

Cardinal Newman Equality Statements 2024-25

As a Catholic school and a member of the Xavier Catholic Education Trust, we fully subscribe to the Xavier Equality Statement, which forms Appendix 1 of this document. The statement sets out how we meet the Public Sector Equality Duty.

The Cardinal Newman equality statements more specifically address our own context within our school community. The Mission Statement for our school sets out the foundation of love and respect which lies at the heart of our community.



Our School Context

Cardinal Newman is a two-form entry Catholic primary school in Surrey. In the last year for which national data is currently available, our school context within the national picture is as follows:

2023-24 Data	Cardinal Newman	National (2023-24)
Pupils on roll	414	
Boys	47%	51%
Girls	53%	49%
Pupils with EHCP	2.2%	4.8%
Pupils with SEN	11.4%	13.6%
Pupils with first language not English	15.5%	20.8%
Pupils eligible for Free School Meals at any time in last 6 years	3.4%	24.6%

Attendance data for the same year (2023-24) shows Cardinal Newman had 96.4% attendance, compared to 94.1% attendance nationally.

In comparison with national data, Cardinal Newman is broadly in line for pupils on the SEND register, but has a lower % of EHCPs.

The number of children with First Language not English has recently been slightly below the national average and in 2024, this has fallen further below. The most common first languages (after English) in 2024 are Polish, Italian and Spanish.

Children eligible for free school meals is significantly lower than the national average, although this had been increasing in recent years due to the financial impact of the pandemic in 2020-21 but is now stabilising (currently 3.4%)

In 2024, our school serves children of three different world religions, although parents have classified their child's religion in 11 different groups. The majority of children are from faith families including Christian, Muslim, Hindu or Sikh and 87% of children are baptised Catholics.

Pupils learn about the importance of respect for all, no matter their faith, culture or family background. They are respectful and kind to others. Pupils make the most of school life and all that is on offer. The school makes sure that disadvantaged pupils have places for enrichment activities. Financial assistance, when needed, is provided to remove any potential barriers to pupils' attendance at extra activities at extra activities. (Ofsted 2024)

Our School Data

Our school consistently achieves above national average attainment in all national assessments. Progress and attainment data is published on the school website.

Our School-specific Equality Objectives (2024-25)

1) To improve the attendance rates of Pupil Premium children compared to whole school attendance

Why?

Although outcomes for our Pupil Premium children overall remain excellent at Cardinal Newman, some Pupil Premium children have worse attendance rates than the school as a whole. This leads to them missing out on educational opportunities and could be masking underachievement, despite their good attainment.

What?

Support families to attend school, by removing financial barriers to education such as uniform costs, wraparound care costs, and equipment costs. These are met through our Pupil Premium allocation where necessary.

Support families to attend school by providing support for emotional and behavioural barriers to education. Our Home School Link Worker supports individual families at home to develop strategies around behaviour and emotional regulation and also works in school, counselling children to build self-esteem and positivity towards education.

Work in partnership with parents to identify concerns around attendance rates at an early stage and intervene quickly to prevent escalation of attendance concerns. Regular conversations between staff and parents are supportive of improving attendance in the longer term.

Motivate children to attend school, through a whole school approach to positive outcomes for each child. Appropriate measures for each context e.g. reward charts, stickers. Children's emotional state is measured using Zones of Regulation and processes are in place for children to communicate with staff e.g. 'What I want the teacher to know' boxes.

Engage with Inclusion Services (Inclusion Officer) where attendance concerns cannot be resolved within school and further support is required

Success Measure: Attendance of Pupil Premium children increases year on year, in comparison to whole school figures. Individual pupils show an increase in attendance rate from the start of intervention to the end.

Pupils' attendance levels are high. Robust systems mean that any attendance concerns are followed up without delay. The school puts in place swift support to address any barriers to pupils' regular attendance. (Ofsted 2024)

2) To increase support for the wellbeing of pupils with social, emotional and mental health needs (SEMH)

Why?

Following the worldwide pandemic, we have seen a small increase in the number of families reporting mental health concerns in their children and a small increase in the number of pupils accessing emotional support via school, either with or without a diagnosis. Our school context includes a higher than average number of pupils with SEN including SEMH needs.

What?

Senior Mental Health lead to oversee and develop a whole school approach to the mental health and well-being of all staff and children

Consistent use of Zones of Regulation across the school for children to report their emotional state at least daily

Encourage wider use of communication strategies such as Worry Monsters in Key Stage 1 and Early Years and "What I want my teacher to know" boxes in Key Stage 2 to support reporting of children's mental health concerns

Educate all children about strategies for good mental health throughout the curriculum including PSHE and collective worship

Support all staff to understand the implementation of strategies to improve social and emotional mental health through staff training and discussion

Ensure sufficient provision for children with specific mental health needs in school (e.g. Rainbows groups, ELSA, Drawing and Talking and HSLW support)

Support families to understand how to promote good mental health at home through sharing information and resources

Work in partnership with external agencies including Educational Psychologist, Inclusive Practice team, ASD Outreach and MindWorks to understand and support specific mental health needs

Well-Being Champions who are trained to provide support during break times to peers

Children complete well-being surveys termly and concerns are followed up by their class teachers

Success Measure:

Reduction in the number of children reporting Red / Blue emotional zones (Zones of Regulation) over time

Increase in the number of staff reporting confidence in supporting children's mental health following training

3) To reduce the incidence of prejudice-related playground language

Why?

Our children sometimes hear prejudice-related language in online games, rap songs or other settings. They do not always understand these words or recognise why the use of these words is wrong. Children who belong to equality groups which are under-represented at Cardinal Newman could be adversely affected by the use of prejudice-related language in school.

What?

Educate our children about respect and love for each individual, as well as about staying safe online, through ongoing PSHE, RSHE, RE and Celebration of the Word assemblies

Embed Catholic Social Teaching to develop an understanding of principles that guide Catholics on how to live out their faith in society and address social issues

Celebrate regular themed days / weeks – e.g. Black History Day, Celebrating Diversity, Anti-Bullying Week, World Faiths Week to educate about specific themes appropriate to our school community

Address current affairs relating to prejudicial and discriminatory behaviour towards sections of the community through reflection on our mission statement and opportunities such as 'Judaism Workshops' and visits to alternative places of worship

Inform and educate individual children, if it occurs, about why the use of prejudice-related language is wrong

Work in partnership with parents and the school community to ensure parents support their children to understand why prejudice-related language is wrong

Success Measure: Incidents of prejudice-related language are reducing in number year on year and repetition of usage by an individual child is non-existent (or dealt with as Level 5 – Significant Incident - on our Behaviour Policy)

4) To increase support for the Speech and Language development of pupils identified with speech, language and communication needs

Why?

Following the worldwide pandemic, we have seen an increase in the number of children identified with speech, language and communication needs. When using the speech and language tracker 23% of Year 1 children including disadvantaged children were identified as requiring support. It is our aim to develop learners who think critically, reason together and have the vocabulary to express their knowledge and understanding. Social, emotional and interpersonal skills including self-confidence, self-awareness, resilience and empathy are further developed through Voice 21 techniques.

What?

Work in partnership with external agencies including Speech and Language therapists and SEND advisors

The use of Speech and Language screener to identify and support children with speech, language and communication needs at the start and end of the Reception year to analyse progress and plan further support

Introduce the Voice 21 Oracy Framework and train two senior leaders to implement its introduction across the whole school

Teachers are trained to use Voice 21 techniques and have the expectation that children will use full sentences to transform their learning and life chances through talk to ensure that children use their voice for success

Voice 21 techniques being taught explicitly in lessons identified in planning

Success Measure: A reduction in the number of children requiring additional support.

Evidence of active Oracy development in all classrooms during Learning Walks and children are using techniques introduced to them through the Voice 21 programme. Children referring to the Oracy agreement displayed in each classroom.



Xavier Equality Statement

Our mission is to provide an outstanding Catholic education for all the children in our schools. We will follow the example and teachings of Christ and everything we do will be inspired by Gospel values. We will strive for excellence in all areas of our work and cherish every child in our care.

As Catholic schools we are totally committed to treating everyone with dignity and respect. The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.

The Equality Act 2010 requires us to have due regard to the need to:

Eliminate unlawful discrimination

Advance equality of opportunity

Foster good relations between people from different equality groups

This is called the Public Sector Equality Duty and its purpose is to promote equality for all.

In brief, this means that as individual schools and as Xavier CET we must consciously think about these three aims as part of our decision making processes and pay due regard to equality issues within all our key policies, planning and performance management.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. Please refer to our Policies page on www.Xaviercet.org.uk for further information.

We will ensure that every pupil has access to the necessary teaching and support required to enable them to achieve their highest potential

We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable. See our Behaviour Policy on the individual schools website for further information

Where appropriate, we will ensure that adults working or volunteering in the school are from diverse groups. We believe that this provides good role models for our pupils.

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