

# Equality information and objectives

## St. Michael's Catholic Grammar School

Founded by the Sisters of the Poor Child Jesus, a Voluntary Aided school in the trusteeship of St Michael's Catholic School Trustee and a member of the Loreto Education Trust.



**Approved by:** Pay and Personnel **Date:** 18<sup>th</sup> May 2026

**Last reviewed on:** May 2025

**Next review due by:** Summer 2027

## Contents:

1. Introduction	2
2. Aims	3
3. Legislation and guidance	3
4. Roles and responsibilities	3
5. Eliminating discrimination	4
6. Advancing equality of opportunity	5
7. Fostering good relations	5
8. Equality considerations in decision-making	5
9. Equality objectives	5
10. Monitoring arrangements	6
11. Links with other policies	6
12. Concluding statement	6

---

### 1. Introduction

St Michael's Catholic Grammar School, as our Mission Statement says, is a nurturing community where each person is loved and valued. We believe that every individual is of equal value and the school is committed to ensuring equality of opportunity for every person in the school community regardless of sex, gender reassignment, disability, age, sexual orientation, pregnancy or maternity status, religion or belief and race. The school acknowledges the value of being a multicultural, multiracial and multilingual school. Every attempt will be made to ensure that equal opportunities are reflected in all aspects of school life.

St Michael's has a **zero tolerance** of discriminatory behaviour, such as on the grounds of ethnic origin, religion, gender, sexual orientation or disability. The School aims to develop a climate which promotes the self-esteem of all members of the community; it requires respect for others and equality of opportunity for all. As a School, we promote positive action to ensure that all members of our community are enabled to make the most of their abilities and qualities. Prejudice and discrimination in any form will be tackled and students and staff must (and parents are urged to) report any incident where they believe these are being exhibited. Students and parents must report any incident to the Form Tutor or Head of Key Stage and staff to their line manager or a member of the senior management team. **All incidents should be passed to the Headteacher.**

Equal opportunity is not about treating everyone the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. We are all different and, as such, should be valued equally. Everything that follows in this statement is to help everyone involved make this establishment a real equal opportunities and inclusive school.

St Michael's Catholic Grammar School is committed to providing:

- The highest possible quality of education for each individual

- An environment which stimulates and motivates students
- An education that realises the full potential of every individual student
- The necessary support for the development of each individual's spiritual, cultural and personal identity
- An atmosphere in which everyone flourishes, achieves and feels valued
- The required preparation for our students to participate fully in society
- A caring and well-disciplined school.

Within a friendly, caring and stimulating community, St Michael's Catholic Grammar School will endeavour to educate and prepare its students from diverse backgrounds, cultures, faiths and communities for citizenship in a multiracial and multicultural society.

The values of St Michael's Catholic Grammar School are grounded on respect for:

- Oneself and each other as individuals created equally in the image of God
- Working hard and to the best of one's ability and aptitude
- Diversity of achievement in all areas of the school's life
- The community and the environment

## 2. Aims

Our school aims to meet its obligations under the public sector equality duty by having 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 – between people who share a protected characteristic and people who do not share it

## 3. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.
- The Memorandum of Understanding (2024): Those appointing staff to schools must also comply with legislation in terms of "Reserved Posts" (by law, Catholic schools have the right to reserve appointments to the posts of Head, Deputy Head and Head of RE to Catholics): [file:///C:/Users/stimp/Downloads/Bishops Memorandum - Approved September 2024.pdf](file:///C:/Users/stimp/Downloads/Bishops_Memorandum_-_Approved_September_2024.pdf) accessed on 29th October 2024.

#### **4. Roles and responsibilities**

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every two years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Ms Dorothy Henderson. They will:

- Meet with the headteacher, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will (Rachel Buckeridge):

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 9.

#### **5. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training when appropriate.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

When any discriminatory behaviour is suspected, the perspective of every individual is taken seriously. All incidents should be reported to the Headteacher who will designate an Investigating Officer to talk to the person suspected of the behaviour and any witnesses and to obtain written statements (If it is the Headteacher who is suspected, then the report should be to the Chair of Governors). The Investigating Officer will make a recommendation to the Headteacher of whether there is enough evidence to substantiate the complaint. If a degree of discrimination is identified, appropriate action will be taken by the Headteacher.

Help, support and counselling will be given as appropriate to all those involved.

## **6. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic/transphobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In order to fulfil this aspect of the duty, the school will:

- Analyse data each academic year showing how pupils with different characteristics are performing, this could be performance data (such as in public examinations) or records of exclusions, suspensions, isolations or detentions.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

## **7. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

- Working with our local community. This includes inviting leaders of local faith groups to speak to groups of students, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **8. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school undertakes an Equality Impact Assessment, when appropriate, to ensure that it has considered our equality duties and asked ourselves relevant questions for trips organized.

## **9. Equality objectives**

**Objective 1:** *Undertake an analysis of recruitment data and trends with regard to race, gender and disability by October each year, and report on this to the Pay and Personnel committee of the governing board.*

Why we have chosen this objective: To have a clear idea of the patterns of diversity with regards to recruitment in the teaching and support staff

To achieve this objective, we plan to: Analyse current data.

**Objective 2:** *Increase the correlation between the racial diversity of staff and that of students; over a 4-year period (from October 2025 to October 2029 in 4 years' time).*

Why we have chosen this objective: To increase representation from some ethnic groups amongst the student body which are under-represented on the staff.

To achieve this objective, we plan to: Alter adverts to include "St Michael's is an equal opportunity employer and welcomes applications from all members of the community".

Progress we are making towards this objective: The ethnic diversity of the staff body will more closely match that of the student body.

**Objective 3:** *For those who are involved in recruiting staff: Keep in mind issues around equal opportunities and non-discrimination through training where appropriate and available.*

To achieve this objective we plan to source training from an appropriate provider to ensure that at least one person on future panels has had such training.

**Objective 4:** *To continue to encourage those with disabilities to consider making applications to St Michael's. One method is to include the 'Two Ticks' positive about people with disabilities symbol on job adverts, application forms and information to help address the under-representation of people with disabilities in the school workforce. This will be investigated and considered by October 2026.*

Why we have chosen this objective: We have a very small representation of disabled workers on the staff.

To achieve this objective, we plan to: Encourage those with disabilities to apply for jobs at the school.

Progress we are making towards this objective: We will look to increase numbers to more closely match that of the national workforce as a whole.

**Objective 5:** *Increase the racial diversity on the governing body.*

Why we have chosen this objective: Whilst progress has been made in recent years, we are aware that the governing body has a low representation from some ethnic groups that exist in the student body.

Progress we are making towards this objective: We will look to increase numbers from those racial groups that are under-represented on the governing body; one way we will do this is to highlight the lack of representation of ethnic minorities when we alert parents to a vacancy and to encourage those from ethnic minorities to put themselves forwards.

## **10. Monitoring arrangements**

The Pay and Personnel Committee will review these equality objectives-at least every two years.

## **11. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment

## **12. Concluding statement**

St Michael's Catholic Grammar School aims to be a fully-inclusive school that meets the individual needs of all our students. This policy is the framework within which all our policies are developed. It makes explicit the values of the school and seeks to ensure that all stakeholders are committed to upholding these values. Everyone in the school is of equal value and should have equal opportunities in school and in life. The Governing Body, the Headteacher and the staff recognise their responsibility for making this happen. This means that being both flexible and adaptable and we recognise that there is the possibility that the school may have to change to meet the needs of individual students or of its staff.