



CtKCC
Christ the King
Catholic Collegiate
Together as one community
with Christ at the centre



Equalities Policy

Date: April 2022

Adopted: May 2022

Review: April 2023

1. Aims

Christ the King Catholic Collegiate (CtKCC) Multi-Academy Company aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

This policy applies to all employees of CtKCC Multi Academy Company.

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2. 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

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

3. Roles and responsibilities

The Board of Directors and Academy Local Governing Bodies (LGB) will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Multi-Academy, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Academy Headteacher.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors.

The designated members of staff for equality in each school are:

<i>St John Fisher Catholic College</i>	<i>Mr G Murray, Mrs H Hodges</i>
<i>Our Lady & St Werburgh's Catholic Primary School</i>	<i>Mrs R Wilson, Mrs S Durkin</i>
<i>St Mary's Catholic Primary School</i>	<i>Mrs D Mellor, Mrs J Ellerton</i>
<i>St Teresa's Catholic Primary School</i>	<i>Mr N Price, Miss G Dyke</i>
<i>St Thomas Aquinas Catholic Primary School</i>	<i>Mrs S Moorhouse, Mrs K Hellawell</i>
<i>St Wulstan's Catholic Primary School</i>	<i>Mr B Grove, Ms J Wood</i>

The designated members of staff for equality will:

- Support the LGB and Governing Body in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor to raise and discuss any issues.
- Identify any staff training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

CtKCC is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff, Directors and LGB representatives are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at the start of the academic. Each academy has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils and staff with disabilities, or pupils and staff who identify as LGBTQ are being subjected to bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging and enabling all pupils and staff to be involved in the full range of school societies)

In fulfilling this aspect of the duty, CtKCC will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. reduced incidents of racist or homophobic/transphobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect any member of our school community.
- Publish an annual gender pay gap report.
- Work with the Professional Associations through termly JCNC meetings.

6. Fostering good relations

CtKCC aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting love, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, RSE,

citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, all school council have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

CtKCC ensures it has due regard to equality considerations whenever significant decisions are made.

The schools will always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equal opportunity policy statements

All equal opportunities statements are underpinned by our Catholic values of love, faith and service to others.

Age

CtKCC will:

- ensure that people of all ages are treated with respect and dignity
- ensure that people of working age are given equal access to our employment, training, development and promotion opportunities and
- challenge discriminatory assumptions about younger and older people.

Disability

CtKCC will:

- provide any reasonable adjustments to ensure disabled people have access to our services and employment opportunities
- challenge discriminatory assumptions about disabled people and

- seek to continue to improve access to information by ensuring availability of loop systems, braille facilities, alternative formatting and sign language interpretation.

Race

CtKCC will:

- proactively and reactively challenge racism wherever it occurs
- respond swiftly and sensitively to racists incidents and
- actively promote race equality in the Company.

Sex

CtKCC will:

- challenge discriminatory assumptions about women and men
- take positive action to redress the negative effects of discrimination against women and men
- offer equal access for women and men to representation, services, employment, training and pay and encourage other organisations to do the same.

Gender reassignment

CtKCC will:

- provide support to prevent discrimination against transsexual people who have or who are about to undergo gender reassignment
- prohibit and respond to all instances of discrimination, both from colleagues and externally.

Sexual orientation

CtKCC will:

- ensure that we take account of the needs of LGBT+ and
- promote positive images of LGBT+ people

Religion or belief

CtKCC will:

- ensure that employees' religion or beliefs and related observances are respected and accommodated wherever possible and
- respect people's beliefs where the expression of those beliefs does not impinge on the legitimate rights of others.

Pregnancy or maternity

CtKCC will:

- ensure that people are treated with respect and dignity and that a positive image is promoted regardless of pregnancy or maternity
- challenge discriminatory assumptions about the pregnancy or maternity of our employees and
- ensure that no individual is disadvantaged and that we take account of the needs of our employees' pregnancy or maternity.

Marriage or civil partnership

CtKCC will:

- ensure that people are treated with respect and dignity and that a positive image is promoted regardless of marriage or civil partnership;
- challenge discriminatory assumptions about the marriage or civil partnership of our employees and
- ensure that no individual is disadvantaged and that we take account the needs of our employees' marriage or civil partnership.

Ex-offenders

CtKCC will prevent discrimination against our employees regardless of their offending background (except where there is a known risk to children or vulnerable adults).

Equal pay

CtKCC will ensure that all employees, male or female, have the right to the same contractual pay and benefits for carrying out the same work, work rated as equivalent work or work of equal value.

Unconscious bias

CtKCC recognises the dangers of unconscious bias arising at work, which is where an opinion is formed on an individual by a manager or colleague without them necessarily being aware they have formed it.

There are many different forms of unconscious bias, ranging from an affinity towards those of a similar background to placing too much significance on what has been identified as a negative trait.

CtKCC will work against forms of unconscious bias in all decisions taken for employment, including recruitment, promotion and training opportunities, with a focus on promoting diversity and inclusion.

In particular, CtKCC will implement the following:

- Omitting all personal questions from job interviews
- Maintaining a diverse panel to make decisions
- Referring to specific job criteria when making recruitment decisions
- Discounting any favourable personal relationships with staff.
- Making decisions collectively between HR and management.

CtKCC is an equal opportunities employer that recognises the value of, and seeks to achieve, a diverse workforce which includes people from different backgrounds with different skills and abilities. CtKCC is committed to ensuring that the recruitment and selection of all who work within CtKCC is conducted in a manner that is systematic, effective and promotes equality of opportunity.

CtKCC will uphold its obligations under law, national collective agreements and our own Equalities Policy to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

9. Equality objectives

	<i>Objective</i>	<i>Why we have chosen this objective</i>	<i>To achieve this objective, we plan to:</i>
<i>All CTKCC</i>	Train all colleagues, directors and governors involved in recruitment and selection on equal opportunities, safer recruitment and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.	To ensure that all recruitment procedures are compliant with equal opportunities legislation.	Appropriate training on recruitment and selection procedures to ensure compliance.
<i>St John Fisher Catholic College</i>	To review levels of parental and learner engagement in learning and school life across all activities to ensure equity and fairness in access and engagement.	To ensure that all groups in the school have fair and equitable access to learning and activities.	-Deliver information mornings and transition sessions with Year 6/7 parents of learners with SEND. -Maintain a register of all extra-curricular activities that are attended by learners of SEND. -Establish EduKey as a tool to be accessed by all teachers to ensure that they meet the needs of learners with SEND.
	To close attainment and achievement between all groups of learners; specifically the male / female gap, the gap present for learners eligible for free school meals and entitled to Pupil Premium, learners with Special Educational Needs and Disabilities, Looked After Children and learners from different ethnic backgrounds.	To ensure all groups are supported to attain and achieve ensuring any barriers to learning are removed or reduced.	-Monitoring and review of live and collected data and responding proactively on a termly basis with short term, medium term and long term interventions across every Faculty, in the progress teams, across Learning Express and with key members of SLT.
	To make reasonable adjustments for colleagues with disabilities or long term conditions to better meet their needs and to help overcome any disadvantages experienced.	To ensure that our school is an inclusive and accessible working environment. This includes supporting colleagues with mental health and other conditions to ensure that signposting is in place to help manage their wellbeing.	- Assess the school site accessibility for pertinent areas. - Gather staff voice regularly through line management meetings in order to identify and act upon next steps for support and reasonable adjustments. -Proactively establish staff wellbeing initiatives.
	To act upon any incident involving the use of sexist, racist or homophobic language by learners or staff in the school and to respond through ensuring any future incidents are reduced.	To ensure that all members of the school community are treated with love, care and compassion irrespective of gender, race or sexuality.	- Deliver annual assemblies and annual staff equality training to enable them to challenge and respond to any such incidents. -Develop a racial equality strategy to support colleagues to respond to any such incidents
	To make our Catholic faith accessible to all and to be an inclusive Catholic community recognising the equality and important of all faith backgrounds in our school community.	To ensure that all groups are included in the Fisher Way (Educating and inspiring with joy, faith and love because we are an inclusive Catholic community)	-Deliver the Fishers group programme -Recognise important faith events for other religions represented in our school. -Deliver assemblies that ensure the accessibility of liturgical events is possible for all learners. -Develop learner and colleague voice regularly through School Council meetings for next steps.

<i>Our Lady & St Werburgh's Catholic Primary School</i>	<i>To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.</i>	<i>To ensure that all groups in the school have fair access to learning and activities. Focus especially on those with a primary language other than English</i>	<i>identify groups of parents and children in the Early Years to engage them in bespoke workshops and information sessions to allow access to learning/activities and support</i>
	<i>Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.</i>	<i>To ensure that the school is an inclusive and accessible working environment. In this we are learning to work with staff with mental challenges and how to best meet their needs in managing their well-being.</i>	<i>assess the building as regards to accessibility to all areas. To survey staff for any issues that need to be accommodated to ensure a conducive working environment</i>
	<i>Train all members of staff, Directors and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</i>	<i>To ensure that all recruitment procedures are compliant with equal opportunities legislation.</i>	<i>Appropriate training on recruitment and selection procedures to ensure compliance.</i>
<i>St Mary's Catholic Primary School</i>	<i>To continue to employ staff on their ability to perform the designated role effectively. Have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.</i>	<i>To ensure staff are employed based on their ability to perform their role. To meet the needs of all staff and to ensure that any disadvantages are addressed.</i>	<i>Develop reasonable adjustment agreements as, and when, is appropriate. To carry out an Accessibility Audit and implemented various reasonable adjustments including adjustments to our physical environment.</i>
	<i>Raise awareness of different cultures and diversity in our school for both pupils and staff. To equip staff members with increased understanding about racism (how to identify it and actions to follow)</i>	<i>For pupils to be aware of and embrace the cultural diversity of the school to ensure that the school maintains very low instances of prejudice-related incidents and to celebrate as a whole school community the diverse nature of our community.</i>	<i>Continue to celebrate the cultural diversity of the school. We acknowledge and recognise festivals and seasons in other religions. We celebrate International Day annually. We use PHSE curriculum time to promote anti-bullying across the school.</i>
	<i>To review the levels of parental engagement in learning and school life across all activities to ensure equity and fairness in access and engagement</i>	<i>Research such carried out by such bodies as the EEF state recognise that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.</i>	<i>To review the role of the Family Support Worker annually to identify where support and input is needed in learning and school life across all activities. Identify parents and carers of children that do not engage. The Family Support Worker to make contact with such parents and offer the necessary support. Review communication platforms to incorporate language translate facility.</i>
<i>St Teresa's Catholic Primary School</i>	<i>Raise awareness of different cultures and diversity in our school and wider community for both pupils and staff.</i>	<i>For pupils to be aware of and embrace the cultural diversity of the school and to celebrate the diverse nature of our community</i>	<i>Continue to celebrate the cultural diversity of the school. Acknowledge and recognise festivals and seasons in other religions and cultures. We celebrate Multi-cultural week annually. We use PHSE curriculum time to promote anti-bullying, respect and tolerance across the school.</i>
	<i>To make reasonable adjustments for all staff, children and parents with disabilities, to ensure their needs are met.</i>	<i>To ensure that the school is an inclusive and accessible working and learning environment.</i>	<i>Assess the building as regards to accessibility to all areas. Survey staff and parents for any issues that need to be accommodated to ensure a conducive working and learning environment</i>

			Review how information is shared with parents and children to ensure it is fully accessible
	To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.	To ensure that all groups in the school have fair access to learning and activities. Focus especially on those with a primary language other than English	Identify groups of parents and children in the Early Years to engage them in bespoke workshops and information sessions to allow access to learning/activities and support. Ensure parents have access to home learning materials including ICT
<i>St Thomas Aquinas Catholic Primary School</i>	<i>To promote pupils spiritual, moral, social and cultural development through appropriate curricular opportunities, with particular emphasis on promoting equality and diversity</i>	<i>To ensure that all groups in the school have fair access to learning and activities with all groups of learners represented. Focus especially on those with a primary language other than English</i>	<i>Identify groups of parents and children in the Early Years to engage them in bespoke workshops and information sessions to allow access to learning/activities and support. Provide activities and experiences that celebrate and embrace the cultural diversity within the school community, gaining an understanding of global citizenship.</i>
	<i>To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children</i>	<i>SEND children continue to make progress that is in line with, or better than their peers. Children with SEND can access the curriculum as fully as they are able. Children with SEND fulfil their potential including (where appropriate) achieving the Age Related Expectations or Greater Depth level for Maths, Reading and Writing</i>	<i>Careful tracking of attainment and progress for pupils with SEND. Target appropriate interventions at those pupils Create Individual Education Plans and involve parents in their implementation. Provide SENDCo support and training for staff. Ensure reasonable adjustments are in place for children with SEND. Provide auxiliary aids and services to disabled pupils where it is reasonable to do so to alleviate disadvantage. - Where appropriate, work with outside agencies to achieve the best progress for our children.</i>
	<i>Train all members of staff, Directors and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.</i>	<i>To ensure that all recruitment procedures are compliant with equal opportunities legislation.</i>	<i>Appropriate training on recruitment and selection procedures to ensure compliance.</i>
	<i>To ensure that previously high attaining pupils continue on the correct trajectory and achieve Greater Depth Standard in Reading, Writing and Maths</i>	<i>To children continue to make progress that is in line with previous attainment</i>	<i>Challenging but achievable targets are set for more able pupils. Work together with other schools in the MAC to moderate our assessments and to ensure that pupils have the opportunities to develop further, e.g. links with SJFCC to assist children in studying for and achieving GDS in writing and maths. Staff training Focus in lesson observations To ensure challenge is explicit Links between Key Stage 2 and 3</i>
	To review levels of pupil engagement in enrichment activities, sport and academic clubs	Analysis of groups data indicates lower levels of pupil engagement in specific groups, reducing equality of access to	Identify target groups of children to positively promote access to outreach and out of school activities. In particular,

<i>St Wulstan's Catholic Primary School</i>	to ensure equity and fairness in access and engagement.	enrichment activities and breadth of experience.	provide opportunities for targeted children to engage in sporting clubs. Develop a club rota system to ensure that provision is offered to all year groups.
	To continue to develop quality first teaching to ensure equality of opportunity in classroom environments	To continue to review classroom environments to ensure all children are included	Continuously update staff with pedagogical knowledge through CPD on quality first teaching. Consider prior learning when approaching new topics. Ensure that children are provided with essential vocabulary before approaching new topics in foundation subjects, having awareness of cultural differences. Continually review peer group seating plans to reduce conceptions of low ability group inequalities
	To ensure all stakeholders are aware of the school ethos of love, learn and share and that the positive behaviour ethos is demonstrated by all stakeholders.	Pupil voice has indicated that in some cases there are discrepancies in the implementation of the behaviour policy	Continue to deliver training on whole school positive behaviour approaches with all members of staff at the school and monitor the approaches used across year groups. Continue to ensure that all children are treated fairly and with respect by all staff. Continue to work with children through assemblies and PHSE to promote children's understanding of equality

10. Monitoring arrangements

The Local Governing Bodies and the Headteachers of the individual schools will update the equality information we publish, described in sections 4-7, at least annually.

This document will be reviewed by the Board of Directors and the Headteacher Board at least every 2 years.

This document will be approved by the Board Directors.

11. Links with other policies

This document links to the following policies:

All

- Accessibility plan
- Safeguarding
- Health and Safety
- Risk assessments
- RSE Policy

Pupils

- SEND and Inclusion Policy
- Educational Visits
- Attendance
- Remote and Blended Learning Policy
- Antibullying Policy

Staff

- Staff Code of Conduct
- Flexible working policy
- Appraisal Policy
- Managing Attendance at Work
- Disciplinary Policy and Procedure
- Grievance Resolution Policy
- Improving Teacher Performance Policy
- Staff Wellbeing Policy
- Staff Harassment and bullying policy
- Pay Policy
- Menopause Policy
- Safer Recruitment Policy

Appendices: Context information

Appendix 1: St John Fisher Catholic College

School Context (as the Autumn Census 2021)

Details	
Staff (teaching and support staff)	154
Gender	38 (24.7%)
Male	
Female	116(75.3)%
Ethnicity	146 (94.8%)
White British	
Other Ethnic group	8(5.2%)
Disability	0
Pupils on roll	1093
Gender	550 (50.3%)
Male pupils	
Females pupils	543 (49.7)
Ethnicity	719 (65.8%)
Pupils who are white British	
Pupils who belong to an ethnic minority group	374(34.2%)
Additional Needs	127 (11.6%)
Pupils on the SEN register	
Pupils who have English as an additional language	236 (21.2)
Disability	33 (3.0%)
Religion or Belief:	
Catholic	477 (43.6%)
Christian	261 (23.8%)
Muslim	92 (9.1%)
Religions include Hindu, Jewish, Sikh, Other	33 (3.0%)
No faith or not disclosed	230 (21.0%)
Looked after children	10 (0.9%)
Pupils eligible for Free School Meals	165 (15.1%)

Appendix 2: Our Lady and St Werburgh's Catholic Primary School

School Context (as the Autumn Census 2021)

Details	
Staff (teaching and support staff)	19
Gender	
Male	2 (10.5%)
Female	17 (89.5%)
Ethnicity	
White British	18 (94.7%)
Other Ethnic group	1 (5.3%)
Disability	0
Pupils on roll	211
Gender	
Male pupils	104 (49.3%)
Females pupils	107 (50.7%)
Ethnicity	
Pupils who are white British	161 (76.3%)
Pupils who belong to an ethnic minority group	50 (23.7%)
Additional Needs	
Pupils on the SEN register	10 (4.7%)
Pupils who have English as an additional language	39 (18.5%)
Disability	0
Religion or Belief:	
Catholic	194 (91.9%)
Christian	2 (0.9%)
Muslim	5 (2.4%)
Religions include Hindu, Jewish,	1 (0.5%)
Sikh, Other	2 (0.9%)
No faith or not disclosed	7 (3.3%)
Looked after children	0 (0.0%)
Pupils eligible for Free School Meals	9 (4.3%)

Appendix 3: St Mary's Catholic Primary School

School Context (as the Autumn Census 2021)

Details	
Staff (teaching and support staff)	64
Gender	
Male	5(7.8%)
Female	59(92.2%)
Ethnicity	
White British	55(85.9%)
Other Ethnic group	9 (14.1%)
Disability	0
Pupils on roll	382
Gender	
Male pupils	184 (48.2%)
Females pupils	198 (51.8%)
Ethnicity	
Pupils who are white British	170 (44.5%)
Pupils who belong to an ethnic minority group	212 (55.5%)
Additional Needs	
Pupils on the SEN register	27 (7.1%)
Pupils who have English as an additional language	155(41.0%)
Disability	3 (0.8%)
Religion or Belief:	
Catholic	158(41.4%)
Christian	63 (16.5%)
Muslim	9 (2.4%)
Religions include Hindu, Jewish, Sikh, Other	13(3.4%)
No faith or not disclosed	139(36.4%)
Looked after children	4(1.1%)
Pupils eligible for Free School Meals	89 (24.3%)

Appendix 4: St Teresa's Catholic Primary School

School Context (as the Autumn Census 2021)

Details	
Staff (teaching and support staff)	56
Gender	
Male	6 (10.7%)
Female	50 (89.3%)
Ethnicity	
White British	51 (91.1%)
Other Ethnic group	5 (8.9%)
Disability	0
Pupils on roll	334
Gender	
Male pupils	168 (50.3%)
Females pupils	166 (49.7%)
Ethnicity	
Pupils who are white British	174 (52.1%)
Pupils who belong to an ethnic minority group	160 (47.9%)
Additional Needs	
Pupils on the SEN register	48 (14.4%)
Pupils who have English as an additional language	126 (37.7%)
Disability	2 (0.6%)
Religion or Belief:	
Catholic	227 (68.0%)
Christian	47 (14.9%)
Muslim	5 (1.5%)
Religions include Hindu, Jewish, Sikh, Other	16 (4.8%)
No faith or not disclosed	39 (11.7%)
Looked after children	5 (1.5%)
Pupils eligible for Free School Meals	39 (11.7%)

Appendix 5: St Thomas Aquinas Catholic Primary School

School Context (as the Autumn Census 2021)

Details	
Staff (teaching and support staff)	33
Gender	
Male	2 (6.1%)
Female	31 (93.9%)
Ethnicity	
White British	28 (84.8%)
Other Ethnic group	5 (15.2%)
Disability	0
Pupils on roll	226
Gender	
Male pupils	116 (51.3%)
Females pupils	110 (48.7%)
Ethnicity	
Pupils who are white British	76 (33.6%)
Pupils who belong to an ethnic minority group	150 (66.4%)
Additional Needs	
Pupils on the SEN register	20 (8.8%)
Pupils who have English as an additional language	128 (56.6%)
Disability	0
Religion or Belief:	
Catholic	133 (58.8%)
Christian	21 (9.3%)
Muslim	25 (11.1%)
Religions include Hindu, Jewish, Sikh, Other	30 (1.41%)
No faith or not disclosed	16 (7.1%)
Looked after children	0
Pupils eligible for Free School Meals	22 (9.7%)

Appendix 6: St Wulstan's Catholic Primary School

School Context (as the Autumn Census 2021)

Details	
Staff (teaching and support staff)	67
Gender	
Male	4(6.0%)
Female	63(94.0%)
Ethnicity	
White British	64 (95.5%)
Other Ethnic group	3 (4.5%)
Disability	0
Pupils on roll	395
Gender	
Male pupils	202 (51.1%)
Females pupils	193 (48.9%)
Ethnicity	
Pupils who are white British	318(82.5%)
Pupils who belong to an ethnic minority group	77 (19.5%)
Additional Needs	
Pupils on the SEN register	28 (7.1%)
Pupils who have English as an additional language	46 (11.6%)
Disability	3 (0.76%)
Religion or Belief:	
Catholic	221(55.9%)
Christian	75 (19.0%)
Muslim	16 (4.3%)
Religions include Hindu, Jewish,	7 (1.8%)
Sikh, Other	0
No faith or not disclosed	76 (19.2%)
Looked after children	6 (1.5%)
Pupils eligible for Free School Meals	34 (3.%)

Appendix 7: Central Team

Context (as the Autumn Census 2021)

Details	October 21
Staff (support staff)	6
Gender	
Male	1 (16.7%)
Female	5 (83.3%)
Ethnicity	
White British	6
Other Ethnic group	0
Disability	0

Appendix 8: All staff

Context (as the Autumn Census 2021)

Details	October 21
Staff teaching (teaching and support staff)	399
Gender	
Male	58 (14.5%)
Female	341 (85.5%)
Ethnicity	
White British	368 (92.2%)
Other Ethnic group	31 (7.8%)
Disability	0