related to disability or special education needs, ethnicity and race, gender, gender re-assignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute very well to pupils' spiritual, moral, social and cultural development. Notably, staff work extremely hard to ensure that the student option interviews are primarily guided by student interests and ability rather than any gender, cultural or social stereotypes that pupils may have.
- We have clear procedures for dealing with staff discipline.
- We have a Single Equality Policy. Tackling bullying or harassment that may occur related to disability or special education needs, ethnicity and race, gender, gender re-assignment, pregnancy or maternity, religion and belief and sexual orientation is achieved by ensuring all incidents of this nature are logged and investigated fully. Appropriate sanctions are put in place and then parents are involved to ensure they are aware of the nature of such incidents. Reconciliation happens between the parties involved so that the unacceptable nature of such incidents is made clear and incidents are suitably resolved.
- Our grievance procedure sets out clear guidance for staff who wish to make formal complaints.
- Our Equal Opportunity Policy covers the school's employees (permanent, temporary, casual, part-time and those on fixed term contracts), job applicants and individuals such as agency staff and consultants, and volunteers who are not employees, but who work at the school. We observe and implement the principles of equal opportunities and non-discrimination in our employment practices – Catholic roles.
- Our Admission Policy adheres to the guidelines as set by the Admissions Code and is strictly followed.
- Our Complaints Procedure sets out how we deal with any complaints relating to the school and can be accessed online or obtained at the main reception.

- We have a Special Education Needs Policy that outlines the provision the school makes for pupils with special education needs. We endeavour to offer all pupils access to the national curriculum, to teaching, and to assessment that is appropriate to their aptitude, attainment and any special need they might have. The policy was devised in light of the revised Code of Practice.
- The school has an Internet Access Policy that takes all E-safety issues very seriously. Through assemblies and lessons, pupils and staff are made aware of suitable internet conduct. Subsequently "Acceptable Use" policies are signed and adhered to by all pupils and staff.
- Through our Citizenship and PSHE education, we work hard to eliminate discrimination, harassment and victimisation through its broad range of areas of study within its curriculum.
- We have a comprehensive curriculum that addresses SMSC mainly through the teaching of RE, PSHE and Citizenship; pupils are encouraged to think about their responsibilities to the world in which they live. Pupils are encouraged to broaden their understanding of other's beliefs, cultures and faiths.
- We have a vibrant and well-represented Student Council that ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and the immediate environment. The school council is strong and articulate, contributing to whole school decision making with pupils.
- In addition we have regular meetings of students (Student Forum) to discuss school issues and a School Council suggestions box.



- We have a well-attended Friends of Newman and Parent Council, which represents families across all key stages. Parents share initiatives and discuss concerns with the Headteacher. We have a track record of engaging with our parents and carers, including those who might traditionally find working with the school difficult.
- We have an extensive Inclusion Team set up to support targeted groups of boys and girls with issues ranging from confidence, self-esteem, social skills, working with others, assertiveness, sense of achievement and life skills.
- We understand that attendance plays an integral part in pupils' achievement at school. Thus, through our Attendance Policy we investigate any discrepancies that may occur and address inequalities appropriately.

Under the Equality Act 2010, we are required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

### Disability

We are committed to working for the equality of people with and without disabilities.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- At GCSE there is room for improvement for pupils on EHC Plans and SEN Intervention; this has been identified by the leadership team because success for these students is inconsistent.
- Key workers of all EHCP and high need pupils liaise with class teachers, pastoral teams and parents/carers to ensure pupils' needs are understood and met. Home is regularly informed about forthcoming academic (eg, controlled assessments, modular and mock exams, revision classes for Year 11) and non-academic events.
- The relationship between disabled pupils and others is very positive. Pupils have responded positively and maturely and generally, pupils are very tolerant of pupils with SEN/LDD.

### How we advance equality of opportunity:

- We support disabled learners by meeting their individual needs, e.g, we provide 1:1 withdrawal lessons with specialist learning support staff. Additionally, Individual Programmes of Study are devised to address pupils' learning needs and to enable access to mainstream curriculum, e.g, through adapted resources, multisensory learning programmes for pupils with specific learning difficulties, highly differentiated work for pupils working at below average national curriculum levels, etc.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils, through our use of a large team of TAs, several with specialist training (e.g, in ASD, Behaviour Management) and we support pupils in class in order to promote access to the curriculum.
- We provide additional support for those with disabilities: therapeutic group interventions that are run by trained learning support staff working in the school's Inclusion Unit as well as anger management groups, etc. Other therapeutic interventions, e.g, drama therapy, music therapy are organised by the learning support department and delivered by outside specialists.
- Textbooks and teacher hand-outs are adapted (re-typed and enlarged) for students with visual impairment. Specialised laptops are also provided.

- We involve disabled learners and their families in the changes and improvements we make. We consult them on issues affecting them, rather than relying on people acting on their behalf, eg, parental and pupil views are included in the statutory annual review documentation. Pupils have the opportunity to identify strategies/resources/staff which help them get on better and identify areas where they still require support.

### **How we foster good relations and promote community cohesion:**

- The work that has been done to develop high aspirations and a culture of success in the school also contributes to pupils' SMSC development. Through the modelling of mutual respect and promotion of strong moral values within the school community, the staff and governors are working hard to ensure learners receive consistent messages through all aspects of school life.
- We continue to develop a curriculum that encourages all pupils to understand, respect and value difference and diversity.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes those with disabilities may experience, using themes within our PSHE and Citizenship programmes.
- We ensure that the curriculum has positive images and that positive pictures are used for display.
- We tackle prejudice and any incidents of bullying based on disability.

### **What has been the impact of our activities? What do we plan to do next?**

- Parental feedback and relationships with the learning support department are very positive.
- There has been successful inclusion of most ASD pupils into mainstream classes.
- We continue to work closely with all departments to enhance differentiation.

### **Ethnicity and race (including EAL learners)**

We are committed to working for the equality of all ethnic groups.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- In recent years pupils have admitted Year 7 with prior attainment levels broadly in line with national averages. Pupils come from a wide variety of ethnic and socio-economic backgrounds reflecting the local community; 29% of learners have English as an additional language. The changing nature of the intake is reflected in an increasing percentage of EAL students in each year group.
- Our EAL challenges are as follows:-
  - Ensuring high achievement and expectations for EAL pupils who are new to English and accelerating language learning by a variety of provisions.
  - Ensuring wellbeing and enjoyment of EAL pupils attending our school, especially those who are new arrivals to the country.
  - Maximising EAL pupils' chances of achieving by enhancing opportunities of bilingual pupils who are fluent in their mother tongue.
  - Ensuring support with all subjects via introducing structured and timetabled support.
  - Providing an opportunity for an additional English language qualification such as ESOL (Skills for Life) (Edexcel) which enhances pupils' chances of continuing in further education should they wish to.
  - We work hard to involve parents and families, e.g, consultation and support evenings for parents or particular student groups are arranged.

- We encourage all pupils to become involved in student forums and promote diversity on the student council body.

### **How we advance equality of opportunity:**

- We monitor the attainment and progress of all our pupils by race and ethnicity through the data analysis process, e.g, exam analysis also includes breakdown according to race and ethnicity.
- We set targets to improve the attainment and progression rates of all pupils, and regularly meet with parents at formal parents' evenings and more informally throughout each term.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups, eg, parent workshops and coffee morning initiatives.
- We have introduced a variety of programmes targeting underachieving pupils, e.g, revision classes, "Wise" workshops, 1:1 mentoring, 'nurture' groups, etc.
- We have a well-structured and embedded programme of literacy support.
- Throughout the curriculum, schemes of work provide pupils with opportunities to learn about the experiences and achievements of different communities and cultures, eg, in History pupils study Black History. This deals with important themes such as slavery, the abolition movement and civil rights.

### **How we foster good relations and promote community cohesion:**

- The school's vision, mission statement and aims reflect our desire to be an inclusive school where differences in culture, social background, faith and gender are valued and celebrated. All school policies, procedures and practices are rooted in these Gospel values. As a result in the last inspection that separately graded Community Cohesion (Ofsted 2011) the school was recognised as Outstanding. In 2013 Inspection Ofsted also commended the school for the SMSC provision.
- A higher than average percentage of students from ethnic minority groups in school gives students a daily chance to meet with people from different cultural backgrounds. The growing percentage of students from African and Eastern European countries has provided plenty of opportunities for students to evaluate and form ethical viewpoints.
- The changing ethnic profile of the school since 2003 has been welcomed positively as it has greatly enriched our community. Students form strong relationships across the ethnic groups. Pupil Groupings – formal and informal – show students working well across different social and ethnic backgrounds. As a result reports of racial incidents are rare and are dealt with very effectively by senior staff. The fact that all ethnic groups appear to achieve well without any group appearing disadvantaged indicates that discrimination is not an inhibiting factor.
- Very low levels of Racial Incidents are reported but all are taken seriously and dealt with effectively.
- RE & PSHE syllabus covers areas of personal integrity, human rights, mutual understanding and respect for all faiths. RE SOW includes understanding of other faiths. .
- The school celebrates Black History Month each year and events are run by the students and are extremely popular.
- The school is ethnically very diverse in comparison with some of the local schools. Religiously, we are a Catholic school but we have many students who are from other Christian churches as well as a small number of Muslim students (much greater number in the sixth form).

### **What has been the impact of our activities? What do we plan to do next?**

- Black African Students and EAL students achieve extremely well. Progress of EAL students at GCSE is spectacular.
- Polish (white other) and Black African students perform better than the NA for these groups..
- We have a respected literacy intervention programme that continues to have a positive impact across all areas of the curriculum.
- We have a culturally diverse community of boys and girls who value their cultural differences and appreciate their many similarities. We respond robustly to incidents of racist bullying.

**What we plan to do next:**

Renew Diversity Training for all staff

**KS3**

- Ensure any students who are making less than expected progress in reading ‘catch up’ before the end of Year 9.

**KS4**

- Continue to address gender gap in progress and attainment including English and Maths, in boys’ attainment through option choices, progress monitoring and targeted interventions.
- Continue to address across school variation where it exists (for example, using progress measures at department level).
- Continue to increase progress and attainment across the curriculum including in English and Mathematics for FSM pupils.
- Refine targeting of underachieving groups to increase VA for BC and WB ethnic groups.
- Drive forward literacy and teaching and learning initiatives to ensure further progress in all subjects and across all phases.

**KS5**

- Maintain and continue the performance achieved at A level over the past three years.
- Continue to monitor the appropriateness and effectiveness of the Sixth Form Curriculum.

**Gender**

We are committed to working for the equality of women and men.

**Summary information** (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups)

- Boys and girls achieve well at Cardinal Newman Catholic School. There is a gap in boys’ attainment to girls, when looking at groups obtaining 5 A\* - C (inc English and Mathematics). However, we recognise this national trend, and continue to work hard to reduce any differences, in particular, by further refining the KS4 curriculum and looking at student grouping procedures, progress monitoring and targeted interventions.
- There are more boys than girls in the school in every year group except Year 12 and Year 13.
- We ensure that gender stereotypes in subject choices, careers advice and work experience is avoided.
- KS3 monitoring shows a similar pattern of achievement gap between boys and girls. There is also a gap in the number of exclusions between boys and girls. Through positive reinforcement, we are working hard to reduce these gaps in future attainment between boys and girls.
- We regularly involve and consult boys and girls on issues that might affect their achievement or wellbeing, through the School Council and through regular Student Forums. All ideas for change and development are considered by the SLT and changes made whenever possible e.g. a bullying ‘hot spot’ made out of bounds at break and lunchtime on the students’ recommendation.

**How we advance equality of opportunity:**

- We monitor the attainment and progress of all our pupils, and use gender in the data analysis process.
- We set targets to improve the attainment and rates of progress of individual boys and girls.
- We ensure that gender stereotypes in subject choices, careers advice and work experience are avoided.
- Parents, carers and families are given opportunities to contribute to aspects of the development, delivery and evaluation of the school's gender equality initiatives through formal, parent council meetings.

### **How we foster good relations and promote community cohesion:**

#### **GENDER**

- The school's vision, mission statement and aims reflect our desire to be an inclusive school where differences in culture, social background, faith and gender are valued and celebrated. All school policies, procedures and practices are rooted in these Gospel values. As a result Community Cohesion in the school always receives a very favourable mention in Ofsted and Diocesan Inspection Reports.
- We work hard to ensure the inclusion of positive, non-stereotypical images of males and females in all areas of our curriculum.
- In RE traditional and modern roles of males and females in society and religion are discussed and students encouraged to consider reasons for their views on the roles of males and females.
- Incidents of sexist bullying or sexual harassment are all taken very seriously and dealt with according to the school's Anti-Bullying policy.

### **What has been the impact of our activities? What do we plan to do next?**

- Continue to address gender gap in English and Maths at Grade 4+
- Continue to drive forward literacy and teaching and learning initiatives to ensure further progress in all subjects and across all phases for all.
- Improve progress for lower ability boys in English
- Challenge further the stereotypes of gender within the current Schemes of Work to allow for greater depth of study within Citizenship and PSHE education.

### **Gender identity or reassignment**

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

#### **Gender identity or reassignment:**

- We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

### **Pregnancy and maternity**

#### **Pregnancy and Maternity**

- We currently do not have any pupils who have recently had a baby. We recognise that pupils who are pregnant or on maternity leave may experience discrimination, and barriers to accessing or continuing their education. We endeavour to provide a personalised support package to ensure that such pupils are able to continue their education.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

### Religion and belief

We are committed to working for equality for people based on their religion, belief and non- belief.

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- The Key Stage 3 RE curriculum follows the guidelines of the Bishops' Curriculum Directory, approved by the Catholic Bishops' Conference of England and Wales. We use the Way, the Truth and the Life series, supported by different resources to enable our students to explore Christian beliefs and practice according to the Roman Catholic Tradition. The modules we teach encourage our students to reflect critically on their faith and grow in their faith. By teaching modules on Islam, Judaism and Hinduism we also hope to raise awareness of the faith and tradition of other religious communities in order to respect, value and understand them. We have moved the unit on Islam to a more prominent position in the Yr 9 curriculum to ensure it is fully explored in keeping with our context in Luton.
- In Key Stage 4 we follow the AQA course in Religious Studies. This course 'offers all candidates equal opportunities to demonstrate their attainment regardless of gender, religion and ethnic and social background; they are accessible to candidates of any religious persuasion or none'. The modules which we teach encourage the students to learn about ethical and philosophical issues, express and value their own opinion whilst showing respect and tolerance towards differing opinions.
- In Key Stage 5 we follow the AS and A Level courses in Religious Studies. This is a course of study 'suitable for candidates from any religious background or none' (see exam specification).
- In KS5 General RE is attended by all students.

### How we advance equality of opportunity:

- In addition to learning about religion, pupils are also given opportunities to learn from religion. This enables pupils from all backgrounds to reflect on the questions/issues raised by religion and develop their own responses and ideas.
- Pupils are supported in their development of their sense of identity and belonging through RE, PSHE and Citizenship study. Particular lessons on sense of self, decision making, emotional literacy, lifestyle choices and cultural identity directly support this aspect of learning. The five year programme of study builds on these aspects with the intended outcome of a confident child with a positive sense of their own identity who is able to make healthy decisions.
- Learning and undertaking activities in citizenship contributes to the achievement of all three of the curriculum aims for all young people to become successful learners, confident individuals and responsible citizens.

### How we foster good relations and promote community cohesion:

- Promoting spiritual, moral, social and cultural education is at the heart of our curriculum as a Voluntary Aided Catholic School. Inspections have consistently graded us as 'outstanding' on this aspect of our work or made a similar explicit comment about it
- We employ a full time non-teaching Chaplain and many staff are involved in Chaplaincy work which extends out to local parishes and the local community.
- We work with the other Luton high schools and many of the primary schools, bringing students together from across the town whenever possible for example we held a Faith Conference for all Luton High Schools and a Festival of Faith with partner Primaries to celebrate the Year of Mercy.
- We ensure that students take part in national and international opportunities whenever possible for example a joint day with Denbigh High School.

### **What has been the impact of our activities? What do we plan to do next?**

- In general, pupils enjoy RE and are willing to learn about beliefs that are different from their own.
- All students study GCSE RE and results have been consistently outstanding, especially at GCSE.
- There have been increasing numbers wanting to take Religious Studies at A'level
- Cardinal Newman Catholic School's growing involvement in the local community and with outside providers continues to impact positively in developing pupils' understanding of local community and wider global issues.

Next steps:

- Cardinal Newman has been graded as outstanding in its last three Section 48 inspections by NORES and strives to ensure this is maintained.

### **Sexual orientation**

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay, bisexual or transgender/

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

### **Sexual orientation**

- We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be a number of equality issues for gay, lesbian, bisexual or transgender pupils.

### **Part 6: Our equality objectives**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and/or other information. Our equality objectives focus on these areas where we have agreed to take action to improve equality and tackle disadvantages.

### **Equality Objectives 2016-17 – 2020-21**

OBJECTIVES:	STRATEGIES:				
What will be done?	How are we going to do it?	Who by?	When?	Monitoring Code:	Evidence of Impact:

<p>To review behaviour data with reference to ethnicity to ensure that all students are being treated equally.</p>	<ul style="list-style-type: none"> <li>• Review remove data by ethnicity in Ethos Group.</li> <li>• Arrange diversity training for all staff for September 2017.</li> </ul>	<p>FMA and Ethos Group</p>	<p>By Easter 2017</p>	<p>Amber - underway and ongoing</p>	<ul style="list-style-type: none"> <li>• Analysis of the data will enable us to review our practice and focus our training needs if necessary.</li> <li>• Staff feedback from training indicates that staff feel the training has helped them to understand the changing nature of our student population and better are better able to ensure that they are all treated equally and appropriately.</li> </ul>
<p>To organise staff training around transgender and gay/lesbian students to ensure that staff can identify bullying and are able to offer appropriate pastoral care to students.</p>	<ul style="list-style-type: none"> <li>• Identify a training provider (or two if necessary) – see below.</li> <li>• Ensure that training covers both church teaching and pastoral care.</li> </ul>	<p>FMA and Ethos Group</p>	<p>Easter 2018 (Training will need planning into the next round of training which is 2017-18)</p>	<p>Amber – underway and ongoing</p>	<ul style="list-style-type: none"> <li>• Bullying data.</li> <li>• Staff feedback from training.</li> </ul>

## Part 7: Information about our employees

If we have more than 150 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 1 September 2018 the school employs **239** staff. Our staff are employed in the following main groups:

- Teaching staff
- Support staff

### Age

	<b>Under 21</b>	<b>21-30</b>	<b>31-40</b>	<b>41-50</b>	<b>51-60</b>	<b>61-70</b>	<b>71-79</b>	<b>Over 80</b>
<b>Number</b>	<b>35</b>	<b>36</b>	<b>45</b>	<b>48</b>	<b>54</b>	<b>14</b>	<b>5</b>	<b>1</b>
<b>%</b>	<b>14%</b>	<b>15%</b>	<b>19%</b>	<b>20%</b>	<b>22%</b>	<b>5%</b>	<b>2%</b>	<b>0%</b>

### Disability

Disabled	-
Not Disabled	-
Not given/Unknown	-

### Ethnicity and race

	<b>Number</b>	<b>% of Staff</b>		<b>Number</b>	<b>% of Staff</b>
Asian or Asian British	<b>19%</b>	<b>8%</b>	Any other ethnic group	<b>-</b>	<b>0%</b>
Black or Black British	<b>17%</b>	<b>7%</b>	White	<b>178</b>	<b>74.5%</b>
Chinese	<b>2</b>	<b>0.80%</b>	Prefer not to say	<b>-</b>	<b>0%</b>
Mixed	<b>3</b>	<b>1.25%</b>	Not stated	<b>20</b>	<b>8.5%</b>

### Gender

	<b>Number</b>	<b>% of all staff</b>
Female	<b>173</b>	<b>72.40%</b>
Male	<b>66</b>	<b>27.60%</b>

### Sexual orientation

- We do not collect data on the sexual orientation of our staff. However, as a school we are aware that there may be a number of equality issues for gay, lesbian, bisexual and transgender staff.

### Gender identity or reassignment

- We do not collect data on staff that are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

### Pregnancy and maternity

- **2**

### Religion and Belief – Staff

Staff	Number	Catholic
Full Time Teaching	<b>80</b>	<b>23</b>
Part Time Teaching	<b>25</b>	<b>11</b>
Support Staff	<b>134</b>	<b>30</b>

## Additional Information

### Recruitment and selection of staff

- Recruitment procedures are reviewed from time to time to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria are reviewed from time to time to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.
- The school takes steps to ensure that knowledge of its vacancies reaches a wide labour market to recruit from the widest pool of candidates reasonably practicable and may, where relevant, take positive action measures to attract applications from all sections of society, especially from those that are under-represented in the workforce.
- Vacancy advertisements include an appropriate short statement on Equality and a copy of this policy is sent to those who request it.
- The school takes steps to ensure that any recruitment agencies acting for the school are aware of its requirements not to discriminate and act accordingly in carrying out recruitment activities for and on behalf of the school.
- To ensure that this policy is operating effectively, and to identify groups that may be under-represented or disadvantaged, the school may monitor applicants. Ethnic group, gender, disability, sexual orientation, religion and age are monitored as part of the recruitment procedure. Provision of this information is voluntary and does not adversely affect an individual's chances of recruitment or any other decision related to their employment. The information is removed from applications before short listing, and kept in an anonymous format solely for the purposes stated in this policy. Analysing this data helps us take appropriate steps to avoid discrimination and improve equality and diversity.
- From 1 January 2010 it was mandatory that any appointments of school staff are made by a recruitment panel which includes at least one person who has been trained in safer recruitment. Recruitment and Selection training is covered in the Safer Recruitment training.
- Under the Equality Act 2010, a Voluntary Aided Faith School can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. This applies particularly to those roles that provide spiritual leadership e.g Headteacher, Deputy Headteacher, Head of RE Department and usually for RE teachers. However this would not apply for all staff in school. In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, or matters of decency or privacy are involved.

### Grievances and disciplinary procedures

The school encourages all employees to settle complaints either informally or by formal mediation. Mediation is voluntary and will only take place with the agreement of both parties. Where mediation is agreed once the formal grievance procedure has been started, the formal procedure will be adjourned whilst the mediation takes place. In the event that no mutually acceptable solution is reached through mediation, the procedure will be reconvened at the point of adjournment.

## Pay information

	ETHNIC GROUPINGS						SEX				
	Asian/Asian British	Black/Black British	Mixed	Not Stated	Other Ethnic Groups	White	Grand Total	Female	Male	Un-specified	Grand Total
<b>SALARY BAND</b>											
Unqualified	-	-	-	-	-	4	4	2	2	-	4
M1-M6 UP TO £35008	4	2	-	-	1	16	23	16	7	-	23
UPS1- UP TO £36646	2	3	-	1	-	6	12	9	3	-	12
UPS2- UP TO £38004	1	3	-	-	-	8	12	9	3	-	12
UPS3- UP TO £39006	3	2	-	-	-	33	41	28	13	-	41
LEADERSHIP GROUP £48927-£106709	-	-	-	-	-	13	13	8	5	-	13
<b>Grand Total</b>							<b>105</b>				<b>105</b>

	DISABILITY				AGE				
	No	Not Known	Yes	Grand Total	21-30	31-40	41-50	51+	Grand Total
<b>SALARY BAND</b>									
Unqualified	-	-	-		3	1	-	-	4
M1-M6 UP TO £35008	-	-	-		14	6	2	1	23
UPS1- UP TO £36646	-	-	-		3	4	2	3	12
UPS2- UP TO £38004	-	-	-		1	4	3	4	12
UPS3- UP TO £39006	-	-	-		-	14	13	14	41
LEADERSHIP GROUP £48927-106709					-	3	7	3	10
<b>Grand Total</b>									<b>105</b>