



**ST GREGORY'S CATHOLIC ACADEMY**

**EQUALITY INFORMATION AND OBJECTIVES  
(PUBLIC SECTOR EQUALITY SCHEME STATEMENT FOR  
PUBLICATION)  
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## Our Virtues, Vision & Values

The Bishop Hogarth Catholic Education Trust has adopted the following virtues, vision and values to guide us in our mission and to underpin all that we do:

### Our Vision

Our schools will be places of excellence – providing service and witness to children, their families and the wider Catholic community, adding value as a family of schools and enriching the learning and experience of all our young people so they may achieve their full potential.

### Our Values

The following values underpin everything the Trust and our Schools will do:

#### **BEING** Just and Responsible

We seek to act justly, fairly and responsibly in all our relationships to ensure 'The Common Good' is upheld.

#### **PROMOTING** Spiritual and Human Development

We believe a knowledge of and a personal relationship with Christ gives meaning and purpose to our lives.

#### **ACHIEVING** Quality in Teaching and Learning

We believe everyone should gain dignity and self-worth through quality teaching and learning which allow all in our school community to excel.

#### **SHOWING** Respect for Every Person

We believe that all are created in the image of God and therefore we will respect the unique and intrinsic value of every person, promoting equality and celebrating diversity.

#### **CREATING** Community

We believe our schools to be faith communities where Gospel values of truth, honesty, forgiveness and reconciliation are lived and where there is special care for those most in need.

#### **COMMUNICATING**

We value the views and opinions of the communities whom we serve and will actively engage and respond.



## **Public Sector Equality Duty**

The Equality Act 2010 replaced all previous discrimination law. It has simplified the law and extends protection from discrimination in some areas.

School must adhere to the following:

- Protection against discrimination is extended to pupils who are pregnant or who have recently given birth, and pupils who are undergoing gender reassignment
- It is now unlawful for employers to ask health related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work
- New positive action provisions will allow schools to target disadvantage experienced by pupils with particular protected characteristics
- It is now unlawful to victimise a pupil for anything done in relation to the Act by a sibling or parent
- The Act will extend the reasonable adjustments duty to require schools to provide auxiliary aids and services to disabled pupils
- The previous specific duties on schools have been combined into the new Public Sector Equality Duties (PSED)
- There is a requirement to have an Access Plan to improve access for disabled pupils

### **Protected characteristics:**

It is unlawful for a school to discriminate by treating individuals less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy/maternity
- Marriage and Civil Partnership

Children and young people under the age of 18 have limited protection under the Age characteristic. It is lawful to treat people differently because of their age in circumstances where the law allows, or requires, people to be treated differently because of their age.

### **Aims to eradicate discrimination**

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free 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 the benefits it can have
- Adopting an inclusive attitude
- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils 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. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

### **Dealing with prejudice**

We do not tolerate any form of prejudice-related incident. We will not tolerate any forms of violence and abuse, whether physical or verbal, that is directed to any of our staff, volunteers or pupils.

Our pupils are taught to be:

- Understanding of others
- Celebratory of cultural and religious 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 employee's will:

- Promote diversity and equality
- Encourage and adopt an inclusive attitude
- Lead by example

### **Equality and dignity in the workplace**

We do not discriminate against staff with regards 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.

### **Collecting and analysing equality information for pupils**

We are an inclusive school and we aim to use the curriculum and learning to encourage all individuals to fulfil his or her potential. We collect and analyse the following equality information for our pupils on an annual basis:

- Attainment levels
- Attendance levels
- Exclusions (internal and external)
- Behaviour incidents (Including Racist Incidents)
- Gender
- Race
- Disability
- Ethnicity
- EAL (English as an additional language)
- SEND Support
- Disadvantaged
- Looked after Children
- Pupil Premium

### **Collecting and analysing equality information regarding employment**

We are committed to providing a working environment free from discrimination, victimisation and harassment where staff are valued for their ability and skill to provide the best opportunities for pupils. We aim to recruit an appropriately qualified workforce that is representative of all sectors of the community in which we work. We collect the following profile information for our staff on an annual basis:

- Gender
- Occupational Group
- Gender
- Disability
- Religion
- Race
- Ethnicity
- Pay
- Staff Pregnancy/Maternity

## School Contextual Data

<b>2.1 Contextual information</b>	<b>Current data</b>	<b>National average (if applicable)</b>
Overall number of pupils at the school	<b>231</b>	277
Overall percentage of boys in the school	<b>55%</b>	51%
Overall percentage of girls in the school	<b>45%</b>	49%
Percentage of pupils eligible for the pupil premium	<b>28%</b>	26%
Percentage of pupils with SEND	<b>10.8%</b>	15.3%
Percentage of LAC	<b>0%</b>	-
Percentage of pupils in receipt of an EHC plan	<b>0.4%</b>	2.3%
Percentage of pupils with EAL	<b>5%</b>	21%
Percentage of pupils who are part of an ethnic minority group	<b>15%</b>	35%
Overall attendance rate	<b>94.3%</b> (2022-23 up to 12th May)	93.9% (2022-23 up to 21st April)
Persistent absence rate	<b>16.9%</b> (2022-23 up to 12th May)	18.4% (2022-23 up to 21st April)
Persistent absence rate of pupils who are eligible for the pupil premium	<b>24.0%</b> (2022-23 up to 12th May)	29.4% (Autumn 21 to Spring 22)
Persistent absence rate of pupils who are not eligible for the pupil premium	<b>14.1%</b> (2022-23 up to 12th May)	14.2% (Autumn 21 to Spring 22)
Number of suspensions	<b>0 (0.00%)</b> (Autumn 22 to Spring 23)	43,831 ( <b>0.94%</b> ) (Autumn 21 to Spring 22)
Number of permanent exclusions	<b>0 (0.00%)</b> (Autumn 22 to Spring 23)	479 ( <b>0.01%</b> ) (Autumn 21 to Spring 22)
Pupil stability	<b>95%</b>	77%
Total number of pupils leaving from start of academic year	<b>3 in R-Y6 plus 1 in Nursery</b>	-
Percentage of pupils who are Catholic	<b>60%</b>	62%

For further information about this school please see 'Get Information About Schools' (<https://www.get-information-schools.service.gov.uk/>) and 'School Performance Tables' (<https://www.gov.uk/school-performance-tables>).

### **Equality Objectives (2023-2027)**

Following review and analysis, the following equality Objectives have been identified:

- Narrow the gender gap at KS2 to improve progress of males in both reading and writing as well as progress of females in maths.
- Narrowing the gap between Disadvantaged and Non-Disadvantaged pupils at KS2 to improve outcomes for Disadvantaged pupils in reading.
- To improve progress of SEND pupils with and EHC plan at KS2 in both reading and writing.
- To improve progress at KS2 of low ability pupils in both writing and reading.
- To improve progress at KS2 of high ability pupils in maths.
- To encourage participation and recruitment to underrepresented roles such as males and people from ethnic minority backgrounds.

### **Review**

Equality Objectives will be reviewed at least once every four years by the Local Governing Committee