



# **Equality policy**

**(including equality information and objectives)**

**Approved by:**

**PWG**

**Date:** 21<sup>st</sup> March 2023

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## Introduction

St George Catholic College is in the Trusteeship of the Roman Catholic Diocese of Portsmouth and maintained by Southampton City Council Local Authority. Our school leaders and governors are entrusted by the Bishop with the ministry of school leadership and will always act in recognition of the love of Christ for all members of our College community and one another.

At St George, all students, irrespective of ability, race, gender or need are respected and valued as individuals. This is reflected in the College organisation and curriculum structure, its assessment and rewards systems and the arrangements made for careers education and work experience. The College believes that the needs, rights and entitlements of individual students are the focus of both educational and social environment and that the family and the College community should work together. *'At St George we ASPIRE to become all that God has created us to be'.*

At St George, we believe that all students and staff have the right to feel safe, valued and empowered, regardless of age, race, disability, religion, belief, sex or gender, and actively seek out opportunities to not only empower students and respect these protected characteristics, but also to work to eliminate any form of discrimination. Through our ASPIRE values, underpinned by Catholic Social Teaching, we focus on promoting tolerance, dignity of the individual, mutual respect and solidarity, as well as celebrating all students' individual characteristics.

### **1. Aims**

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010. The protected characteristics are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation
- 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

## 2. 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](#).

## 3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives, as set out in this statement, are published and communicated throughout the school and on the school website, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher and other relevant staff.

The equality link governor is Sarah Davis. They will:

- Meet with the designated member of staff for equality every term, 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 among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Mr Preston (Assistant Headteacher). The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff, pupils and parents
- Meet with the equality link governor every term to raise and discuss any issues, and feedback at governance meetings
- 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 8.

#### **4. 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, assemblies and training opportunities. Where this has been discussed during a meeting it is recorded in the meeting minutes.

Students are encouraged to report instances of prejudicial language and behaviour, and have the opportunity to do this in person and anonymously.

Staff receive training on the Equality Act, and opportunities for training regarding the Equality Act as well as any other arising issues, are carried out throughout the year. 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. There are number of Equality Advocates who are the first point of contact for students to report instances of discrimination, and act as means of educating and intervening where necessary with students.

## 5. 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 that are connected to a particular characteristic they have (e.g. pupils or staff with disabilities, pupils or staff who are being subjected to prejudicial language or behaviour.)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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, clubs and enrichment opportunities, particularly pupils who are disadvantaged or have a SEND)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. monitoring of reporting of incidents of homophobic or transphobic bullying, racist incidents, prejudicial language and / or behaviour)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils e.g. ensuring that all students can take any subject through the options process, and are not limited by gender, ability etc.

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

## 6. 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, RSE 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, pupils will be introduced to literature from a range of cultures, and focus on thematic ideas such as morality and tolerance. All departments evaluate how they promote equality, inclusivity, and the promotion of the respect of the protected characteristics under the Equality Act 2010.
- Holding assemblies dealing with relevant issues, including: prejudicial language and behaviour, harmful sexual behaviours, negative attitudes towards gender. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute, organised across the year through the assembly and Chaplaincy schedule.

- Working with our local community, including inviting guest speakers to speak at assemblies, 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 enrichment programme, including disadvantaged pupils and pupils with SEND. We also work with parents to promote knowledge and understanding of different cultures, and how to tackle prejudicial language and behaviour. The EARA group, and RESPECT prefects act as a voice for tackling issues within school.

## **7. 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:

- Interferes with any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- Does not advance equality of opportunity – particularly for students with SEND.

## **8. Equality objectives – 2021-2025**

St George Catholic College has identified the following objectives in relation to the Equality Duty. We will set out to continue to:

- Ensure that staff and students are aware of and promote respect for the protected characteristics, producing an inclusive school community.
- Ensure that where discrimination, victimisation and harassment occurs, it is challenged effectively and consistently.

### **We will therefore:**

- Ensure that students and staff are aware of the protected characteristics from the Equalities Act of 2010, and the importance of respect for these characteristics.
- Promote the teaching of these protected characteristics, and ensure that the importance of respect for them is demonstrated throughout the curriculum.
- Ensure that discrimination of any kind is challenged consistently, logged, monitored and interventions are in place, where necessary.

- Use student voice to monitor and improve relationships between different communities within our school.

#### **Success criteria:**

- Subject leads will be able to demonstrate that the curriculum (not only PSHE / RSE, but all departments) addresses the importance of respect for the protected characteristics, promoting respect and inclusivity.
- Through staff training and teaching of students, promote a zero-tolerance approach, focusing on three main areas of prejudicial language and discrimination:
  - Racial prejudice and discriminatory language and behaviour
  - Sexual harassment and sexual abuse (child-on-child)
  - Homophobic language
- Identify staff training needs, and through these, ensure that staff are confident in challenging and reporting prejudicial and discriminatory language and behaviours, and clear sanctions are in place.
- Use and analyse information gathered (SIMS behaviour logs and incidents, student voice, student surveys, staff surveys, parent surveys, focus group and EARA group), in order to inform future intervention and policies.

These Equality Objectives form a section of the College Development Plan (focused on the teaching of and respect of the protected characteristics) and are monitored and evaluated annually.

### **9. Monitoring arrangements**

The Headteacher will review the equality information we publish in terms of eliminating discrimination, advancing equality of opportunity and fostering good relations at least every year.

This document will be reviewed and approved by the policy working group at least every 4 years.

### **10. Appendices**

- 1. Equality information 2022/23 – students
- 2. Equality information 2022/23 - staff

### **11. This document links to the following policies:**

- Accessibility plan
- Risk assessment
- Teaching and learning policy
- Behaviour policy
- Appraisal policy
- Curriculum policy
- SEND policy
- Anti-bullying policy

## **Appendix 1. Equality information 2022/23**



## Students – as of March 2023

Age	Our students range in age from 11 to 16 years	
Sex	Male:	60.00%
	Female:	40.00%
Disability	Reasonable adjustments are made where appropriate - Those with recognised Disability: 15.98%	
Gender Reassignment	We are committed to providing pastoral support to all students, including those proposing to begin or undergoing gender reassignment	
Ethnicity	Any other White background	36.18%
	White - British	30.35%
	Indian	9.45%
	Black - African	6.43%
	Any other Asian background	4.42%
	White and Asian	3.12%
	White and Black African	3.02%
	Any other ethnic group	2.51%
	Any other mixed background	1.71%
	Pakistani	0.80%
	White - Irish	0.60%
	White and Black Caribbean	0.60%
	Chinese	0.30%
	Black Caribbean	0.20%
	Any other Black background	0.20%
	Bangladeshi	0.10%
EAL	EAL:	49.75%
	English	48.14%
	Polish	31.56%
	Malayalam	4.72%
	Portuguese	1.61%
	French	1.01%
	Filipino	0.80%

	Italian	0.80%
	Spanish	0.80%
	Farsi/Persian (Any Other)	0.50%
	Konkani	0.40%
	Tagalog/Filipino	0.40%
	Hungarian	0.30%
	Russian	0.30%
	Tagalog	0.30%
	Urdu	0.30%
	Vietnamese	0.30%
	Arabic	0.20%
	Chinese (Cantonese)	0.20%
	Igbo	0.20%
	Lithuanian	0.20%
	Portuguese (Any Other)	0.20 %
	Shona	0.20%
	Tamil	0.20%
	Chinese	0.10%
	Dutch/Flemish	0.10%
	German	0.10%
	Latvian	0.10%
	Malay (Other)	0.10%
	Ndebele (Zimbabwe)	0.10%
	Pashto/Pakhto	0.10%
	Portuguese (Brazil)	0.10%
	Romanian	0.10%
	Ukrainian	0.10%
Religion and Belief / No Belief	Roman Catholic	84.32%
	Christian	10.65%
	No Religion	2.31%
	Islam	1.41%
	Muslim	0.60%

	Eastern Orthodox	0.20%
	Sikh	0.20%
	Hindu	0.10%
SEND	Education, Health & Care Plan:	2.21%
	School Support:	13.77%
	No Additional Educational Need:	84.02%
Sexual Orientation	We are committed to supporting all students regardless of their sexual orientation	
Pupil Premium	Students eligible for Pupil Premium:	16.48%

### Staff – as of March 2023

Age	Under 21 years old: 1 21-30 years old: 22 31-40 years old: 30 41-50 years old: 32 51-60 years old: 17 61-70 years old: 8 71+ years old: 1	
Sex	Male: 33 Female: 78 Non-binary: 0 (none disclosed)	
Disability	Reasonable adjustments are made where appropriate - Those with recognised Disability: 1	
Ethnicity	Asian or Asian British - Bangladeshi: 1 Asian or Asian British – Indian: 3 Asian or Asian British – Pakistani: 1 Black or Black British – African: 2 Mixed White and Asian: 1 White Eastern European: 4 White Any Other White Background: 2 White British - 97	
Religion and Belief / No Belief	Baptist: 1 Church of England: 31 Church of Scotland: 1 Hinduism: 1	

	Islam: 2 No Faith: 32 Not disclosed: 8 Other Faith: 2 Roman Catholic: 32 Sikh: 1
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*Updated March 2023*