



St Gregory's Catholic Primary School

Equality Policy



This policy is underpinned by the school's mission statement: 'Loving and Learning'

St Gregory's School bases its practices on the concept of equality of opportunity and a spirit of justice and universal love in accordance with the message of the Gospels and the teaching of the Catholic Church.

Public Sector Equality Duty (2011)

The PSED or Public Sector Equality Duty came into effect in April 2011 and has three main parts. This duty replaces all previous duties and considers other legislation (for example the Disability Discrimination Act, 2001 and Disability Equality Duty, 2005, Equality Act 2006 (Gender), Race Relations (Amendment) Act 2000, Equal Pay Act 1970, Equal Pay (Amendments) Regulations 1983). Public bodies, including schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics, and between people who share a protected characteristic and people who do not share it

We are required to have "Due Regard" for the Duty. Due regard means:

- Removing or minimising disadvantages suffered by people due to their protected characteristic
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

At St Gregory's we meet the requirements of the Duty.

We have an accessibility plan in place which forms part of the **SEND policy**. We aim to ensure that pupils, staff and other stakeholders, such as parents and visitors to school, receive equal opportunities in the protected characteristics (e.g. age, race, disability, gender).

We are continually trying to improve the school environment and curriculum to make it easier for all pupils, parents, staff and visitors to access the building and services we provide. In addition, we are looking at ways to improve our spoken and written communication between the school and our pupils, parents and other interested parties.

Aims of this Policy:

- To ensure awareness about the importance of Equality.
- To develop the abilities and strengths of each pupil as an individual.
- To ensure that stereotyping does not take place; that the individual's options are not closed due to expectations of conformity.
- To ensure that the all curriculum and extra curriculum provision is accessible to all.
- To ensure that disciplinary procedures apply equally.
- To eliminate unlawful discrimination, harassment, victimisation and conduct
- To advance equality of opportunity
- To foster good relations between people who share a protected characteristic and those who do not
- To ensure that the school's budget is allocated so that resources are available to all and inclusion and access are discussed at Governor level.

Pupils:

Pupils must have equal access to all the "benefits, facilities or services" offered by the school. Therefore all pupils must, regardless of gender, race, faith or difference, have precisely the same access to the curriculum, extra-curricular and out of school activities organised by the school.

- Teacher expectation must be the same for both sexes (Do not request "four strong boys"!).
- Rewards and sanctions are fair and balanced in the classroom.
- Verbal and physical abuse will not be tolerated.
- The school will provide an environment and atmosphere where all pupils are valued.

Staff:

In the case of Voluntary Aided Schools, the Governors themselves are the employers of staff and are responsible for equal opportunity matters in employment. They intend that, consistent with their obligation to secure, preserve and develop the religious character of the school, no job applicant or employee shall receive less favourable treatment because of his or her gender, race, disability, age or difference. This applies to all people employed by the Governing Body whether full or part time.

All persons involved with selection, interview and appointments shall be made aware of the Act and their obligations. Applicants for vacancies will be made aware of their entitlements by appropriate means. The Governors will continue to apply the CES conditions of service and all national and local agreements as appropriate. The Governing Body will develop a programme of action to ensure implementation of the policy through provision of training and monitoring.

There are cases when the schools Catholic Trust Deed qualifies the Governors to make exceptions to the law with regard to recruitment. In order to avoid breaches in the Act, advice will be sought from HR or the Diocese in matters of staff recruitment. With regard to

employment, it is a condition of employment that the member of staff is able to sign the CES Contract stating that they will support and uphold the values and teachings of the Catholic Church in their personal and professional life.

General:

It is expected that at all times, that all members of the school community are living examples of the Mission of the school.

St Gregory's Catholic Primary School is an inclusive, welcoming and safe community and we want everyone who spends time with us to feel supported and have access to whatever they need to make their time with us run smoothly. If there is anything we can do to make it easier for you to visit, work or learn at our school or so that you can access the information we provide then please ask us and we will do our best to help you.

Policy Reviewed: November 2016



ST GREGORY'S CATHOLIC PRIMARY SCHOOL EQUALITY STATEMENT



This statement is underpinned by the school's mission statement: 'Loving and Learning'

A.) Our school commitment 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.

At St Gregory's School, in line with our Catholic ethos:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of their:
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Sexual orientation
 - Gender reassignment
 - Pregnancy or maternity
 - Age (when employing adults)
- We recognise that some pupils need extra support to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less favourably.
- Our aim is for all children to fulfil their potential and achieve the best they can.

We welcome our duties

- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving. As part of this we will:

- Publish information every year about our school population
- Outline how we have due regard for equality
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

B.) Our School Population (Data taken from Raise Online 2016)

<u>Characteristic</u>	<u>Number/Percentage</u>	<u>National Average</u>
Number on roll	235	275
% Girls	56.4%	49%
% Pupils known to be eligible for free school meals	15.7%	25.2%
% Pupils from ethnic minority groups	41%	31.6%
% Pupils whose first language is not believed to be English	22.2%	20.1%
% Pupils with SEN	14%	12.1%
% Attendance for 2015-2016	95.8%	96.1%