

ST GREGORY'S CATHOLIC SCIENCE COLLEGE



Equality Policy, Information and Objectives Booklet

March 2016

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 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 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 try to 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 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 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 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, Chair of Governors, 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 McNulty (pupils) and Mrs Campbell (staff) are 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: **1095**

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: **84**

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

• Dyslexia
• Profound Global Development Delay
• Autistic Spectrum Disorders
• Behaviour, Emotional and Learning Difficulties
• Learning Difficulties
• ADHD
• Severe Epilepsy
• Cerebral Palsy
• Profound Hearing Loss
• Profound Language Impairment
• Sickle Cell
• Dyscalculia
• Speech & Language
• Cystic Fibrosis
• Diabetes

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	985	89.9%
Statement	29	2.6%
School Support	82	7.5%

Ethnicity and race							
	Boys	Girls	Total		Boys	Girls	Total
Asian or Asian British				Mixed			
Bangladeshi heritage	0	0	0	Other mixed heritage	23	8	31
Indian heritage	88	74	162	White and Asian	12	8	20
Other Asian heritage	53	36	89	White and Black African	6	6	12
Pakistani heritage	0	0	0	White and Black Caribbean	13	9	22
Black or Black British				White			
Ghanaian heritage	24	22	46	British heritage	83	53	136
Nigerian heritage	34	25	59	Irish heritage	24	20	44
Somali heritage	0	0	0	White Other	148	107	255*
Caribbean heritage	52	38	90	Gypsy / Roma	0	0	0
Other Black heritage	52	36	88	Traveller of Irish heritage	*	*	5
Chinese	*	*	2	Any other Ethnic Group	15	9	24

* Eastern European (included in White Other)

<u>Boys</u>	<u>Girls</u>	<u>TOTAL</u>
73	55	128

Information withheld	9	Information not yet obtained	1
-----------------------------	---	-------------------------------------	---

Gender	
Male	638
Female	457

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

Religion and Belief			
Buddhist	2	Sikh	0
Christian	88	No religion	0
Hindu	6	Other religions	*
Jewish	0	Unknown	*
Muslim	*	Catholic	995

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
November 2015	Mr Prindiville lead and relevant staff	Equalities Award
January 2016	All staff	Equality Act information and objectives, compliance – Brent materials
January 2016	Governors	Equality Information and objectives

5. Publication and review

This Equality objectives 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 three years and then replaced in January 2020.

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:

- **Monitor job applications and appointments.**
- **Monitor CPD applications and approvals.**
- **Monitoring pupils achievements.**
- **Monitor examination results.**
- **Parent surveys during parents' evenings.**
- **Parent surveys by Kirkland Rowell.**
- **Pupil surveys by Kirkland Rowell.**
- **Monitor attendance and punctuality.**
- **Monitor exclusions.**
- **Complaints analysis.**
- **Monitoring E-Safety data.**
- **Parents' Forum - Monitoring/assessment of Equality of Opportunity annually. Approved Equality Objectives December 2015.**
- **Staff Forum annually. Approved Equality Objectives November 2015.**
- **Student Parliament Equality of Opportunity and College Development Plan annually. Approved Equality Objectives November 2015.**
- **Ward Panel Meeting (Met Police) Approved Equality Objectives November 2015.**
- **Science Partners Progress Meeting Equality of Opportunity and Equality Objectives November 2015.**
- **Governing Body Personnel Committee Approved Equality Objectives December 2015.**
- **Full governing body Equality of Opportunity and College Development Plan annually. Approved Equality Objectives January 2016.**
- **SLT November and December 2015 (Equality Objectives).**
- **Traders Association February 2016. (Equality Objectives).**

7. Equality Objectives 2016-20

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.
Progress we are making on each objective
1. The school has established systems and procedures to identify and support underachieving pupils in any year group; focusing in particular on the following protected characteristics and groups: ethnicity and race (including EAL), gender, SEND and disadvantaged. In 2014-2015 the achievement of All Pupils (including both Boys and Girls) was significantly above the national mean.
2. The school has established systems and procedures to identify and support <u>all individual pupils</u> whose attendance is a cause for concern. In 2014-2015 attendance was 95.7% and persistent absence was 3.5%
3. During 2015 the school made the following adaptations: <ul style="list-style-type: none">• Improved access to upper floors• Improved access to the library• Installation of ramps in the playground

These objectives were endorsed (after consultation) by the full Governing Body in January 2016.

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 pupil's 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 schools 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 outlining school expectations of staff.
16. We achieved the Equalities Award in February 2012 and once again in March 2016.

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

In the academic year 2011 – 2012 there were 2 Year 11 students with a disability.
In the academic year 2011 – 2012 there was 1 Year 13 student with a disability.
In the academic year 2012 – 2013 there were 8 Year 11 students with a disability.
In the academic year 2012 – 2013 there were 2 Year 13 students with a disability
In the academic year 2013 – 2014 there were 5 Year 11 students with a disability.
In the academic year 2013 – 2014 there were 0 Year 13 students with a disability.
In the academic year 2014 -2015 there were 10 Year 11 students with a disability
In the academic year 2014-2015 there were 4 Year 13 students with a disability.
In the academic year 2015 -2016 there were 8 Year 11 students with a disability
In the academic year 2015-2016 there were 0 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 has achieved the Equalities Award in February 2012 and once again in March 2016.

Ethnicity and race (including EAL learners)

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

Summary information

- The KS2-4 VA score for the following ethnic groups in 2015 was significantly above the national average; All Pupils, Any Other White Background, Irish, African. The KS2-4 VA scores every ethnic group in 2015 was above the national average, except for 'Any Other Ethnic Group'. No ethnic group had a KS2-4 VA score that was significantly below the national mean.
- In 2015, the achievement of pupils from a wide range of ethnic groups was significantly above the national mean across a range of performance indicators. The proportion of pupils attaining 5A*-C+EM was significantly higher than the national mean for; British, Any Other White Background and Black African pupils. The proportion of pupils attaining the English Baccalaureate was significantly higher than the national mean for British, Any Other White Background, Black African and Indian pupils. No ethnic group's attainment (5A*-C+EM) was significantly below the national mean.
- In 2015, the capped point score was significantly above the national mean for; British, Traveller of Irish Heritage, Any Other White Background, Any Other Asian Background, Black Caribbean, Black African and Any Other Ethnic Group pupils. In 2015, the total point score was significantly above the national mean for; British, Irish, Any Other White Background, Black Caribbean and Black African pupils. No ethnic group had a capped or total point score significantly below the national mean.
- The proportion of pupils making expected progress was significantly higher than the national mean for British pupils in mathematics and Any Other White Background pupils in English. No ethnic group was significantly below the national average for the proportion making expected progress in English or mathematics or for any major performance indicator.
- At KS5 the mean value added score was above the national average at AS and A Level for All Pupils. Students from different Ethnic groups made outstanding or excellent progress in:
 - Black or Black British African – Psychology, RE, Sociology and Maths
 - White British – Mathematics, Business Studies, Physics, RE and Sociology
 - White or any other white background – Business studies, Maths, RE, Sociology and Spanish
 - Asian or Asian British – Further Maths
 - Mixed or any other mixed background – RE, Sociology, Economics, Biology and Chemistry
 - Mixed white and black African – English Literature, French, Geography, RE and Sociology

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 has achieved the Equalities Award February 2012 and once again in March 2016.
- Please see summary information (above).

Gender

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

Summary information

- In 2015, whilst the attainment (5A*-C+EM) of girls was 1 percentage point higher than boys, the attainment and achievement of boys and girls were both significantly above the national mean across a range of performance indicators. The proportion of both boys and girls attaining 5A*-C+EM was, again, significantly higher than the national mean.
- 2015 KS2-4 VA scores for both girls (1034.6) and boys (1032.1) were both significantly above the national average for their respective groups and for the national average overall.
- In 2015, the capped point score and total point score were both significantly above the national mean for boys and girls, with girls' point scores being slightly higher than boys'.
- The proportion of girls and boys making expected progress in English and mathematics in 2015 were significantly above the national mean for both gender groups. The proportion of boys making expected progress in mathematics in 2015 was higher than girls and the proportion of girls making expected progress in English in 2015 was higher than boys.
- At KS5 the mean value added score was above the national average at AS and A Level for All Pupils.
- In 2015 the value added score for A2 was 0.11 for girls and 0.12 for boys, which were both significantly above the national average for their respective group and for the national average overall.

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 and once again in March 2016.
- Please see summary information above.

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

Summary information

In the academic year 2015 – 2016 the Year 11 cohort in respect of Religion and belief was:

Catholic	-	159
Christian	-	12

In the academic year 2015 – 2016 the year 13 cohort in respect of Religion and belief was:

Catholic	-	64
Christian	-	4
Hindu	-	2
Unknown	-	1

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, Cross Curricular Week, 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.
- We participate in award and accreditation schemes such as the Equalities Award.

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 and once again in March 2016.
- The school achieved a Grade 1* (Outstanding) in our last section 48 school inspection (October 2014).

9. Information about our Employees

As the school has less than 150 staff we are not required to publish information about our employees.

SCHOOL POLICIES

ACCESSIBILITY PLAN
ADMISSIONS
ANTI-BULLYING
APPRAISAL
ASTHMA
ASSESSMENT
ATTENDANCE
CHAPEL USE POLICY
CHARGING
CHILD PROTECTION (Including Physical Intervention)
CITIZENSHIP
COACHING
COLLECTIVE WORSHIP
COMPLAINTS – any complaints should be referred to Mr McNulty in the first instance.
CONTINUING STAFF DEVELOPMENT
CRITICAL INCIDENT PLAN
CURRICULUM
DATA PROTECTION
DBS
DRUGS
EAL
EDUCATIONAL VISITS
EQUALITIES
E-SAFETY
FAMILY LIFE (SRE)
FINANCE
FOOD
FREEDOM OF INFORMATION PUBLICATION SCHEME
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
INSTRUMENT OF GOVERNMENT
INTERNET USE (including Acceptable Use)
LEARNING OUTSIDE THE CLASSROOM
LITERACY
LITTER
MEDICAL CONDITIONS (including Medicine Control)
PANDEMIC FLU PLANNING
PAY POLICY
PHYSICAL ACTIVITY
PRIVACY NOTICE
PSHE
RISK MANAGEMENT
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
TEACHING AND LEARNING
TIME BUDGET
UNIFORM
VISITING SPEAKERS
WEAPONS IN SCHOOL
WHISTLEBLOWING
WORK / LIFE BALANCE

These policies are available (electronically or in hard copy) on request from the school