

ST GREGORY'S CATHOLIC SCIENCE COLLEGE



Equality Policy, Information and Objectives Booklet

March 2025

This document is based on the templates provided by Brent L.A.

A full version of this document is available from the School on request.

1. School policy statement on equality and community cohesion

- We ensure that everyone is treated fairly and with respect.
- We 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 actively promote British values such as “mutual understanding and respect” and equality between girls and boys, supporting ideals such as democracy, respect and tolerance for all races, cultures, faiths and beliefs.
- We recognise that for some pupils, extra support is needed to help them to achieve and be successful.
- We make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our Student Parliament.
- We 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 our general duty under the Equality Act 2010 to eliminate unlawful discrimination, harassment, victimisation and any other unlawful conduct prohibited by the act; advance equality of opportunity between people who share and people who do not share a relevant protected characteristic and foster good relations between people who share and people who do not share a relevant protected characteristic; 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 also welcome 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:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for the pupil premium
- pupils who are disabled
- pupils who have special educational needs
- boys in certain subjects, and girls in certain other subjects.

2. Responsibilities

One named governor Mr Frederick takes the lead, but the governors as a whole are responsible for:

- drawing up, publishing and implementing the school’s equality objectives
- making sure the school complies with the relevant equality legislation; and
- monitoring progress towards the equality objectives and reporting annually.

The headteacher is responsible for:

- making sure steps are taken to address the school’s stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them;
- producing regular information for staff and governors about the plans and how they are working;

- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents;
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

Mr Finnegan (Deputy Headteacher) is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policies.

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.

3. Information about the pupil population

Number of pupils on roll at the school: **1162**

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.’

Number of pupils with disabilities: **142**

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

Dyslexia
Profound Global Development Delay
Autistic Spectrum Disorders
Emotional, Social and Mental Needs
Learning Difficulties
ADHD
Epilepsy
Profound Hearing Loss
Sickle Cell
Diabetes
Spina Bifida
Physical Needs
Vision Impairment

Pupil Special Educational Needs (SEN) Provision 142 (1162)		
	Number of pupils	Percentage (%) of school population
No Special Education Need	1007	86.7%
Statement / EHCP	36	3.1%
School Support	119	10.2%

Ethnicity and race							
	Boys	Girls	Total		Boys	Girls	Total
Asian or Asian British				Mixed			
Bangladeshi heritage	0	0	0	Other mixed heritage	14	15	29
Indian heritage	167	136	303	White and Asian	12	9	21
Other Asian heritage	62	37	99	White and Black African	5	6	11
Pakistani heritage	*	*	2	White and Black Caribbean	7	10	17
Ghanaian heritage	23	15	38	British heritage	92	62	154
Nigerian heritage	15	15	30	Irish heritage	22	24	46
Somali heritage	*	*	*	White Other (*)	140	123	263
Caribbean heritage	11	16	27	Other Black heritage	31	17	48
Traveller of Irish heritage	*	*	7	Any other Ethnic Group	10	5	15

* Eastern European (included in White Other)

Information withheld	15	Information not yet obtained	22
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Gender	
Male	638
Female	519

Pregnancy and maternity	
	Number of pupils
Pupils who are pregnant	0
Pupils who have recently given birth	0

NB Please note that throughout this booklet, an * denotes a group of 5 or less (this is for data protection reasons)

Religion and Belief			
Buddhist	0	Catholic	1097
Christian	30	Muslim	*
Hindu	*	Other religion	16
No religion	*	Unknown	11

Please note:

- The school is aware of the particular challenges and barriers faced by pregnant pupils and young mothers. Consequently, the school will provide sensitive and appropriate support to any pupil who is pregnant or who has recently had a baby.
- We do not collect data on the sexual orientation of our pupils, but as a school, we are aware that there may be a number of equality issues for those persons who share this protected characteristic.
- We do not collect data on pupils with regard to gender reassignment, but recognise that those persons who share this protected characteristic may experience discrimination and harassment.

4. Staff development

This section outlines our process for training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements.

DATE	WHO	CPD
February 2025	All staff	Equality Act information and objectives
February 2025	Governors	Equality Information and objectives

5. Publication and review

This Equality policy, information and objectives booklet fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school governors publish it by making it available on request and on our school website www.stgregorys.harrow.sch.uk

The scheme will be kept under regular review for four years and then replaced in March 2028.

6. Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- **Monitoring job applications and appointments.**
- **Monitoring CPD applications and approvals.**
- **Monitoring pupils' achievements.**
- **Monitoring examination results.**
- **Monitoring parent surveys during parents' evenings.**
- **Monitoring parent surveys by Kirkland Rowell.**
- **Monitoring pupil surveys by Kirkland Rowell.**
- **Monitoring attendance and punctuality.**
- **Monitoring exclusions.**
- **Monitoring complaints analysis.**
- **Monitoring E-Safety data.**
- **Parents' Forum - Monitoring/assessment of Equality of Opportunity and Equality Objectives annually. Approved Equality Objectives February 2025.**
- **Staff Forum annually. Approved Equality Objectives March 2025.**
- **Student Parliament Equality of Opportunity, College Development Plan and Equality Objectives annually. Approved Equality Objectives March 2025.**
- **All Saints' Trust Headteachers Advisory Forum Approved Equality Objectives February 2025.**
- **Full Governing Body Equality of Opportunity, Equality Objectives and College Development Plan annually. Approved Equality Objectives February 2025.**
- **SLT annually (Equality Objectives). Approved Equality Objectives February 2025**
- **Traders Association Equality Objectives annually. Approved Equality Objectives January 2025.**

7. Equality Objectives 2024-28

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 these 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
1. All learners to maximise their potential in examination results (particularly GCSE) each year. Measured by individual learner's performance and the school closing gaps between attainment and progress between groups in the school.
2. Pupils' attendance to be outstanding (figures will be revised to keep in line with government requirements). To ensure that <u>all</u> students have access to the curriculum. Measured by analysis of attendance data.
3. All new buildings, refurbishments and facilities will be planned to take account of the needs of all users in respect of equality of access. Disability access will be improved each school year in line with the school's accessibility plan.
4. To maximise opportunities for all students to partake in student leadership activities. Measured by analysis of student leadership activities data.

These objectives were endorsed (after consultation) by the full Governing Body in February 2024

Progress we are making on each objective
<p>1.</p> <p>KS4 The Progress 8 score for students in 2024 was an impressive 0.72, reflecting a significant improvement of 0.22 from the previous year, and the percentage of students achieving a grade 5 or higher in both English and Maths also saw a modest rise, increasing by 3% from 2023 to 2024.</p> <p>A notable achievement was recorded among pupil premium students (pupils who have been in receipt of Free school meals within the last six years), whose Progress 8 score was 0.77. Progress 8 scores also improved across several ethnic minority groups.</p> <p>KS5 A level exam results in 2024 were: A*- A: 34% (the national average is 28%), A*-B: 68% (the national average is 54 %), A*-C: 87% (the national average is 75%) and A*-D: 99% (the national average is 90%) Vocational results: Distinction*: 34%, Distinction*-Distinction: 76%, Distinction*- Merit: 94%, Distinction*- Pass: 100 %</p> <p>All seven pupils from Year 13 who had Special Educational Needs are now in education or employment. There were 12 students who were in receipt of a bursary due to financial disadvantage and 11 of these students are at university and one is in full time work.</p>
2. St Gregory's was above the national average for attendance in all areas for the last

academic year. The school was 3.2% above the national average for all year groups and Year 11 were 5.3% higher than the national average.

The attendance of pupils who are entitled to free school meals was 4.3% higher than the national average and the attendance of pupils of pupils who are in receipt of support from the Special Needs department was 4.9% higher than the national average.

3. St Gregory's is part of the School Rebuilding Programme and all new buildings will have equality of access.

4. There have been a variety of different leadership activities throughout the year during lessons and form times. There have also been whole school fundraising activities for Mary's Meals and the School Foodbank. In addition to this there was 32 leadership opportunities taken up by 364 pupils (an average of 11 students per activity). Examples were presenting to the Department for Education during a visit to St Gregory's, volunteering as helpers on an HCPT trip to Lourdes, Singing & Helping at Kenton Festive Lights Switch on event, working with Brent ground staff to clear weeds and brambles from a community flower bed on Woodcock Hill, sorting food from Christmas donations and stocking the Pantry with it and collecting money for the Poppy appeal.

Progress being made in relation to each objective was reported to the following groups:

- SLT (February 2025)
- Parents Forum (February 2025)
- Traders Association (January 2025)
- Staff Forum (February 2025)
- Governors' Personnel Committee (January 2025)
- Student Parliament (February 2025)

8. 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.

We are aware that we 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 school policies (see **Appendix 1**).

1. 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.
2. Our governing body have had training on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
3. We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
4. The school participates in Black History Month.
5. We have a Good Behaviour Policy which helps pupils develop a standard of behaviour that demonstrates self respect, self discipline, respect for others, their property, the environment and the local community.
6. We have a School Anti-Bullying Policy that demonstrates the zero tolerance of all forms of bullying, including: bullying on the protected characteristics.
7. 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 provide training to all staff in relation to dealing with bullying and harassment incidents.
8. We have a special educational needs and Disability (SEND) policy that outlines the provision the school makes for pupils with *SEND*.
9. We have an Accessibility Plan that strives to create an inclusive approach to the education of our pupils and for the dignity of our visitors.
10. We have an Equalities Policy that draws together the school's previous policies in respect of Disability, Diversity, Gender and Race. It includes all of the protected characteristics identified in the Equalities Act 2010.
11. Our admission arrangements are set by Governors and comply with Diocesan, L.A. and Government procedures.
12. Our complaints procedure sets out how we deal with any complaints relating to the school.
13. We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
14. We have procedures for addressing staff discipline, conduct and grievances.
15. All staff have a copy of the Staff Handbook and Code of Conduct outlining school expectations of staff.
16. We achieved the Equalities Award in February 2012, 2016 and 2020.
17. We have appointed an Equalities, Diversity and Inclusion (EDI) coordinator and established an EDI working party.

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

Summary information

In the academic year 2023-24 there were 20 Year 11 students with a disability
In the academic year 2023-24 there were 6 Year 13 students with a disability

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- We 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.
- We carry out accessibility planning for disabled pupils 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 pupils.

How we foster good relations and promote community cohesion:

- We ensure that the curriculum has positive images of disabled people.
- We tackle prejudice and any incidents of bullying based on disability.
- The school promotes spiritual, moral, social and cultural (SMSC) development of all pupils through our Catholic Ethos, and our sincere belief that all are made in God's image. SMSC is a theme in all subjects, PSHE and Assemblies.

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

- The lift in the 6th Form block enables physical access to the Sixth Form Block
- The Sixth Form Block has 2 link passages to the main building in order to enable physical access to most of the school for children and adults with a disability.
- Ramps and a disabled toilet make access easier and visits more comfortable for disabled children and adults.
- St Gregory's achieved the Equalities Award in February 2012, March 2016 and February 2020.
- St Gregory's has secured funding from the LA to enable the school to install a lift that will further improve physical access for children and adults with a disability.

Ethnicity and race (including EAL learners)

Summary information

- The Progress 8 score of 0.54 in 2023 was in the top 10% of all school nationally.
- The Attainment 8 scores of 57.2 in 2023 was in the top 5% of all non selective schools nationally.
- In 2023, the progress of each statistically significant ethnic group was above the national mean for all students.
- Our 3 year ALPs score in 2023 (KS5 – A Level) was 2 and the progress of all ethnic groups was above the national average for all students (FFt data).

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We have developed initiatives to tackle the motivation and engagement in learning of particular groups.
- 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.

How we foster good relations and promote community cohesion:

- 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 and actively promotes British values.
- We organise celebrations and special events such as international evenings and take part in Black History month.

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

- St Gregory's achieved the Equalities Award in February 2012, March 2016 and in February 2020.
- Please see summary information (above).

Gender

Summary information

- The Progress 8 score in 2023 was higher for girls (+0.81) than it was for boys (+ 0.39) and both were significantly above the national mean (of 0) for state-funded schools.
- The Attainment 8 score in 2023 (57.2) was nearly a grade above the national average (46.3) for boys (54.8.0) and nearly two grades above the national average for girls (61.2).
- Our 3 year ALPs score in 2023 (KS5 – A Level) was 2 and the progress of males and females was above the national average for all students (FFt data).

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- 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, careers advice and work experience are avoided.
- 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.

How we foster good relations and promote community cohesion:

- The school promotes the spiritual, moral, social and cultural development of all pupils.
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum.
- We actively promote British values.

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

- We continue to narrow the gap for any underachieving pupils.
- St Gregory's achieved the Equalities Award in February 2012, March 2016 and February 2020.
- Please see summary information above.

Religion and belief

Summary information

In the academic year 2024 – 2025 the Year 11 cohort in respect of Religion and belief was:

Catholic	181
Christian	*
Muslim	*

In the academic year 2024 – 2025 the year 13 cohort in respect of Religion and belief was:

Catholic	80
Christian	*
Muslim	0

How we advance equality of opportunity:

- Pupils build a sense of identity and belonging, which helps them flourish in our diverse community and citizens in a diverse society.
- Pupils participate in events such as daily collective worship, International Evening, Assemblies, Liturgies and so on.
- All pupils are encouraged to play a full part in school life.

How we foster good relations and promote community cohesion:

- The school actively promotes British values.
- The school promotes the spiritual, moral and social cultural development of all pupils.
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- We tackle bullying and harassment on the basis of faith and belief.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as antisemitism and Islamophobia.

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

- St Gregory's achieved the Equalities Award in February 2012, March 2016 and February 2024.
- The school achieved an Outstanding judgement in our last section 48 school inspection (October 2019).

9. Equality Information about our Employees

Please refer to The All Saints' Trust website.

SCHOOL POLICIES

ACCESSIBILITY PLAN
ADMISSIONS
ANTI-BULLYING
APPRAISAL
ASTHMA
ASSESSMENT
ATTENDANCE
BURSARY FUND
CCTV
CENTRE POLICY FOR DETERMINING TEACHER ASSESSED GRADES
CHAPEL USE POLICY
CHARGING
CITIZENSHIP
COACHING
COLLECTIVE WORSHIP
COMPETITIVE TENDERING
COMPLAINTS – any complaints should be referred to Miss McCarthy in the first instance.
CONTINUING STAFF DEVELOPMENT
CRITICAL INCIDENT PLAN
CURRICULUM
DATA BREACH NOTIFICATION
DATA PROTECTION
DATA PROTECTION IMPACT ASSESSMENT
DBS
DRUGS
EAL
ECT
EDUCATIONAL VISITS
EQUALITIES
E-SAFETY
EXAMINATION CONCESSIONS
EXAMINATION ENTRY
EXPENSES POLICY
FINANCE
FIRE SAFETY
FOOD
FREEDOM OF INFORMATION PUBLICATION SCHEME
GDPR
GIFTED AND TALENTED
GOOD BEHAVIOUR
GOVERNOR'S ALLOWANCES
HEALTH & SAFETY (including First Aid)
HOME SCHOOL AGREEMENT
HOMEWORK
I.C.T.
ICT SECURITY
INCLUSION
INDEPENDENT LEARNING
INFECTION CONTROL
INFORMATION SECURITY
INSTRUMENT OF GOVERNMENT
INTERNET USE (including Acceptable Use)
LEARNING OUTSIDE THE CLASSROOM
LITERACY
LITTER
LOCKDOWN PROCEDURE
MATHEMATICAL KNOWLEDGE AND SKILLS
MEDICAL CONDITIONS (including Medicine Control)
MINIBUS
PANDEMIC FLU PLANNING
PAY POLICY
PHYSICAL ACTIVITY
POLICY STATEMENT FOR CHILDREN WITH HEALTH NEEDS
POSITIVE MENTAL HEALTH
PRIVACY NOTICE
PROVIDER ACCESS POLICY
PSHE
PUPIL ALLERGY
RELATED PARTY POLICY
RELATIONSHIP AND SEX EDUCATION POLICY
REMOTE EDUCATION
RETENTION & DESTRUCTION POLICY
RISK ASSESSMENT

RISK MANAGEMENT
SAFEGUARDING AND CHILD PROTECTION (including Physical Intervention)
SAFER RECRUITMENT
SEARCH AND CONFISCATION
SPECIAL NEEDS AND DISABILITY
SPIRITUAL & MORAL
STAFF CAPABILITY
STAFF CODE OF CONDUCT
STAFF DISCIPLINE
STAFF GRIEVANCE
STAFF PROCEDURES
STAFF SICKNESS
STRESS POLICY
SUBJECT ACCESS REQUESTS
TEACHING AND LEARNING
TIME BUDGET
UNIFORM
VISITING SPEAKERS
WHISTLEBLOWING
WORK / LIFE BALANCE
These policies are available (electronically or in hard copy) on request from the school

