



Saint GREGORY'S
Bath

Equality Statement

Key Information

Title	Equality Statement	
Prepared By	Mr McDermott	Date 29.06.20
Checked By	Mrs N Pecchia (Chair of the Christian Vision Committee and Vice Chair of Governors)	Date 29.6.20
Approved By	Christian Vision Committee of the Governing Body	Date 29.06.20
Version	V05.0	
Document Update	June 2021	

Version History

Version	Date	Ammendments
V01.0	05.07.17	Statistics updated
V01.1	00.00.00	Description of change
V01.2	00.00.00	Description of change

In Christ we flourish

Students Equalities Charter

St Greg's is a community committed to equality and the inclusion of all.

We believe that all are equal and should be treated with justice, no matter what their ethnicity, faith, sexuality, gender or health.

We aim to welcome all and treat everyone with dignity; everyone should be free to be who they want to be.

We will demonstrate this respect to all who come into our community and will work together to ensure that all have equal opportunities.

Written by students of St Gregory's
June 2016

The Law

The Equality Act introduced in 2010 has replaced all existing legislation including the Disability Discrimination Act (Parts 2, 3 and 4) (1995) .

The 2010 Equality Act requires schools to;

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

Ethos

As a Catholic Christian educational community we welcome our duties under the Equality Act (2010) to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, maternity and pregnancy), religion and belief and sexual identity. The entitlement to develop, learn and work in an environment free from discrimination is promoted through the school's Christian ethos, (eg The School Creed) at the core of which is the ultimate worth and dignity of every human being before God.

We welcome our duty under the Education and Inspections Act (2006) to promote Community Cohesion. Our mission as a Catholic school is summed up in the words of our motto, In Christ we Flourish. For our young people this means that we want them to grow into well rounded individuals in a learning environment which is explicitly Christian and allows their God-given gifts and abilities to develop. As a Catholic educational community we have a responsibility to promote the Common Good, ('Choosing the Common Good' 2010) by promoting justice and equality opportunity as fundamental Christian principles. The Second Vatican Council reminds us that '...forms of social or cultural discrimination in basic personal rights on the grounds of sex, race, colour, social conditions, language or religion must be curbed and eradicated as incompatible with God's design.' (Gaudium et spes 1965 2:29)

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). With Christ as our strength and inspiration, we aim to provide an education which above all recognises the value and dignity

of every person and aims to promote their personal development and wellbeing so that they will be ready to take their place in society as principled witnesses.

This policy replaces all previous policies relating to equalities.

- We try 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 try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to students and parents/carers, and through our Senate.
- 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, 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 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
- boys in certain subjects, and girls in certain other subjects.

In our most recent OFSTED report (July 2013) inspectors commented about equalities at St Gregory's:

"Students' achievement is outstanding. All groups, including higher ability students, those who speak English as an additional language and those who have special educational needs, make rapid progress in relation to their starting points and abilities." (OFSTED 2013)

The school is very effective in ensuring equality of opportunity for learning for all groups of students, including those who are disabled or have special educational needs. The students make excellent progress and achieve well as a result of teachers' high expectations for them." (OFSTED 2013)

We are proud that St Gregory's commitment to equality has been recognised by OFSTED inspectors.

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 the most recent Section 48 inspection (February 2019), inspectors commented that: “The inclusive mission statement underpins the whole life and work of the college community.

The significant provision and high quality of pastoral care shown to all members of the community, both students and staff, is outstanding.”

Part 1: Information about the pupil population

Number of pupils on roll at the school: 983

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.’

St Gregory’s students with a disability have their needs met through person centred planning with input from specialist outside agencies.

There are at our school students with a variety of disabilities.

SEND

SEND Provision	Number	Percentage of student population
K	43	4.4%
E or S	24	2.4%

Ethnicity

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Whole School
Any other Asian background	1.7%	4.0%	1.9%	2.4%	2.4%	1.6%	1.2%	2.3%
Any other Black background	0.0%	0.6%	0.0%	0.6%	0.6%	1.6%	0.0%	0.4%
Any other ethnic group	1.2%	0.0%	0.0%	0.6%	0.6%	0.0%	0.0%	0.4%
Any other mixed background	0.6%	2.8%	1.9%	4.7%	1.2%	0.0%	0.0%	1.9%
Any other White background	14.0%	8.5%	7.6%	13.0%	5.4%	8.3%	7.4%	9.5%
Black - African	1.7%	2.3%	0.6%	1.8%	0.6%	0.0%	1.2%	1.3%
Black Caribbean	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%	0.0%	0.1%
Chinese	0.0%	0.0%	0.0%	0.0%	1.2%	1.6%	0.0%	0.3%
Gypsy/Roma	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.1%

Indian	5.8%	4.5%	5.7%	5.3%	3.0%	4.9%	3.7%	4.8%
Information Not Yet Obtained	1.2%	1.7%	3.2%	3.0%	2.4%	0.0%	0.0%	1.9%
Refused	0.6%	2.8%	2.5%	1.2%	0.0%	0.0%	1.2%	1.3%
White - British	66.3%	66.0%	72.2%	62.0%	76.0%	78.7%	81.5%	70.1%
White - Irish	0.6%	3.4%	0.6%	1.8%	1.2%	0.0%	1.2%	1.4%
White and Asian	3.5%	1.7%	0.6%	1.2%	1.8%	3.3%	0.0%	1.7%
White and Black African	0.6%	0.6%	0.6%	0.0%	0.6%	0.0%	2.5%	0.6%
White and Black Caribbean	2.3%	0.6%	1.9%	2.4%	2.4%	0.0%	0.0%	1.6%
None recorded	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

Religion and Belief

	Total	Percentage
Anglican	1	0.1%
Buddhist	2	0.2%
Christian	289	29.4%
Hindu	3	0.3%
Muslim	4	0.4%
No Religion	164	16.7%
Other Christian	14	1.4%
Other Religion	10	1.0%
Refused	3	0.3%
Roman Catholic	492	50.1%
None recorded	1	0.1%
Total	983	100%

EAL

EAL	Total	Percentage
	131	13.3%

PP

PP	Total	Percentage
	162	16.5%

Part 2: Our main equality challenges

1. To improve the attendance of PP students
2. To reduce the gap in achievement between PP and non PP students
3. To improve the attendance of students with SEND
4. To improve outcomes for students with SEND

The way in which this will be done is outlined in the Equalities Action Plan

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.

- 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 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 including a school email account.
- 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 keep records of all incidences of discriminatory behaviour against all groups.
- We have a special educational needs and disability policy that outlines the provision the school makes for students with special educational needs and disability.
- 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 key groups following each progress report.

How we advance **equality of opportunity**:

- Policies: SEND Policy, Whistle Blowing Policy, Safeguarding and Child Protection Policy.
- Sharing medical data with staff on a need to know basis. e.g. nut allergy for cooking/food tasting/lunches.
- Designated Safeguarding Leads
- Annual anti-bullying assembly during Anti-bullying week.
- Year 7 admissions procedures ensure equal access to all students with statements of SEND.
- We support disabled learners by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled students are not put at a disadvantage compared to other students.
- We 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.

- Fully involve parents with student support plans and EHCP review meetings.
- Rewards assemblies.
- We tackle prejudice and any incidents of bullying based on disability.
- We have links with a number of schools abroad and a large number of visiting pupils annually (Chinese, Japanese and European students).
- We take advice from outside agencies on how to support students with EAL.
- We employ a Polish translator to support Polish students.
- Bath Black Families have worked with our students.
- We have invited Gendered Intelligence to lead an assembly and have taken advice from them.
- We work with Ups and Downs to positively promote young people with Downs Syndrome.

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

- Incidents of racism were rare, however this academic year there has been an increase in the use of racist language. We have targeted resources to support students using racist terms. All incidents involving racism have been addressed swiftly.
- Polish students are well integrated into the school community.
- Black History is celebrated through assemblies.
- Holocaust Memorial Day is remembered in assemblies.
- Students with disabilities have been well integrated into the school community.

We aim to:

- continue to address the use of discriminatory language in school and distinguish it from playground banter.

Ethnicity and Race (including EAL learners)

- We are committed to working for the equality of all ethnic groups.
- The school celebrates the ethnic diversity of the school.
- The school has the highest number of EAL students in the Local Authority.

How we advance equality of opportunity:

- School policies: Managing Allegations Against Staff, Whistle Blowing Policy, Safeguarding and Child Protection Policy, Anti Bullying Policy.
- We have a school wide focus for the Annual Anti-Bullying Week.
- We provide a curriculum that aims to eliminate discrimination.
- We have good links with Bath Black Families.
- We monitor and identify students at risk of not fulfilling their potential and support them.
- A Polish translator is available if necessary for meetings with parents.
- Students are encouraged to take a qualification in their home language.

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 students to understand, respect and value difference and diversity.

- We provide all students with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We take part in events such as Black History Month.

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

- Attendance of students with EAL is higher than that of students without EAL.
- Students with EAL performed better than their peers nationally, and better than those without EAL.
- Ensure EAL representation on the Equalities Team (Bath Black Families).
- Re-establish cultural celebrations within the school

Gender

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

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

53% of students are female

47% of students are male

- In 2019 on the Progress 8 Measure:
 - Male -0.22
 - Female 0.45

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.
- We work in partnership with other organisations, including FE and HE institutions, to develop innovative and inventive ways of tackling gender segregation in subject and career choice.
- 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.

How we foster good relations and promote community cohesion:

- Spiritual, Moral, Social and Cultural (SMSC) development is central to all curriculum planning.
- Careers talks from women promoting a variety of careers.
- 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?

- To identify and support boys most at risk of underachieving, particularly those who are also in the Pupil Premium Cohort.
- To review the curriculum provision for boys.

Pregnancy and maternity

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

How we advance equality of opportunity:

- The school provides sensitive and appropriate support to any member of St Gregory's 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 regard to information, advice and guidance.

How we foster good relations and promote community cohesion:

- We follow best practice with regard 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

The majority of the school population is Roman Catholic.

The RE department are committed to teaching World Faiths as required by the Religious Education Curriculum Directory. The value of teaching World Faiths is that it deepens understanding of Roman Catholic Christianity and promotes Community Cohesion.

How this is done:

- All students study RE.
- All students study the world faiths of Judaism, Islam and Hinduism.
- Annually Holocaust Memorial Day is a focus in assemblies.
- All students in KS4 study Judaism in depth.
- There is a designated space for students to pray which is supervised.

Fostering good relations:

- We promote positive images of members of world faith.

Sexual orientation

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

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 report all incidents related to homophobia.
- The GCSE RE specification requires students to be taught about faith attitudes towards homosexuality.
- We have had an Equalities Morning.
- Two Heads of Year have had Stonewall on challenging homophobia.
- Our approach to Relationship and Sex Education 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.

How we foster good relations and promote community cohesion:

- We are re-establishing an Equalities Team.
- Students are going to compose an Equalities Charter.

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

- We will continue to monitor incidents of homophobia.
- We will continue to promote positive role models and develop the role of the Equalities Team.

The assurance of equality of opportunity and freedom from discrimination must permeate all aspects of school life, including in particular:

- Teaching, learning and assessment
- Behaviour and sanctions
- Student rewards
- Advice and guidance
- Personal development and pastoral care
- Extra-curricular opportunities and participation
- Admissions and attendance
- The curriculum and options
- Staff recruitment, promotion and professional development
- Partnerships with parents and communities

In fulfilling the legal obligations cited above we are guided by the following five principles:

- St Gregory's is committed to being a welcoming community in which every member is respected and where the values of tolerance and mutual respect are fostered;
- We are committed to promoting equality of opportunity for all and actively seek to promote harmonious relationships in all areas of school life;
- We seek to remove barriers to access, participation, progression, attainment and achievement;
- We take seriously our wider contribution towards the promotion of community cohesion;
- We understand our responsibility to monitor behaviour and deal with any bullying incidents, be they discriminatory or otherwise.

In order to do this we aim to:

- Provide a secure environment in which all members of the community feel safe;
- Provide a holistic learning environment which enables all individuals to develop their full potential;
- Encourage everyone to see their place in the diverse local, national and international community;
- Include and value the contribution of all families to our understanding of equality;
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- Ensure employment practice observes the principles of equal opportunity;
- Involve stakeholders in the development, review, evaluation and impact assessment of all relevant improvement plans, policies and procedures;
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- Listen to concerns raised by members of the community and take action where necessary;
- Prepare and publish equality objectives (every four years);
- Prepare and make available information to demonstrate how we are complying with our equality duty and the progress made towards meeting our published equality objectives (update annually)
- Name a member of staff who will be the first point of contact for any concerns, queries or commendations in relation to the school's Equality Duty:

Kevin McDermott (Director of Pastoral Care)

We will comply with the Public Sector Equality Duty giving due regard to that duty when making decisions, taking actions and developing policies. In line with its specific duties under the Equality Act (2010), we will publish our equality objectives and will publish information about how it is complying with the Public Sector Equality Duty. Published information is available on our website.

Monitoring, Review and Evaluation

The impact and effectiveness of this policy will be reviewed annually through the Governors' Christian Vision Committee. This policy should be read in conjunction with Governor's Policies on:

- Anti-bullying
- Attendance
- Behaviour for Excellence
- Education for Personal Relationships
- Home-School Agreement
- Mission Statement/School Creed
- Race Equality
- Special Needs and Disability