



**Newman**  
Catholic College  
Excellence Through Faith

# Equality information policy and objectives

## School policy statement on equality and community cohesion

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

As a Catholic school, we recognise that Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

- **the uniqueness of the individual**

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

- **the search for excellence**

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

- **the education of the whole person**

We offer students the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare students for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

- **the education of all**

We have the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

- **moral principles**

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our students to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we will strive to ensure that:

- any person recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and required to support them;
- students who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

We acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in "inequality by default". We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary. However, as Catholics, we also recognise the centrality of current legislation in promoting equal opportunities.

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.

For more information please contact:

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Mrs.B.Jeeves (Member of governing body with responsibility for equality issues)

Tel: see above Email: see above

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: **760**

#### **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: **10**

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

- Cystic Fibrosis
- Chronic Lung Disease
- Epilepsy
- Thalassemia
- Sickle Cell

**School context with SEN focus**

<b><u>Feb 2016</u></b>	<b>Totals</b>	<b>RC</b>	<b>CLA</b>	<b>SEN</b>	<b>K</b>	<b>FSM</b>
	Feb 2015 in brackets			<b>St.</b>	<b>SEN support</b>	
<b>Y7</b>	93	42		4	14	23
<b>Y8</b>	75	39		2	5	18
<b>Y9</b>	99	52		1	13	27
<b>Y10</b>	114	62	2	1	10	21
<b>Y11</b>	216	84	14	1	17	41
<b>Y12/13</b>	67	71	3	1	2	22
<b>Total</b>	<b>(610) 764</b>	<b>350</b>	<b>19</b>	<b>10</b>	<b>61</b>	<b>152</b>
<b>%</b>		<b>46%</b>	<b>2%</b>	<b>1%</b>	<b>8%</b>	<b>20%</b>

**SEN Need type**

<b>Code</b>	<b>Description</b>	<b>Secondary Need</b>
MLD	Moderate Learning Difficulty	7
SEMH	Social, emotional and mental health	5
SLCN	Speech, Language and Communication Needs	3
ASD	Autistic Spectrum Disorder	1
NSA	SEN support but no specialist assessment of type of need	2
OTH	Other Difficulty / Disability	5

**Ethnic Context**

<b>Ethnicity Code</b>	<b>Description</b>	<b>Number of Pupils</b>
AAFR	African Asian	1
ABAN	Bangladeshi	1
AIND	Indian	175
ANEP	Nepali	4

AOTA	Other Asian	57
APKN	Pakistani	5
ASLT	Sri Lankan Tamil	8
BAOF	Other Black African	28
BCRB	Black Caribbean	44
BGHA	Black - Ghanaian	13
BNGN	Black - Nigerian	5
BOTH	Any Other Black Background	22
BSOM	Black - Somali	18
CHNE	Chinese	1
MOTH	Any Other Mixed Background	27
MWAI	White and Indian	2
MWAO	White and Any Other Asian Background	4
MWBA	White and Black African	14
MWBC	White and Black Caribbean	5
NOBT	Information Not Yet Obtained	5
OAFG	Afghan	11
OIRQ	Iraqi	7
OKRD	Kurdish	1
OPEG	Other Ethnic Group	8
OTHA	Thai	1
REFU	Refused	8
WALB	Albanian	6
WBRI	White - British	37
WEEU	White Eastern European	86
WGRK	Greek	1
WIRI	White - Irish	7
WIRT	Traveller of Irish Heritage	1
WITA	Italian	10
WKOS	Kosovan	1
WOTW	White Other	65
WPOR	Portuguese	58
WROM	Gypsy / Roma	2
WSER	Serbian	2
WWEU	White Western European	11

### 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.*

## Sexual orientation

- *We do not collect data on the sexual orientation of our 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:

## Looked after children

**There are 18 Looked after children at our school.**

**The school has appointed a member to staff with special responsibility for CLA**

## Commentary

According to Ofsted in September 2011," Groups of students from a wide range of ethnic and cultural backgrounds work harmoniously within the exceptionally caring Catholic ethos. The social, moral, cultural and spiritual aspects of learning are well developed and are underpinned by the values of the UNICEF Rights Respecting Award initiative." (Ofsted report p.4). In recent years we have developed this concept and promote "Newman Values" as a means of not only welcoming young people to NCC but in many cases also to the UK. This has presented numerous challenges for the college as we have grown from 450 in 2010 to 760 in 2016

## Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about.

- We are aware that the level of academic performance of all our students needs to be improved if they are to compete successfully in the modern world .In 2011 the school achieved GCSE A\*-C including English and Mathematics of 38% as opposed to a national average of 56 %. This rose to 45% in 2013, 43% and 42% in the subsequent year. Whilst Value Added is very strong we seek a major increase in attainment.
- The school is concerned about the academic performance of BCRB. Since September 2018 this has been a major area of focus.We have appointed a BCR champion and a number of initiatives have taken place to support the development of this cohort.
- Attainment at GCSE of SEN pupils with a statement also remains an area for improvement.
- The school has grown considerably in recent years and is keen to ensure that the many new students who arrive from overseas are informed about life in Britain as well as achieve academically. Many of these students have had an intermittent educational experience as well as arriving in the UK seeking refuge from conflict. As a result, attendance, social capital and awareness of life and values in Britain remain a priority and area for vigilance and development. We seek to address these issues through "Newman Values "plus a range of assemblies, tutor and bespoke interventions.

### **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 if you would like to see copies of any of our school policies.

- 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.
- Members of our Governing body have had training on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that makes explicit the need to eliminate discrimination, harassment and victimisation.
- We have a school anti-bullying policy that promotes the core principles of the Equality Act.
- 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.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- We have an accessibility plan that makes provision for students with visual impairment. All the stairs in the Hinsley block have had the edges highlighted with high definition permanent tape to provide extra clarity. We have also moved classes to the ground floor on the occasions where a student has been unable to climb stairs as a result of an accident which has affected his mobility.
- Our admission arrangements are aligned with the stipulations of the Equality Act
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that highlights the New Teacher Standards of September 2012 as well making clear to all our intolerance for all forms of discrimination, harassment and victimisation.
- The school has shown due regard for the PSED by informing staff of the new requirements, rewriting school policies and regular discussion at Senior Leadership and Governing board meetings.
- All staff have had training in the last 12 months on Safeguarding , Prevent ,

Under the Equality Act 2010, we are also 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.

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

- Fortnightly Head of School and Social Inclusion meetings to monitor progress of disabled pupils.
- Fortnightly progress meetings
- Intervention strategies to support progress.
- Regular parental meetings.
- A wide range of external partnerships. These include the Metropolitan police (we hold regular Safety Arches), Education Welfare, Sport and Thought, Cardinal Vaughan Memorial School, St Joseph's RC Primary school, London Citizens, Inclusion Support Officer, LSA support, Teens & Toddlers, Student Council, Work Ready, Gifted & Talented, Connexions, US Charitable Trust and Into University.
- The video "Newman United" summaries our ethos

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

- SMSC
- UNICEF ( We are the only L1 secondary school in Brent and are working towards L2 )
- Promotion of Newman Values
- Focus on the experience of disabled people at assemblies.
- Tackling prejudice/bullying.
- Student Council
- Youth Travel Ambassadors
- Harlesden Young Voices

**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)

- There are no major issues among ethnic groups regarding attendance.
- FTE are below the national average and no ethnic groups are overrepresented.
- Academic performance of Black Caribbean, Other Black and Any Other Asian background are all below national thresholds in Year 11 attainment ( 2015 GCSE results )

**How we advance equality of opportunity:**

- Attainment & progress of all ethnic groups monitored.
- Targets are set to improve attainment & progression rates of particular groups of pupils.
- Cultural diversity day celebrates the richness of our community.
- Pupils brought to the attention of outside inspectors report they are pleased with the diversity of staff as well as their peers.
- Bespoke parents' evenings for vulnerable, hard to reach groups.



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

- Social, Moral, Cultural and Spiritual guidance.- quote from S48
- UNICEF.
- Assemblies & literacy sessions provide opportunities for pupils to learn about other cultures.
- The school takes an active part in black history month through the delivery of bespoke lessons and aspiration evenings.
- The school is involved in annual events such as Holocaust Memorial Day to highlight the importance of resisting discrimination, harassment and victimisation.
- The curriculum is supported by resources that provide a range of positive images reflecting the diverse communities of modern Britain.
- The school has an active school council which reflects the ethnic composition of the student population.
- An active anti bullying group produces resources and has a high profile around the school. They promote a clear message that discrimination, harassment and victimisation will not be tolerated

### **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 performance data indicates that religion and belief is not a determining factor in academic achievement.

It is important to highlight that 10 % of the student cohort is Muslim and 11% Hindu. We are proud of our inclusive multi faith community and the manner in which Newman values help engender tolerance and respect for all.

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

- All religious festivals are discussed in weekly assemblies.
- Pupils from different religious groups play a prominent role in the liturgy committee; student council and anti bullying group.
- External visitors to the school have commented on the sense of togetherness.
- Translation of prayers
- Pupils of all faiths attend and participate in mass.

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

- SMCS
- UNICEF
- The school's curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs.
- The RE curriculum enables pupils to develop respects for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- The school engages in daily collective worship, assemblies and visits to local faith communities.

The school is tackling bullying or harassment on the basis of faith and belief.

- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia.
- We participate in award and accreditation schemes such the Rights Respecting Schools Award.

- Unicef values are linked to each curriculum area.

#### Part 4: Consultation and engagement

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

Our main activities for consulting and engaging are:

- Parents' Evenings
- Newsletter
- Letters and texts
- Community evenings
- Staff meetings including MLF
- SLT meetings
- Governing Board meetings.

#### Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
15..5.12	SLT	Each member of team made contributions	Policy updated.
1.6.12	Brent Adviser	Discussion of progress to date.	As above.
12.6.12	SLT	As above	As above
10.7.12	Staff	As above	
13.7.12	Governors	Document posted to all Governors	
22.2.16	Policy updated at SLT and sent to staff		
17.3.16	Policy presented to Personnel Committee		Policy updated

#### Part 5: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

<b>Date</b>	<b>Policy or decision</b>	<b>Equality issues we considered</b>	<b>Action taken or changes made</b>
Policy renewed annually	Learning & teaching policy	Ensuring that all staff are aware of the equality issues relevant to the document.	Policy has been re written and approved by Governors
Policy renewed annually	New teacher standards and Appraisal & Capability procedure	Staff informed of new standards and implications of Appraisal policy.	Policy has been re written and approved by Governors
Policy renewed annually	Behaviour Policy		Policy has been re written and approved by Governors
Policy renewed annually	Anti-Bullying policy		Policy has been re written and approved by Governors
Policy renewed annually	SEN policy		Policy has been re written and approved by Governors
Policy renewed annually	Accessibility Plan		Policy has been re written and approved by Governors
Policy renewed annually	Complaints procedure.		Policy has been re written and approved by Governors

## 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 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.

### Equality objective 1:

**To ensure that attendance rates increase for all groups within the school to 95 % by July 2020 (see action plan).**

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

- Weekly pastoral attendance meetings
- Letters & texts sent home on weekly basis ( in a variety of languages )
- High profile given to attendance issues across school

**Equality objective 2:**

**To improve the performance of of Black Caribbean pupils.**

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

- School employs specialist staff to focus on at risk groups.
- Staff awareness of underperformance.
- Parental and student intervention programme is planned for Spring 2016.
- Since September 2018 the school has appointed a BCR champion. This has led to numerous initiatives to raise the academic profile of this cohort. Note that attendance and exclusions ( or behaviour are not an issue here but academic performance is below average )

**Equality objective 3: Ensure that we close the gap between all groups of students.**

**2014 and 2015 has**

witnessed disadvantaged pupils outperforming advantaged students. This included raising the aspirations of our female cohort.

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

- Progress meetings to focus on progress of all groups.

**Equality objective 4: To support the literacy development of students with below age literacy levels**

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

- Accelerated Reader plus Lexia data and the impact of the WSR.

