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**St Anne's Catholic School**

6 Durham Street

London SE11 5 JA

## **Equality Information and Objectives 2017-2018**

### **St Anne's Catholic School Mission Statement**

Help all to develop a closer personal relationship with Christ;

Live by, teach and respect the values of the Catholic Church;

Promote honesty, respect, justice, tolerance, kindness and forgiveness.

Provide a welcoming, safe, loving and caring environment;

Treat everyone equally;

Celebrate cultural diversity and the uniqueness of the individual;

Teach our children to look after their world;

Encourage them to be responsible, independent, enthusiastic learners and do their best at all times;

Encourage them to develop their talents;

Offer high-quality teaching through a creative, fun, challenging and broad curriculum;

Work in partnership with families, governors, the parish and the wider community.

## **1. Promoting equality and community cohesion at St Anne's Catholic School**

1.1 At St Anne's we have a strong commitment to fairness and equality in everything that we do.

- (i) We endeavour to ensure that everyone is treated fairly and with respect.
- (ii) We work hard to make sure that the school is a safe and secure environment for everyone.
- (iii) We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- (iv) We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- (v) 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.
- (vi) 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.

1.2 We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

1.3 We also welcome our specific duties to publish information 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 or disadvantages.

1.4 Meeting our duties to promote community cohesion, and the spiritual, moral, social and cultural development of pupils, also supports how we meet the needs of different groups of pupils and how we foster good relations.

1.5 We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- (i) pupils from certain ethnic and cultural backgrounds
- (ii) pupils who are supported by the Pupil Premium
- (iii) pupils who are disabled

For more information about our work on equalities at St Anne's Catholic School please contact:

**Mrs Catherine Davis, Head Teacher**

## Information about the student population

2.1 Number of pupils on roll at the school: 422 (Census Autumn 2017)

### 3. Information on pupils by protected characteristics

3.1 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.

3.2 The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

#### 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.'

3.3 Some pupils at the St Anne's Catholic School have a Statement of Special Educational Need or an Education, Health and Care plan (EHCP).

The types of need identified in these documents include:

- (i) Speech, Language and Communication Needs (SLCN)
- (ii) Autistic Spectrum Disorder (ASD)
- (iii) Moderate Learning Difficulties (MLD)
- (iv) Dyspraxia
- (v) Dyslexia

Special Educational Needs (SEND) Provision		
	Number of pupils	Percentage (%) of school population
Special Education Need	30	7%
Statement of Special Educational Need/EHCP	12	3%

### Ethnicity and race

Ethnicity Code	Boy	Girl	Total
Asian Indian	2	1	3
Asian Other	4	4	8
Black African	63	82	145
Black Caribbean	7	6	13
Black Other	7	5	12
Mixed Other	11	8	19
Mixed White Black African	0	1	1
Mixed White Caribbean	5	2	7
Any Other Ethnicity	57	38	95
White British	7	5	12
White Other White	27	25	52
White Portuguese	27	28	55
<b>TOTAL</b>	<b>205</b>	<b>217</b>	<b>422</b>

<b>Gender</b>	
Male	217
Female	205

<b>Religion and Belief</b>	<b>Number</b>
Roman Catholic	359
No Religion	10
Anglican (CofE)	48
Hindu	3
Muslim	1
Sikh	1

#### **4. Gender reassignment**

We do not collect this information on our pupils.

#### **5. Sexual orientation**

We do not collect this information on our pupils.

#### **6. Information on other groups of pupils**

6.1 Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

6.2 In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

<b>Student 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	192	166	358	85%
Number of pupils who are at an early stage of English language acquisition	A = 4 B = 14 C = 44	A = 10 B = 32 C = 58	A = 14 B = 46 C = 102	A = 3% B = 11% C = 24%

<b>Pupils from low-income backgrounds</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of population</b>
Number of pupils eligible for Pupil Premium	58	49	Ever 6 = 107	25%
<p><b>Children Looked After</b></p> <p>We currently have no looked after pupils.</p>				

6.3 The school receives additional funding for pupils eligible for free school meals and (where appropriate) for looked after pupils. Information on the use of the Student Premium is available on our website.

## **7. The public sector equality duty**

7.1 The information provided in this section shows how we are meeting the public sector equality duty. We are required to have due regard for the need to:

- (i) **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- (ii) **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- (iii) **Foster good relations** between people who share a protected characteristic and people who do not share it.

7.2 The information below is a summary of how we have due regard to the need to **eliminate discrimination, harassment and victimisation**. Please contact us if you would like to see copies of any of our school policies.

- (i) We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- (ii) Our Governors have been briefed on their legal responsibilities under the Equality Act 2010, and have also been involved in supporting how St Anne's Catholic School meets the public sector equality duty.
- (iii) We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- (iv) We have a school behaviour policy that outlines our expectations of both pupils and staff in their interactions with each other.
- (v) We have a school anti-bullying policy that identifies our commitment to preventing and tackling all forms of bullying and harassment, including cyber-bullying and

prejudice-based bullying related to special educational need, sexual orientation, gender, race, religion and belief, gender reassignment or disability.

- (vi) We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, 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.
- (vii) We have a special educational needs policy that outlines the provision the school makes for these pupils.
- (viii) Our complaints procedure sets out how we deal with any complaints.
- (ix) We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- (x) We pay due regard within our recruitment practices, to safeguarding and protecting our pupils.
- (xi) We have procedures for addressing staff discipline, conduct and grievances.

7.3 The following pages provide information on how we 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 with protected characteristics.

## **8. Disability**

### **8.1 Summary information**

- (i) We are an inclusive school that pays due regard to the differences between our pupils, both those with and without a disability. Our commitment to viewing every student as an individual is paramount.
- (ii) We will endeavour to work closely with disabled pupils, their parents and staff in order to provide a high quality learning environment that reduces any inequalities or disadvantages that they might experience.
- (iii) Where appropriate, Individual Education Plans (IEPs) or SEN plans for disabled pupils will set out the ways that the curriculum will be made accessible.

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

- (i) Data on medical and other needs is shared with staff on a need to know basis so that individual needs are met.
- (ii) We will involve parents of disabled pupils when developing and reviewing IEP's and SEN plans.
- (iii) Where appropriate, staff will report any concerns about the needs or progress of disabled pupils by using a concern form.
- (iv) We will develop a multi-agency approach to meet individual needs including working with the school nurse and a range of outside agencies.
- (v) We will consult disabled pupils and their families about services and provision.
- (vi) Our welcome and admission procedures for new entrants to the school will aim to identify the needs of disabled pupils.
- (vii) Within the physical limits of our school buildings we will make reasonable adjustments to ensure that disabled pupils are not put at a disadvantage compared with other pupils.
- (viii) We will carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum and increases the availability of accessible information.

### **8.3 How we foster good relations and promote pupils' spiritual, moral, social and cultural development:**

- (i) Displays in the school include positive images of disability.
- (ii) Our curriculum supports all pupils to understand, respect and value difference and diversity.



- (iii) We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience. We tackle prejudice and any incidents of bullying based on disability.

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

- (i) We will endeavour to successfully integrate all pupils with disabilities into the student body so that they do not feel isolated or discriminated against.
- (ii) We will continue to ensure that St Anne's builds on our successful experience of integrating all groups of pupils.

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

#### **9.1 Summary information**

- (i) St Anne's is committed to ensuring that all pupils achieve the highest possible standards.
- (ii) Attainment and progress data is analysed to identify EAL learners who are either attaining below the level of their peers or making slower progress than their peers in order that interventions may be put in place to improve outcomes.

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

- (i) There is in-class support for EAL pupils.
- (ii) There is a specific EAL project taking place this year for identified children.
- (iii) Our pro-active staff shares good practice through whole-school Inset and through daily and weekly meetings.
- (iv) We communicate with EAL families in their own language, when needed.

#### **9.3 How we foster good relations and promote pupils' spiritual, moral, social and cultural development:**

- (i) We celebrate ethnic and cultural diversity, for instance during International evening, Easter and Jewish New Year Celebrations (where different cultures are explored and celebrated) and through school displays.
- (ii) We ensure that the curriculum challenges racism and stereotypes.
- (iii) We endeavour to explore religious and cultural diversity through our Religious Education and our Topic lessons.

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

- (i) EAL Learners make progress and regularly experience success.

- (ii) EAL learners regularly receive Awards and Certificates for their work and for contributing positively to the school community.
- (iii) We plan to continue to track and evaluate our interventions more rigorously.
- (iv) Our EAL Lead is developing a robust action plan to develop EAL provision across the school.

## **10. Gender**

### **10.1 Summary information**

- (i) St Anne's Catholic School is a co-educational Catholic School with 422 pupils on roll (Census Autumn 2017).
- (ii) Boys account for 51% of the school population.

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

- (i) We have a female Deputy Head Teacher who supports staff in ensuring the Curriculum meets the diverse needs and interests of all of our pupils.
- (ii) Enrichment opportunities (summer term) are available in response to student interest and demand, for instance many of these activities reflect the specific interests of our girls.
- (iii) Displays for learning around our school celebrate the successes of all of our pupils.
- (iv) We actively encourage girls to participate in sports that may have traditionally been perceived as 'male' dominated arenas, for example football.

### **10.3 How we foster good relations and promote pupils' spiritual, moral, social and cultural development:**

- (i) School trips and activities are aimed at encouraging equal participation from boys and girls.
- (ii) Whole school events are created that do not have a gender bias, for example Enrichment activities, after-school club options.
- (iii) We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- (iv) We ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- (v) We aim to prevent and tackle any incidents of sexist language, bullying or harassment in line with the school Behaviour Policy.

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

- (i) We will survey pupils to ascertain how positive they are about the quality and variety of learning experiences that they receive.

- (ii) Pupils feel confident that they take ownership and can make suggestions about many of their learning experiences, particularly school trips.
- (iii) We will continue to develop wider opportunities for our pupils to develop spiritual, moral, social and cultural awareness.

## **11. Gender identity or reassignment**

### **11.1 Summary information**

- (i) Although it is rare for pupils to want to undergo a gender reassignment, when a student does so a number of issues arise that will need to be sensitively handled.
- (ii) St Anne's Catholic School aims to check its practices to ensure that any pupils undergoing a gender reassignment do not experience unfair or less favourable treatment.

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

- (i) We will endeavour to offer and provide counselling and support to pupils affected by gender reassignment within their family, to ensure their particular needs are met.

### **11.3 How we foster good relations and promote pupils' spiritual, moral, social and cultural development:**

- (i) We will aim to tackle all incidents of transgender bullying whether these are directed at pupils, teachers or other members of staff, parents and carers, or transgender people in the community.

## **12. Religion and belief**

### **12.1 Summary information**

- (i) We value the Catholic ethos of St Anne's and we welcome members of all faiths into the school community. We recognise and celebrate religious festivals through assemblies. Each year children study other faiths to help develop their understanding of the belief of others.

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

- (i) Collective worship in the school is inclusive and recognise that we are a multi-faith community.
- (ii) We ensure that pupils from non-Christian faith communities are allowed to observe religious festivals and events during the school term.

- (iii) Pupils from all religious backgrounds are encouraged to take part in acts of collective worship.

### **12.3 How we foster good relations and promote pupils' spiritual, moral, social and cultural development:**

- (i) As a catholic school our curriculum, including RS, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- (ii) There are many faith and cultural events and performances, for instance Masses, Carol Services and Harvest Celebrations and parents and carers are invited to these.
- (iii) Positive images are on display that depicts diversity.
- (iv) The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- (v) Participation in services and assemblies teach pupils the value of religion and religious thought.
- (vi) SMSC links are an intrinsic part of lesson planning and teachers plan to develop this in their lessons.
- (vii) There are numerous opportunities for reflection throughout every week which foster spiritual development.
- (viii) Pupils are encouraged to reflect on a range of issues and learn respect and tolerance for a range of cultures, faiths and viewpoints.

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

- (i) Our pupils often attend RE lessons in the Church where they explore spiritual development and reflect on how this relates to their own religious beliefs.
- (ii) Through curriculum planning pupils will have greater opportunities in future to engage with the local community and to develop their social and moral compasses. This may lead to a social enterprise project.
- (iii) Opportunities are being explored for pupils to participate in community charity events in the coming academic year including the Southwark Crisis Fund, The Catholic Children's Society and the Bambang Sunshine Project (supporting special needs children in the Philippines).

## **13. Sexual orientation**

### **13.1 Summary information**

We are committed to providing a safe environment for all pupils.

- (i) We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay, bisexual or transgender.
- (ii) Pupils, parents and other contacts with St Anne's are not discriminated against on the basis of their sexuality.

### **13.2 How we foster good relations and promote pupils' spiritual, moral, social and cultural development:**

- (iii) Our anti-bullying policy that identifies our commitment to preventing and tackling all forms of bullying and harassment, including cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, gender, race, religion and belief, gender reassignment or disability.
- (iv) As a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual staff and parents.

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

- (i) We will continue to challenge homophobic attitudes and language if and when displayed.

## **14. Consultation and engagement**

14.1 We aim to engage and consult with pupils, staff, parents and carers, and the local community, so we can develop our awareness of equality issues, learn about the impact of our policies, set equality objectives and improve what we do.

14.2 Our main activities for consulting and engaging are:

- (v) We try to ensure we have a focus on contact with parents.
- (vi) We intend to consult and engage pupils, staff, families and the community through stakeholder surveys, student voice, Annual Reviews and Parents' Evenings. The outcomes and resulting action points are shared with staff, pupils and parents.
- (vii) We have an active Pupil Voice (School Council) panel, in which pupils from culturally diverse backgrounds are involved.
- (viii) Our school based Learning Mentor is working to enable pupils to support one another in the school, particularly in addressing issues of conflict (Peer Mediators).

## **15. 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 other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

### **15.1 Equality objective 1:**

**We aim to develop and implement all parents' and the wider community's support and participation in pupils' learning by 2018.**

This will be achieved by

- (i) Providing workshops on key issues including E-safety
- (ii) Develop parent volunteering opportunities, through FOSA and through welcoming volunteers in to school
- (iv) Ensure all communication to parents is parent friendly
- (v) Increase use of the Parent Questionnaire
- (vi) Providing parent workshops linked to the curriculum (English and Maths)
- (vii) Deepen links with community leaders.

### **Progress we are making on this objective:**

We are looking at ways in which we can engage parents with their child's learning and school life in a more natural way.

Parent workshops for KS1 and Y5 parents and pupils aim to help parents to support their children with their learning as well as developing their own skills.

Conversations have begun with community stakeholders (including FoSA) to help engage them with school life at our school.

### **15.2 Equality objective 2:**

**We aim to increase participation of particular groups (pupils eligible for Pupil Premium) in school and external social activities by 2018.**

This will be achieved by:

- (i) Continue to clearly identify and track Pupil Premium learners and map progress
- (ii) Ensuring the Pupil Premium is used to support the outcomes of our FSM pupils
- (iii) Use of ICT to enhance learning experiences
- (iv) Ensuring the majority of FSM making at least expected progress

- (v) Developing the role of Teaching and Learning Support Assistants to ensure that they maximise their impact with key pupil groups.
- (vi) Exploring opportunities for Pupil Premium learners to develop social lives outside of school (clubs/sports)

**Progress we are making on this objective:**

Pupil premium pupils are identified and their progress is carefully tracked. iPads are used by some learners however this will need to be developed further. Interventions are rapidly put in place for all learners where they are not making expected progress; these will need further consideration going forward. Further CPD opportunities will be needed for new Learning support Assistants to ensure that they maximise impact on Premium learners.

### **15.3 Equality objective 3:**

**We aim to regularly review the special educational needs of our pupils and ensure that appropriate CPD is in place for staff to meet their needs.**

This will be achieved by:

- (i) Regular review of SEN pupil data by the Inclusion team
- (ii) Termly Inclusion meetings with teaching staff to discuss each pupil's needs
- (iii) Appropriate CPD put in place to address pupil needs

**Progress we are making on this objective:**

The school Inclusion team has begun the 2017-18 cycle of meetings. These are attended by the Head of Inclusion, SENCo, Learning Mentor, class teacher and Teaching Assistant. These meetings inform CPD sessions. INSET is planned throughout the academic year on IEP reviews, questioning, independent learning.

### **16. Information about our employees**

We are required to publish information about the diversity of our workforce if we have more than 150 employees.

This information provides a profile of our workforce, as well as our employment practices and achievements.

### **17. Information on staff by protected characteristics**

We collect equality monitoring information from a section on job application forms which is removed before short-listing

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.

17.3 As of November 2017, the school employs 54 staff. Our staff are employed in the following main groups:

- (i) Senior Leadership
- (ii) Teaching staff
- (iii) Support staff
- (iv) Administrative staff/Premises

**18. Age**

	<b>Under 21</b>	<b>21 - 30</b>	<b>31 - 40</b>	<b>41 - 50</b>	<b>51 - 60</b>	<b>61+</b>
% of staff	NA	22%	18%	32%	28%	6%

**19. Disability**

We do not currently collect data on our employees and disability. We aim to further improve how we collect data on the diversity of our workforce.

**20. Ethnicity and race**

	<b>% of staff</b>		<b>% of staff</b>
Asian or Asian British	2%	Mixed	2%
Black or Black British	4%	White British	56%
Chinese	0%	White Irish	9%

**21. Gender**

	<b>% of staff</b>
Female	91%
Male	9%



## **22. Sexual orientation**

Data on the sexual orientation of our employees is not currently recorded.

## **23. Additional information**

### **23.1 Recruitment and selection of staff**

- (i) Recruitment procedures are reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria are reviewed to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.
- (ii) All candidates are assessed equally against the criteria without exception or variation.
- (iii) The school takes steps to ensure that information about vacancies reaches a wide variety of potential candidates, including those that might be currently underrepresented in the workforce.
- (iv) All vacancy advertisements include an appropriate short statement on our Equal Opportunities Policy
- (v) Appointments of school staff are made by a recruitment panel that includes at least one person who has been trained in safer recruitment. Recruitment & Selection training is covered in the Safer Recruitment training.

### **23.2 Activities that promote equality for our employees**

- (i) We aim to ensure that no member of staff or applicant is subject to unlawful discrimination on the basis of their gender, sexual orientation, marital or civil partner status, gender reassignment, race, religion, or belief, colour, nationality, ethnic or national origin, disability or age, pregnancy or trade union membership or the fact that they are a part time worker or a fixed term employee.
- (ii) We aim to provide a workplace free from harassment, bullying and victimisation.

### **24.1 Grievances and disciplinary procedures**

We have procedures for addressing staff discipline, conduct and grievance. Our procedures set out a number of elements underlining the importance of dealing with such matters fairly, including protection from prejudice and natural justice.