

Equality Statement

September 2016

Introduction

St Thomas More Catholic Academy is totally committed to promoting equal opportunity and inclusion. These equality objectives underpin our work and demonstrate our commitment to providing an environment that is free from prejudice or discrimination.

Mission Statement

Christ is at the heart of our community, where everyone is known and loved.

In fulfilling our mission we are a school of prayer. We live as a community of love, peace and reconciliation, valuing everyone's dignity as a child of God to promote and celebrate the growth and achievement of the whole person.

Policies

Equality underpins all that we do at St Thomas More and therefore is found referenced in many of our policies.

This statement is to make available information relating to the diversity of the school population, assess our performance in relation to the three aims of the equality duty and establish equality objectives for the next four years.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It simplifies the law, removing inconsistencies and making it easier for people to understand and comply with. It also strengthens the law in important ways, to help tackle discrimination and inequality.

The public sector Equality Duty (section 149 of the Act) came into force on 5th April 2011. The Equality Duty applies to public bodies and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The Equality Duty replaces the three previous public sector equality duties - for race, disability and gender. The Equality Duty now covers the following protected characteristics:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race - this includes ethnic or national origins, colour or nationality
- religion or belief - this includes lack of belief
- sex
- sexual orientation
- marriage and civil partnership (only in respect of the requirement to have due regard to the need to eliminate discrimination)

The Equality Duty has three aims. It requires public bodies to have due regard to the need to:

- **eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;**
- **advance equality of opportunity between people who share a protected characteristic and people who do not share it; and**
- **foster good relations between people who share a protected characteristic and people who do not share it.**

Having due regard, means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making. This means that consideration of equality issues must influence the decisions reached by public bodies - such as in how they act as employers; how they develop, evaluate and review policy; how they design, deliver and evaluate services, and how they commission and procure from others.

Our school population:

Year 7	Gender		Religion		Ethnicity		PP
	Male	97	Catholic	67	White British	109	76
Female	91	Christian	52	White European	17		
		Muslim	44	Kashmi Pakistani	38		
		No Religion	24	Other Asian	4		
		Other	1	Black	8		
				Other	13		
Year 8	Gender		Religion		Ethnicity		PP
	Male	99	Catholic	60	White British	123	61
Female	91	Christian	52	White European	6		
		Muslim	48	Kashmi Pakistani	40		
		No Religion	22	Other Asian	6		
		Other	8	Black	5		
				Other	11		
Year 9	Gender		Religion		Ethnicity		PP
	Male	92	Catholic	59	White British	99	57
Female	91	Christian	48	White European	13		
		Muslim	47	Kashmi Pakistani	44		
		No Religion	24	Other Asian	4		
		Other	5	Black	6		
				Other	11		
Year 10	Gender		Religion		Ethnicity		PP
	Male	97	Catholic	53	White British	107	61
Female	83	Christian	50	White European	6		
		Muslim	50	Kashmi Pakistani	44		
		No Religion	20	Other Asian	1		
		Other	7	Black	4		
				Other	19		
Year 11	Gender		Religion		Ethnicity		PP
	Male	77	Catholic	71	White British	117	47
Female	99	Christian	59	white European	11		
		Muslim	30	Kashmi Pakistani	25		
		No Religion	14	other Asian	1		
		Other	3	Black	6		
				Other	21		
Year 12	Gender		Religion		Ethnicity		PP
	Male	23	Catholic	30	White British	40	12
Female	32	Christian	13	white European	0		
		Muslim	9	Kashmi Pakistani	8		
		No Religion	2	other Asian	0		
		Other	1	Black	0		
				Other	7		
Year 13	Gender		Religion		Ethnicity		PP
	Male	28	Catholic	32	White British	42	3
Female	30	Christian	11	White European	0		
		Muslim	9	Kashmi Pakistani	6		
		No Religion	8	Other Asian	0		
		Other	1	Black	0		
				Other	7		
STAFF	Male 37 Female 99	Catholic 41 Other 95	White British 134 Other 2				

Equality Analysis

These statements are based on an evidence base held by the school. The school analyses its provision in order to make sure that it promotes equality and helps everyone to make the most of their talents.

- Both our GCSE and A level examination results indicate that students from a range of different groups perform well. However, whilst both boys and Pupil Premium students performed above national expectations at GCSE there are identified gaps in progress which we continue to strive to close. At A level gaps are also identified between these groups and we continue to develop the use of the discretionary bursary to close these further.
- Our curriculum is broad and balanced and it includes options as students progress throughout the school which maximise student choice. This is further increased at KS5 through our collaboration with other Sixth Form providers. Extra curricular opportunities are encouraged for all students.
- There is a large pastoral team with Heads of Key Stage, Heads of Year and Student Support throughout the school. This tightly knit pastoral structure ensures that all are supported during their time at St Thomas More. We offer a wide range of courses to support students to overcome barriers to their learning, often using external providers to support our students. In addition there is an organised and thorough pastoral programme throughout Year 7 to Year 13 which promotes equality, SMSC and FBVs.
- We continue to take a strong stance on bullying; this includes harassment or victimisation on any grounds. We address the issue of homophobic language, and continue to have a zero tolerance on racist or other discriminatory behaviours or language. All students are expected to respect themselves, each other, their environment and learning, as promoted through the student code of conduct.
- Although we are a Catholic school we welcome a wide range of different ethnic groups and those with diverse religious beliefs and/or cultures. We are proud that these students thrive within the school taking part in our Acts of Worship and liturgical celebrations. Within Religious Education students learn about other world religions along with the teachings of the Catholic Church.
- Our students get on very well with each other and with staff; staff work very well as a team, both in departments and across the school. The vast majority of students behave very well and have a commitment to their future. *'Students behave well. They treat each other ... with respect and consideration' (Ofsted 6/2015)*
- Our staff are well qualified and take pride in their work in the school. They include many of the different protected characteristics above, and relationships between staff and line managers are very positive.

We want, however, to do even better for our students and staff. We therefore propose the following equality objectives:

Proposed Equality Objectives – September 2016

Equality Objective	Protected Characteristic and Aim
Narrowing the gaps' in achievement between different groups and towards national standards through rigorous interrogation and investigation of data.	This is particularly important re. gender and race as protected characteristics. However, it is also important to look at PP and SEN students as other vulnerable groups.
Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities.	Whilst all students are encouraged to become evolved monitoring of engagement by pupil group will inform where more encouragement may be needed. Gaps may also be identified where additional groups can be set up.
To become a Dyslexia friendly school.	To work across the whole school to become a dyslexia friendly school where dyslexic students are supported through the implementation of a whole variety of strategies.