



Equality policy

(including equality information and objectives)

Approved by:	PWG	Date: 25 th February 2025
Next Review:	February 2026	
SLT Lead:	James Preston	

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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 – 2024-2028

St George Catholic College 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

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. incidents of racist language, homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

St George Catholic College is committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives are as follows:

Equality Objectives 2024 – 2028

Equality Objective	Success criteria	How we will do it
To ensure staff and students are confident in challenging and reporting instances of prejudicial language, behaviour and discrimination (College Development Plan 2024-25)	Staff are trained in how to challenge, report and sanction PLAB, and both staff and students' confidence in doing this improves.	Staff training – what is prejudicial language / behaviour, how to report it and ensure consistency of sanctions. Focus groups of students (gender, race, religion) and annual staff / student surveys to identify how confident they are.
Ensure that perpetrators of prejudicial language / behaviour are sanctioned consistently and that victims are supported effectively, with education and restorative work made a priority in all cases.	Instances of PLAB are investigated thoroughly with consistent sanctions set out in behaviour policy (fixed term exclusions) Equality Advocate / Pastoral team meet and intervene with all students sanctioned for PLAB, and ensure that victims are supported	PLs / Equality Advocates investigate all reports of PLAB Equality Advocates advise on sanctions Equality Advocates meet with students and discuss incidents, as well as restorative discussions of how such attitudes are not acceptable
Ensure that students understand the significance and impact of racially-motivated prejudicial language and behaviour, and reduce the number of racist incidents	Students are able to articulate why racist language is not acceptable between any ethnic group The number of students using racist / prejudicial language is reduced from 2023/24	Education of students through assemblies, PSHE and other events (eg. Black History Month) Celebration of cultural differences (eg. Cultural Celebration Day) Analysis of racially-motivated PLAB through recording of incidents on SIMS.

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 2024/25

Students as at February 2025

Age	Our students range in age from 11 to 16 years	
Sex	Male:	55.93%
	Female:	44.07%
Disability	Reasonable adjustments are made where appropriate	
	Those with recognised Disability:	17.33%
Gender Reassignment	We are committed to supporting any student towards gender reassignment.	
Ethnicity	Any other White background	35.64%
	White - British	25.80%
	Indian	12.66%
	Black - African	7.98%
	Any other Asian background	5.16%
	White and Black African	3.02%
	Any other mixed background	2.92%
	White and Asian	2.92%
	Any other ethnic group	1.85%
	White - Irish	0.88%
	White and Black Caribbean	0.49%
	Any other Black background	0.19%
	Bangladeshi	0.19%
	Black Caribbean	0.19%
	Chinese	0.19%
	Gypsy/Roma	0.10%
EAL	EAL:	45.23%
	English	55.89%
	Polish	29.21%
	Malayalam	3.89%
	Portuguese	1.36%
	French	0.88%
	Spanish	0.78%
	Farsi/Persian (Any Other)	0.68%
	Filipino	0.58%

	Italian	0.49%
	Igbo	0.39%
	Shona	0.39%
	Sinhala	0.39%
	Tamil	0.39%
	Hungarian	0.29%
	Konkani	0.29%
	Tagalog/Filipino	0.29%
	Cebuano/Sugbuanon	0.19%
	Hindi	0.19%
	Lithuanian	0.19%
	Portuguese (Any Other)	0.19%
	Russian	0.19%
	Tagalog	0.19%
	Vietnamese	0.19%
	Arabic	0.10%
	Bengali	0.10%
	Chinese	0.10%
	Greek	0.10%
	Katchi	0.10%
	Kurdish	0.10%
	Latvian	0.10%
	Malay (Any Other)	0.10%
	Ndebele (Zimbabwe)	0.10%
	Pashto/Pakhto	0.10%
	Persian/Farsi	0.10%
	Romanian (Romania)	0.10%
	Slovak	0.10%
	Urdu	0.10%
	Other language	0.10%
Religion and Belief / No Belief	Roman Catholic	95.42%
	No Religion	1.27%
	Christian	0.97%
	Buddhist	0.19%

	Church of England	0.19%
	Eastern Orthodox	0.10%
	Muslim	0.10%
	Other Faith	0.10%
SEND	Education, Health & Care Plan:	3.40%
	School Support:	11.77%
	No Additional Educational Need:	84.14%
Sexual Orientation	We are committed to supporting all students regardless of their sexual orientation	
Pupil Premium	Students eligible for Pupil Premium:	19.46%

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Staff – as of February 2025

Age	Under 21 years old: 0 21-30 years old: 20 31-40 years old: 36 41-50 years old: 32 51-60 years old: 21 61-70 years old: 6 71+ years old: 1
Sex	Male: 32 Female: 84 Non-binary: 0 (none disclosed)
Disability	Reasonable adjustments are made where appropriate - Those with recognised Disability: 1 (none recorded)
Ethnicity	Asian or Asian British - Bangladeshi: 1 Asian or Asian British – Indian: 2 Asian or Asian British – Pakistani: 1 Black or Black British – African: 2 Chinese: 4 Mixed White and Asian: 1 White Eastern European: 4 White Any Other White Background: 3 White British – 96 Any other ethnic background: 1

	White Irish: 1
Religion and Belief / No Belief	Baptist: 1 Church of England: 29 Church of Scotland: 1 Hinduism: 1 Islam: 2 No Faith: 36 Not disclosed: 6 Other Faith: 3 Roman Catholic: 36 Sikh: 1

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