



Saint **GREGORY'S**
Bath

Saint Gregory's Equality Information and Objectives Statement

Title	Equality Information and Objectives Statement	
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In Christ We Flourish

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Opening statement

As a Catholic Christian educational community we welcome our duties 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 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)

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. We will not discriminate against, harass or victimise any staff member, student, prospective student, or other member of the school community because of their:

- sex;
- age;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;
- marriage and civil partnership.

We aim to promote students' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for students and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from students and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our students should be exposed to ideas and concepts that may challenge their understanding, to help ensure that students learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

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."

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our students are taught to be:

- understanding of others;
- celebratory of diversity;
- eager to reach their full potential;
- inclusive;
- aware of what constitutes discriminatory behaviour.

The school's employees will not:

- discriminate against any member of the school community;
- treat other members of the school community unfairly.

The school's employees will:

- promote diversity and equality;

- encourage and adopt an inclusive attitude;
- lead by example;
- seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- planning activities for key diversity awareness days;
- inviting guest speakers to talk to students about diversity;
- incorporating lessons about diversity into the curriculum including PSHE lessons.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- age;
- disability;
- gender reassignment;
- marital or civil partner status;
- pregnancy or maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal or any other disciplinary action.

Diversity and representation

We have a school behaviour policy (Behaviour for Excellence) 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.

We also display positive images and use resources that depict diversity. We have links with a number of schools abroad and a large number of visiting students annually (Chinese, Japanese and European students) and we take advice from outside agencies on how to support students with EAL.

We have developed a curriculum that we are constantly reviewing and adapting 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 and take part in events such as Black History Month.

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 for meetings with parents
- Students are encouraged to take a qualification in their home language

We monitor the attainment of all our students by gender and 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 and students can be taught PE in mixed gender sets. 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.

Inclusion

- Year 7 admissions procedures ensure equal access to all students.
- EHCPs - the SENCO and Head of Year 7 visit the primary school and give a 1:1 tour for any student identified as needing additional support with transition.
- We support disabled learners by meeting their individual needs with a bespoke passport that is shared with all staff.
- 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.
- We work with Ups and Downs to positively promote young people with Downs Syndrome

Closing statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community. We are guided by the following five principles:

- Saint 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;