



# **OAKLANDS CATHOLIC SCHOOL** **AND** **SIXTH FORM COLLEGE**

**With delegated responsibility from the**  
**Edith Stein Catholic Academy Trust**

## **EQUALITY INFORMATION AND OBJECTIVES**

<b>APPROVED BY LOCAL GOVERNING BODY</b>	<b>January 2026</b>
<b>SCRUTINISED AND INSPECTED BY SLT</b>	<b>January 2026</b>
<b>MEMBER OF STAFF RESPONSIBLE</b>	<b>School Business Manager</b>
<b>STATUTORY / NON-STATUTORY</b>	<b>Statutory</b>



Community

Unity



Opportunity

# Public Sector Equality Duty

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## Policy Statement on Equality and Community Cohesion

Oaklands Catholic School and Sixth Form College ('Oaklands') is committed to equality both as an employer and a service- provider:

- We aim to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some students, extra support is needed to help them to achieve and be successful.
- We aim to make sure people from different groups are consulted and involved in our decisions, for example through talking to students and parents/carers, and through our School Council
- We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, language, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

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 are diligent in 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:

- students from certain cultural and ethnic backgrounds
- students who belong to low-income households and students known to be eligible for free school meals
- students who are disabled
- students who have special educational needs
- Students who are looked after or in care
- Students who are known or have been previously known to social care

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

In our most recent Ofsted Inspection, June 2022, the following comments were made about Oaklands Catholic School:

*Oaklands is a welcoming and diverse community, united by strong Catholic values. Pupils speak confidently about spiritual and moral issues, regardless of whether they have a personal religious faith. School staff provide a high quality of care which makes the young people feel safe and prosper. Sixth formers describe their school as a big family. Leaders encourage everyone to take part in the very wide range of activities on offer. As the school's mission statement says, 'no-one gets left behind'.*

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In our most recent Section 48 Validation, November 2024, the following comments were made about Oaklands Catholic School:

*Students flourish in this safe, happy and authentic Catholic school and are proud of, and knowledgeable about, what makes it distinctive. Their contribution to service, volunteering and going the extra mile is exemplary.*

*'I love this school - it is like a family. The teachers are nice to you, and you can ask for help at any time' said one student.*

*For a parent, 'My child is not just a number, he has grown in confidence.*

*Another said, 'The opportunities for children to grow are amazing.'*

*Students are aware of their history, and the impact of the founding Sisters of Christ. Pastoral care, together with special educational needs and disability support is both a matter of pride to the school and is excellent.*

*Students can accurately articulate the nature and importance of Catholic social teaching, which they really value. 'I am not a Catholic but I really believe in things like care, dignity and solidarity', said one.*

*Chaplaincy provision is greatly appreciated by students, who feel welcomed by well-trained and deeply empathic staff, as well as an impressive group of trained students, 'S4OS', who look out for other children and ensure no one is left behind. The school's investment in a chaplaincy team is ensuring wider access to students in danger of being left behind, as well as offering different voices to students with different needs. This culture of looking out for one another pervades the school.*

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## Part 1: Information about the Pupil Population

Number of pupils on roll at the school: 1,428 (at October 2025)

### 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.'

Oaklands students with a disability have their needs met through person centered planning with input from specialist outside agencies. They have a learning passport to promote sharing their needs with staff and also may have a health care plan.

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

- Physical disability
- Specific Learning Difficulties
- Communication disorders
- Hearing Impairment
- Visual Impairment

Student Special Education Needs (SEN) Provision	Number of students	Percentage of school population
No Special Education Need	1224	85.7%
SEN	156	10.9%
EHCP	48	3.4%

Ethnicity and race	Boys	Girls	Total	Ethnicity and race	Boys	Girls	Total
Bangladeshi	1	2	3	Any other Mixed Background	13	18	31
Indian	74	68	142	White and Black African	13	15	28
Any other Asian Background	26	26	52	White and Asian	23	28	51
Pakistani	0	2	2	White and Black Caribbean	2	2	4
Black - Somali	0	0	0	White - British	384	428	812
Black Caribbean	1	4	5	White European	2	2	4
Other Black African	33	50	83	White - Irish	2	4	6
Any other Black Background	2	4	6	Other White	49	57	106
Chinese	7	8	15	Turkish/Turkish Cypriot	0	0	0
Vietnamese	0	0	0	Other Ethnic Group	1	2	3
Information withheld	1	0	1	Information not obtained	26	48	74

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## 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:

<b>Pupil with English as an additional language (EAL)</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of school population</b>
Number of pupils who speak English as an additional language	108	108	216	15.13%
Number of pupils who are at an early stage of English language acquisition	7	1	8	0.68

<b>Pupils from low income backgrounds (FSM)</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage (%) of school population (excluding Sixth Form)</b>
Number of pupils eligible for free school meals	112	133	245	17.16%

<b>Religion &amp; belief</b>	
Roman Catholic	639
Other Christian	537
Muslim	11
Unclassified	28
Buddhist	1
No religion	136
Hindu	11
Sikh	1
Jewish	0
Unknown	57
Islam	7

## Gender identity or reassignment

We do not collect this information on our students.

## Sexual orientation

We do not collect this information on our students

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## Looked after children

We choose not to disclose information in this area.

## Young carers

We choose not to disclose information in this area.

## Other vulnerable groups

We choose not to disclose information in this area.

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## Part 2: Our main Equality Challenges

- To narrow the attainment gap and improve outcomes for all students regardless of special educational need, disability, race, ethnicity, socio economic group, sexual orientation, religion, health or gender reassignment.
- Raise the attainment, achievement and narrow the gap between all groups of students so that they exceed the national standards.
- To further embed the Oaklands Catholic School Mission and Values statement in all aspects of our work.

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## 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 and academies 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 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.
- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school [Behaviour Policy](#) that outlines our expectations of both students and staff in their interactions with each other.
- We have a school [Anti-Bullying Policy](#) that identifies our commitment to anti-bullying. It includes procedures for reporting and dealing with incidences of bullying.
- 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 have an [Inclusion and Special Educational Needs Policy](#) and [SEN Information Report](#) that outlines the provision the school makes for students with special educational needs.
- 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 pay due regard within our recruitment practices, to safeguarding and protecting our students.
- We have procedures for addressing staff discipline, conduct and grievances.
- We track the progress of students from protected groups via our assessment manager.
- We conduct risk assessments for individual incidences of pregnancy.

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.

### Summary information

We are an inclusive school that pays due regard to the differences between our students, both those with and without disability. The school's SEN Department works closely with students, their parents and staff in order to provide a high-quality learning environment in order to eliminate inequality. This is reflected in their learning passports which all teachers have access to; supporting them delivering an accessible curriculum.

Oaklands School complies with access arrangements for students with disabilities. The school's commitment to viewing every student as an individual is paramount.



# Public Sector Equality Duty

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## How we advance equality of opportunity:

We have the following policies and plans in place:

Inclusion and SEN Policy, [Equality Policy](#), [Employment Equality Policy](#), [Whistleblowing \(Protected Disclosures\) Policy](#), [Safeguarding Policy](#), [Child Protection Policy](#), School Accessibility Plan.

We also:

- Share medical data with staff on a need to know basis. e.g. Nut allergy for cooking/food tasting/lunches.
- Have School Designated Safeguarding Leads
- Involve students fully with their learning passports
- Ensure staff report concerns around students to the appointed DSL or DDSL's
- Facilitate an annual anti-bullying assembly during Anti-bullying week.
- Ensure Year 7 admissions procedures allow equal access to all students with statements of SEND.
- Support disabled learners and staff by meeting their individual needs.
- Take steps (reasonable adjustments) to ensure that disabled students are not put at a disadvantage compared to other students. This includes exploring appropriate aids, such as posture packs, foot stools, writing slopes, laptops, reading pens and voice recorders, to minimize any barriers to learning
- Carry out accessibility planning for disabled students that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled students.

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

- Display positive images and use resources that depict diversity.
- Involve parents with care plans and care plan meetings.
- Celebration assemblies and awards.
- We are developing a curriculum that supports all students to understand, respect and value difference and diversity.
- We tackle prejudice and any incidents of bullying based on disability.

## What has been the impact of our activities? What do we plan to do next?

- We have successfully integrated students with disability into the student body of the school so that they do not feel isolated or discriminated against.
- We would like to involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.

## **Ethnicity and Race (including EAL learners)**

We are committed to working for the equality of all ethnic groups.

### Summary information

The school celebrates the ethnic diversity of the school.

# Public Sector Equality Duty

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## How we advance equality of opportunity:

School policies:

Managing allegations against staff, Confidentiality Policy, Whistleblowing Policy, Safeguarding Policy, Child Protection Policy.

- We have Designated Safeguarding Leads
- Our staff report concerns to the appointed DSL or DDSL's
- We have a school wide focus for the Annual Anti-Bullying Week.
- We have a high-profile contribution to the work of St John's in Kenya
- We provide a curriculum that aims to eliminate discrimination.
- We identify students at risk of disadvantage and implement strategies to support them.
- We promote communication with families unable to access usual routes of communication.
- We develop learning passports when SEN is a need and invite parents and students with a disability to actively participate in the production of this dynamic document.
- Our staff have relevant CPD, e.g. Child Protection and Safeguarding
- We monitor the attainment and progress of all our students by ethnicity.
- We comply with the DfE Annual Census by monitoring progress of EAL students regarding language acquisition.
- We set targets to improve the attainment and progression rates of particular groups of students.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- We link with groups, organisations and projects in the local community.
- Some students take qualifications in their community language(s).
- We have parent / carer and student surveys to gather views and opinions.
- Have the 'Affinity Group' in school that helps promote and celebrate diversity and different cultures in our school.

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

- Display positive images and use resources that depict diversity.
- Visits to school from people who share the protected characteristics.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We celebrate international language day (MFL)
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- The history of minority groups, including the role of women, is woven into our Year 7-9 curriculum and we focus on protest, persecution and resistance. At GCSE students study the Civil Rights Movement in America in the 1950-60s. From 2022, GCSE students can opt to study the history of migration to Britain across 1,000 years to the present day as one of their units rather than the history of medicine.

## What has been the impact of our activities? What do we plan to do next?

- We organise special events such as our annual Carol Service.
- We will continue to facilitate visiting speakers from a wide range of faith and secular organisations.

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## Gender

We are committed to working for the equality of women and men.

### Summary information

46.22% of the school cohort is boys and 53.78% are girls.

Based on predictions post mock examination Dec 2025:

- 83% of girls achieved 9-4 in English compared to 79% boys.
- 73% of girls achieved 9-5 in English compared to 66% boys.
- 49% of girls achieved 9-7 in English compared to 22% boys.
- 57% of girls achieved 9-4 in Maths compared to 81% boys.
- 36% of girls achieved 9-5 in Maths compared to 66% boys.
- 6% of girls achieved 9-7 in Maths compared to 24% boys.

### How we advance equality of opportunity:

- We monitor the attainment of all our students by gender.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject choices and careers advice are avoided and challenged.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress.
- Plan and deliver lessons with a variety of learning styles.
- Our approach to PDC is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.
- The current Year 9 History schemes of work include the study of women in WWI, the suffragettes, women in America in the 1920s and women in Nazi Germany. We also study the Feminist movement in the 1970s.
- Provide after school clubs
- 74.73% of staff are female (FTE equivalent).
- 37.04% of the Senior Leadership Team are female.

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

- Spiritual, Moral, Social and Cultural (SMSC) development is central to all curriculum planning, particularly in light of the Prevent Duty
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage students to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- Students have numerous opportunities to develop team and leadership skills.

### What has been the impact of our activities? What do we plan to do next?

- Girls' and boys' attainment has remained high throughout a period of change. GCSE results for 2024 were positive compared to the national dataset. A similar statement is also true of 2023.

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## **Pregnancy and Maternity**

**Summary information** (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

We have no school based statistics.

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

- The school provides sensitive and appropriate support to any member of the Oaklands community who is pregnant or who has recently had a baby, including respecting confidentiality when appropriate.
- Follow Health and Safety guidance for pregnancy.
- We follow best practice with regards to information, advice and guidance.
- Provision of school mentor through the Pastoral Support Office

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

- We follow best practice with regards to information, advice and guidance.

### **What has been the impact of our activities? What do we plan to do next?**

- We will continue to support students in being aware of their relationships and safety in making healthy choices.

## **Religion and Belief**

### **Summary information**

44.75% of the current student population are Catholic, 37.61% are other Christian, 0.77% are Muslim, 0.77% are Hindu, 0.07% are Sikh, 0.07% are Buddhist and 0.49% are Islam. 15.48% of students are unknown or of no religion.

We pride ourselves on the teaching of world religions in Religious Education, believing that it contributes to a positive learning environment and enhances community cohesion.

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

Policies:

Equality Policy, Employment Equality Policy, Confidentiality Policy, Whistle Blowing Policy, Safeguarding Policy and Child Protection Policy.

- We have Designated Safeguarding Leads
- Our staff report concerns to the appointed DSL or DDSL's
- PDC and Relationship and Sex Education (RSE) are taught within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.
- All KS4 students study a GCSE in Religious Studies (or Entry Level)
- Annual Anti-bullying assembly during Anti-bullying week.
- Students have been trained as Anti-Bullying Ambassadors under the Diana Award scheme.
- Celebration of religious festivals
- Provide a curriculum that aims to eliminate discrimination
- Our students learn about genocide in RE and History and 6<sup>th</sup> form students lead assemblies around Holocaust Memorial Day

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- The History A level syllabus includes Crusades (considers relationships between Christians and Muslims).
- CPD, e.g. Child Protection and Safeguarding
- There is a designated space for students to pray
- The school is sensitive to the religious beliefs of its students and personalises its response accordingly to ensure that students are taking a full part in school life.

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

- Display positive images and use resources that depict diversity.
- Faith Unity assemblies

### What has been the impact of our activities? What do we plan to do next?

- As part of our wider education around the genocide of European Jews in History and RE lessons, Oaklands normally sends two students to visit the Auschwitz-Birkenau memorial site in Poland (although this has not been possible for the last 2 years).
- We are developing a memorial to genocide on our school site.

## Sexual Orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay, bisexual or transgender.

### Summary information

We do not collect data on this area and have no school based statistics.

### How we advance equality of opportunity:

- Anti-bullying Policy.
- We have a school wide focus for the Annual Anti-Bullying Week.
- Collect data on bullying and record incidents related to homophobia.
- The GCSE RE specification requires students to be taught about faith attitudes towards homosexuality.
- We refer to and use Y Matters to support young people.
- Our approach to Relationships & Sex Education and Personal Development & Citizenship is conducted within a moral and values framework which is based on the principles of respect, understanding and empathy towards others of different backgrounds, cultures, sexuality, feelings and views.
- Facilitate an LGBTQIA+ and allies group in school.

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

- All students, parents and other contacts with the school are not discriminated against on the basis of their sexuality.

### What has been the impact of our activities? What do we plan to do next?

- We will continue to raise awareness, and challenge homophobic attitudes when displayed.
- We will work with our local relevant external agencies to train staff and work to support students

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## Part 4: 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 Objectives:**

**Objective 1** *Ensure that the quality of teaching, learning and assessment is consistently high so that all groups of pupils make good progress from their starting points.*

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

- Rigorous analysis and monitoring of achievement and progress
- Flying Start and Numeracy challenge initiative
- Literacy & numeracy intervention lessons
- Revision / study skills sessions for targeted students.
- KS3 and KS4 assigned HLTA's to support SEND
- Each student with SEND is allocated a link LSA for regular review
- KS4 transition event for parents and students.
- Dedicated SEN parents' evenings
- Rigorous analysis and monitoring of achievement and progress
- Flying Start and Numeracy challenge initiatives

**Objective 2** *Ensure that the parents/carers of children at the school are able to engage in the life of the school, regardless of their background or circumstances.*

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

- EAL parents/carers have access to information that is understandable.
- Survey show that parents/carers are happy - with the school's support and communication and - know who to speak to about any concern or issue
- Parents/carers feel welcome in the school
- Parents' attendance at parents' evenings (Both in school and virtual) is high with all parents accessing the information

**Objective 3** *Ensure that all children gain the knowledge they need to prepare them for adult life, through a curriculum that meets the needs of all students irrespective of their needs. The curriculum will be planned to meet the needs of the children and not driven by external factors.*

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

- We will be looking in particular for evidence of attainment of children and young people with special educational needs, and those from minority ethnic communities that are currently under-achieving.
- We will ensure that the curriculum offer is ambitious but relevant for all students.
- We will provide opportunities to students so that their horizons are lifted
- We will support children to make informed choices not limited by stereotypical thinking, by providing access to independent careers guidance for our pupils. This will include information on the full range of education and training options, including apprenticeships.

# Public Sector Equality Duty

## Part 5: Information about our Employees

If we have more than 150 employees we are required to publish information about them. This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

### Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymized.

As of September 2025, the school employed 186 staff. Our staff are employed in the following main groups:

- Teaching staff
- Administrative and other related posts
- Support staff
- Technical staff
- Catering staff
- Facilities staff

Age	Under 21	21-30	31-40	41-50	51-60	61-70	71-79	Over 80
Number	1	23	42	50	42	23	5	0
%	0.54	12.37	22.58	26.88	22.58	12.37	2.69	0.0

Disability	Number
Disabled	1
Not Disabled	185
Not Given/Known	0

Ethnicity and Race	Number	% of Staff
Asian or Asian British	2	1.08
Black or Black British	1	0.54
Chinese	1	0.54
Mixed	1	0.54
Any Other Ethnic Group	2	1.08
White	177	95.16
Prefer not to say	0	0.00
Not Stated	2	1.08

Gender	Total	% of All Staff
Female	119.59	72.33
Male	45.74	27.67