



St Paul's Catholic School Equality and Diversity Statement

This statement is in accordance with the model statement recommended by Leicester City Council with aspects relating particularly to this school's context set out in Section 2

Section 1

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We are also aware of specific exemptions relating to Faith Schools (see below).

A protected characteristic under The Act covers the groups listed below:

- age (for employees only)
- disability
- sex
- race (includes ethnic or national origins, colour or nationality)
- gender reassignment (transgender identity)
- maternity and pregnancy
- religion and belief
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions
We will not publish any information that can specifically identify any child
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions*
- Attendance
- Attainment
- Suspensions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work

in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity in all members of our community
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Section 2: Our Objectives

Our mission statement states St Paul's Catholic School, as a community centered in Christ, strives to develop the talents of each person. "Let your light shine before others" Mtt5.

As a Catholic community we value the dignity and unique value of each human person, uniquely created in the image and likeness of God. We seek to live our lives by Christ's precept: "love your neighbour as yourself" and our Christian obligation to promote the Common Good of society. As a Christian community we recognise the value of distinct gifts and identities. St Paul expresses it thus: "many parts but always the one body". As a Catholic community we recognise our duty to promote the value and dignity of all people, but especially the most needy and vulnerable members of society. As the Second Vatican Council put it:

"The joys and sorrows, the hopes and fears of the people of this age, especially those who are poor, or in any way afflicted, these are the joys and hopes, the griefs and anxieties of the followers of Christ. Nothing genuinely human fails to raise an echo in their hearts."

The school has a philosophy of Learner in Community which stresses not simply the rights of the individual but a commitment to the promotion of equality and harmony, justice and peace for all. We strive to be "a light for the nations" in the context of our Church and school as a Eucharistic community united in Jesus.

St Paul's Catholic School strives to build a tolerant, understanding and fair society, in which all members share a common sense of belonging that overcomes their differences.

The school will promote equality of opportunity and inclusion for all students and staff within the school, and promote shared values and encourage everyone to engage actively with others to understand what they all hold in common and to understand the views and perspective of those with whom they differ.

The Curriculum

It is noted that the Act states that the Curriculum is excluded from this law.

Through the curriculum the school will help young people learn to understand their God given value, and the value of others, to value diversity whilst promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. These values will be taught directly through Religious Education but reflected in all aspects of the curriculum, actively and passively.

Equity and excellence

The school will ensure equal opportunities to access the curriculum for all to succeed to their highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.

The school will provide support for students for whom English is an additional language (EAL), to remove barriers to effective learning, enabling the students to be integrated and achieve the highest possible level in English.

The school will encourage students and staff to value diversity and develop a better understanding of UK society, for example by challenging assumptions and creating an open climate to address sensitive and controversial issues.

The progress of all student groups will be evaluated by analysing assessment results, to keep track of the relative performance of different groups and to tackle underperformance by any particular group or the reintegration of suspended or self-excluded students into school. The school will ensure that active policies are in place to counter prejudice, discrimination, bullying and harassment including monitoring of whether students from particular groups are more likely to be excluded or disciplined, harassed or bullied than others in evaluation of the success of a school promoting equity.

***Admissions**

The governors note that the exceptions under the Act relating to Religion and Belief. For all schools the areas covered by this exception are the curriculum, collective worship, school transport and the establishment, alteration and closure of schools. For schools with a religious character the Act allows schools to discriminate because of religion or belief in relation to admissions, or any benefit or service. Accordingly, Catholic schools may continue to give priority to members of the Catholic faith in relations to admissions where the school is oversubscribed in accordance with the provisions of the School Admissions Code.

Appointments

The Trust note that the existing exemptions as relate to schools with a religious character (Schools Standards and Framework Act 1998) are retained. This means the Trust will give preference in connection with the appointment, remuneration or promotion of teachers at the school, to those whose religious beliefs or religious practice is in accordance with the tenets of their denomination (ie the Roman Catholic faith). Likewise the Trust may give preference to those who give or who are willing to give religious education at the school in accordance with the tenets of the Catholic Church. Conduct of a teacher which is incompatible with the precepts of the Church or which fails to uphold its tenets may be taken into consideration in determining whether the teacher's employment should be terminated. posts of Principal, Deputy Principal and Head of Religious Education are reserved posts and will be filled by a baptised and practicing Catholic. Other leadership posts that directly affect the Catholic mission of the school should, wherever possible be staffed by skilled practitioners who are committed Catholics.

Section 3: Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that young people and staff who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately. Please refer to the School's [Behaviour Policy](#).

Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in preaching Christ's message of justice and peace and identifying and understanding equality barriers and in the setting of objectives to address these.
Principal	As above including: Promoting key messages to staff, parents and students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including student awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Live by example the school's Christian message of justice and peace by word and deed and by delivering the best outcomes for all students. Uphold the commitment made to students and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all Uphold the commitment made by our shared values on how students and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
School Community	Responsibility
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to

	achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Students	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Principal on how students and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website.

Complaints

Complaints with regard to this policy will be dealt with via the school's complaints procedure, a copy of which can be found [here](#).

Monitor and Review

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Last Review – January 2023

Appendix 1

- Characteristics of the Student Body – Autumn 2020
- There are 1,134 students on roll in the academic year 2022/2023 making us slightly above average for the number of students on roll for an English school.
- The number of students from minority ethnic groups is high for England (67 STP school/29.6% National).
- The percentage of students whose first language is believed to be other than English, is now 41.58%, which is higher than average for all English schools. The achievement of these students has normally been good or better in comparison to their peers nationally. These factors were noted by Ofsted in Autumn 2009, November 2011, May 2014 and June 2017.
- The number of students with Special Educational Need 7.92%.
- Attendance at the school is high (currently 96.2%). Analysis shows that it is consistently above average for all ethnic groups.

Checked and approved by Equaliteach - December 2021

Appendix 2

Student body – Characteristics

Issue	St Paul's Catholic School 2022/2023			2019/2020 National Figure
		Number	%	
Gender	Girls	585	51.6	49.3
	Boys	549	48.4	50.7
Ethnicity	White British	358	31.6	63.9
	White Irish	3	0.3	0.3
	Any other White	81	7.7	6.8
	White & Black Caribbean	50	4.4	1.6
	White & Black African	15	1.3	0.9
	White & Asian	29	2.6	1.6
	Any other Asian	64	5.6	2.0
	Indian	248	21.9	3.4
	Pakistani	7	0.6	4.5
	Caribbean	34	3.0	1.0
	Other Black African	127	11.2	4.0
	Any other Black Background	47	4.1	0.8
	Chinese	1	0.1	0.6
	Any other Ethnic Group	17	1.5	4.7
	Preferred not to say	3	0.3	
	Unknown i.e information not yet obtained	35	3.1	1.6
	Bangladeshi	7	0.6	1.8
Gypsy/Roma	1	0.1	0.4	
Language	English first language	659	58.1	82.4
	Other than English	475	41.9	17.6
FSM	Eligible	169	14.9	22.5
FSM	Non-eligible	965	85.1	77.5
Religion	Christian	754	66.5	
	Hindu	100	8.8	
	Muslim	63	5.5	
	Atheist	160	14.1	
	Other	57	5	
SEN/D	NON-SEN	1036	91.3	88.1
	K – Sen Support	88	7.8	11.9
	E – Education, Health & Care Plane	10	0.9	