CARDINAL NEWMAN
CATHOLIC SCHOOL

November 2018

Date of Next Review:
November 2019

CNCS Equality Information and Objectives

Cardinal Newman Catholic School
Equality information and objectives – September 2018-19

Mission Statement

"God is love, and he who abides in love abides in God, and God abides in him"   (1 Jn 4:16)

Our mission is to provide an excellent Catholic education for all our students which enables them to respond to the call of Christ throughout their lives.

Caritas – the love which is God – is the golden thread running through everything we do. We welcome and accept all our students and staff as unique individuals created in the image of God. We treat one another with kindness and respect. We are a community of Caritas where everyone feels safe, supported and inspired to make a difference in our local, national and global communities.

We strive for the highest quality of learning and teaching that inspires us all to discover and develop our God-given gifts and talents, to excel in the present and aim high for the future.

We seek to live out this mission statement in partnership with the home and parish.

Our mission statement underpins the work we do to foster a warm, welcoming and respectful culture, which allows us all to question and challenge discrimination and inequality, resolve conflicts peacefully, promote equality and work and learn in a safe environment.

Our vision for 2020 includes ensuring a safe, secure and caring learning environment where:

- All students are known and loved
- Attendance and punctuality of all students is as close to 100% as possible
- Bullying is rare.

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

The Equality Act 2010 draws all the previous legislation into one place and strengthens some aspects of the previous legislation. The list is retained here so that readers can be assured all aspects of discrimination are considered:

- Gender (Sex) – Sex Discrimination Act 1975, as amended

- Gender (reassignment) – Sex Discrimination (Gender Reassignment) Regulations 1999

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- Race – [Race Relations Act 1976, as amended](#) and [Race Relations (Amendment) Act 2000](#)

- Disability – [Disability Discrimination Act 1995, as amended](#) and [Special Educational Needs and Disability Act 2001](#) and [Disability Discrimination Act 2005](#)

- Sexual Orientation – [Employment Equality (Sexual Orientation) Regulations 2003, as amended](#)

- Religion or Belief – [Employment Equality (Religion or Belief) Regulations 2003, as amended](#)

- Age – [Employment Equality (Age) Regulations 2006](#).

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

Equality Information and Objectives

1 Contextual information

We are proud of the diversity in our community.

Pupils/Students on roll	Total: 2313	Girls: 1121 (48.5%)		Boys: 1192 (51.5%)
Ethnicity	Any other Asian background	64	Any other Black background	12
	White and Asian	93	White and Black African	50
	White British	1433	White - other	233
	White - Irish	41	White and Black Caribbean	31
	White Eastern European	42	White Western European	35
	Bangladeshi	5	Indian	30
	Arab	16	Black African	75
	Chinese	16	Any other mixed background	77
	Any other ethnic group	50	Refused	10
Pupil premium	Pupil Premium	380 (16.4%)	EAL	243 (10.5%)

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SEN Status	Education, Health and Care Plan	23
	SEN Support	256
	None / No Specific Educational Need	2034

SEN NEED	Education, Health and Care Plan	SEN Support	None/ No Specific Educational Need
ADHD (Cognition & Learning)	0	0	2
ADHD Traits (Cognition & Learning)	0	1	3
ASC Traits (Communication & Learning)	0	5	7
Autism (Communication & Interaction)	4	2	14
Autistic Spectrum Disorder	3	7	5
Behaviour, Emotional and Social Difficulty	0	5	32
Dyslexia (Cognition & Learning)	2	5	19
Dyslexic Profile (Cognition & Learning)	0	16	18
Dyspraxia (Cognition & Learning)	0	2	3
Hearing Impairment	0	5	4
Hearing Impairment (Sensory / Physical Needs)	0	3	3
Literacy (Cognition & Learning)	1	7	39
Medical	0	7	9
Moderate Learning Difficulty	1	22	54
No Specialist Assessment	0	0	7
Other Difficulty/Disability	2	17	55
Other Physical Disability (Sensory / Physical Needs)	0	0	3
Physical Disability	2	6	4

Severe Learning Difficulty		0	1	3
Social, Emotional and Mental Health		2	19	33
Specific Learning Difficulty		2	52	147
Speech Language and Communication Needs (Communication & Interaction)		0	3	8
Speech, Language or Communication Need		2	21	93
Visual Impairment		1	0	0

Religion	Buddhist	2	0.1%	Roman Catholic	1494	64.6%
	Hindu	13	0.6%	Anglican	32	1.4%
	Muslim	21	0.9%	Baptist	13	0.6%
	Sikh	1	0.1%	Christian	100	4.3%
	Jewish	5	0.2%	Church of England	318	13.8%
	Other religion	39	1.7%	Coptic Christian	78	3.4%
	Evangelical	20	0.9%	Greek Orthodox	24	1%
	Free Church	2	0.1%	Methodist	2	0.01%
	Refused	1	0.1%	United Reformed Church	2	0.01%
	No Religion / Unknown	143	6.2%	Christian Outreach Centre	4	0.02%

2   Fostering good relations and promoting equalities and equal opportunities

In our school we take pride in the range of work we do to foster good relations and promote equalities and equal opportunities. Ofsted reported in their last inspection in 2018 that:

"Pupils learn about other faiths, cultures and equal opportunities. Their sense of fairness and tolerance is evident in how they interact with others, both in and out of lessons. Inspectors agreed with pupils' views that the school is a harmonious community where differences are celebrated"

You can read more about our approach to fostering good relations in the following policies:

- Education for Personal Relationships / PSHE Education

- Anti-bullying Policy

We also aim to promote equalities and equal opportunities by:

- Providing annual staff training on at least one aspect of equality and diversity.

- Developing the whole school environment, curriculum and promotional literature so that it reflects the diverse community within which we live. We aim for all students in our school to see themselves reflected in what we study, the assemblies we hold and in our displays.

- Giving clear messages about expectations as part of school values and this includes regular assemblies and liturgies which promote Caritas. We also mark Equality Calendar events such as Black History Month and Anti-Bullying Week.

- Constantly reviewing and developing the PSHE Education curriculum so that it provides opportunities to explore values and attitudes, understand similarities and differences and builds understanding of different groups and our own identities. We have recently reviewed our curriculum to ensure we do sufficient work on human rights including rights for lesbian, gay, bisexual and trans people. We also use Community and Voluntary Sector visitors to enrich the curriculum and these include Allsorts Youth Project, Terence Higgins Trust (Positive Voices) and Humanutopia. Please see our PSHE curriculum map which shows the learning by year group: https://www.cncs.co.uk/wp-content/uploads/2016/03/PSHEE-Curriculum-Map-2018.pdf

- We also fundraise for charities such as Mary's meals which enables links with schools internationally.

- For students who struggle to understand the importance of respect for others we have a range of interventions including small groups work, discussions with the Police Neighbourhood Schools Officer and the Community Safety Team.

3   Eliminating discrimination information

We work in partnership with parents/carers, students and the whole school community to prevent all forms of bullying and prejudiced based behaviour and you can read more about our approach to bullying and eliminating discrimination in our Anti-Bullying Policy and Education for Personal Relationships Policy. We have developed a peer mentor programme so that students provide support to other students.

All bullying and prejudiced based incidents are recorded on SIMS. These records are used to inform the assembly programme and the PSHE education curriculum and to support and track individual students. Incidents are discussed during pastoral meetings and reported termly to governors meetings. The school also participates in the local authority Safe and Well School Survey where the data is analysed and used to measure impact and inform next steps. This data is also reported back to the whole school community on an annual basis.

Our understanding of how discrimination could affect groups of our students is further informed by national research such as that from Stonewall (homophobic bullying), research compiled by the Anti-Bullying Alliance and local health and other Brighton and Hove Data.

4   Advance equality of opportunity information

Our students achieve well and in line with or above national averages, however we are ambitious for them and we are aware that there are gaps between the achievement of some groups. Our vision for

2020 states that we will ensure consistently high outcomes for all groups of students especially vulnerable and disadvantaged and:

- We put the disadvantaged first

- Designated funding is used effectively to narrow existing gaps

- Develop systems of assessment, particularly for the new accountability measures

Disability Access

Our actions to support disability access are contained in our SEND Information Report. This can be found on our website here:
https://www.cncs.co.uk/information/send

Staff equality information

To comply with the Equality Act 2010 we also publish Staff Equality information. This can be found on our website here:
https://www.cncs.co.uk/information/policies

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Equality Action Plan September 2018 – September 2019

Objective	Actions	Responsibility	Timescale
Ensure the curriculum and whole school environment reflects the diverse community and builds aspirations	• Curriculum review to be undertaken, looking at all key stages and at wider curriculum • Equality and diversity learning walk with community champions and Local Authority to review progress • Poverty Proofing the School Day audit undertaken and recommendations adopted	CJ	Easter 2019 July 2018 December 2018
Develop whole school understanding of the impact of gender stereotyping and to challenge sexist and sexualised language.	• Major CPD programme which addresses wide ranging equalities and diversities issue, involving all teaching staff • Following on from this, areas identified for whole school development which will lead to action plan to ensure that all students are known and loved	FB	December 2018
To improve student and parent reporting of bullying and prejudice and recording of incidents	• Kidscape training for 50 year 9 students and further training for example from Allsorts Youth Project • Development of clear roles and responsibilities for peer mentors • Development of range of methods for students to report bullying and prejudice • Deliver staff training to raise awareness of bullying including reminding of the importance of recording bullying and prejudiced based incidents • Provide information and workshop for parents and carers on bullying and how to report it • Anti-bullying blog run by students on Firefly	CJ/TC	December 2018 New cohort of peer mentors – July 2019

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Religious Education	Different Faiths are celebrated through the RE Curriculum within the context of enabling students to understand the religious and cultural backgrounds of these different faiths. An important aspect of this work is to develop empathy in our students towards people of different life views.	GN	July 2019
	The department continues to review and develop the resources that enable a deeper understanding and acceptance of the different faith communities. In KS4 the new GCSE has a requirement for 25% to be a second religious tradition and the school has chosen Islam as this is the second biggest practising community in the city.		
History Department	Development of Holocaust Day – Year 9 will have a 90 minute workshop (whole Year group) and series of additional workshops which they can volunteer for. This will be run by the Holocaust Education Trust.	AH	April 2019
Music, Art and Drama Departments	The school has recently been awarded 'Artsmark' Gold which is awarded by the Arts Council England. As part of this process we have had to demonstrate our commitment to widening participation and enabling more vulnerable students to participate in the arts. Examples of this have been the development of a programme of Arts Award Bronze for students using the Zacchaeus centre and events such as the Children's Parade where we have made it our mission to include students who do not normally have the opportunity to participate in the arts. We also use the PP budget to subsidise arts trips and instrumental tuition. We have set up a School Improvement Group focusing on widening participation in the arts and other extra-curricular activities such as sports. The Schools Equality Action plan will then fully demonstrate a commitment to equality of education and opportunity of arts and culture experiences in line with the Equality and human rights commission's protected characteristics. More pupil premium students will be engaged in extracurricular activities and there will be improvement in levels of progress and Pupil premium parents are more engaged in the process.	CL	July 2019

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EAL and BME provision	The school has recently appointed a senior teacher with overall responsibility for EAL students who will work closely with the EMAS team	SN	
	They aim to: • Close the achievement gap between EAL/BME pupils and their peers • Build staff capacity to plan and deliver lessons that meet the needs of EAL and BME learners • Promote a culture of high expectations • Ensure that our ministry of welcome is fully extended to incoming EAL students and their families • Participation in BME mentoring programme in association with the University of Brighton (involving 2nd year Pharmacy students working with a group of our BME students)		On going

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