



ST GEORGE'S CATHOLIC SCHOOL

Public Sector Equality Duty Statement and Equality Objectives 2026–2030

‘There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus.’

Galatians 3:28

1. Introduction

This document sets out how the Governing Body of St George's Catholic School intends to fulfil its responsibilities under the Public Sector Equality Duty in relation to its pupils, staff and wider school community.

As a Catholic school, the governors and leadership of the school are committed to promoting equality, valuing diversity and ensuring that all pupils, staff, parents and visitors are treated with dignity and respect.

As a public body, the school complies with the Public Sector Equality Duty contained in section 149 of the Equality Act 2010.

In carrying out its functions, the school will have due regard to 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 relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not.

The relevant protected characteristics are:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;

- race;
- religion or belief;
- sex; and
- sexual orientation.

Marriage and civil partnership is also a protected characteristic and is relevant to the duty to eliminate unlawful discrimination, principally in relation to employment.

Age is a protected characteristic in relation to employment but does not apply to pupils in schools.

2. How We Meet the Public Sector Equality Duty

We will collect and use appropriate equality information to help us to:

- identify key equality issues;
- understand the impact of our policies, practices and decisions on people with different protected characteristics;
- assess whether any of our practices may result in unlawful discrimination;
- identify significant differences in outcomes or experiences between different groups;
- consider whether reasonable adjustments are required;
- identify action that may be necessary to advance equality of opportunity; and
- foster positive relationships throughout the school community.

The Governing Body and senior leadership team will:

- consider the needs of pupils and staff who share relevant protected characteristics;
- identify appropriate steps to avoid discrimination and harassment;
- consider action to advance equality of opportunity and foster good relations;
- make informed decisions about policies and practices, taking account of their potential equality impact;
- review progress against the school's equality objectives;
- review relevant policies, including the Equality Policy, SEND Policy and Accessibility Plan;
- ensure that reasonable adjustments are considered for disabled pupils, staff and visitors;
- challenge discriminatory language, harassment and prejudice;
- promote respect for people who share different protected characteristics;
- consider equality implications when significant decisions are made; and

- ensure governors and leaders have appropriate information to enable them to exercise effective oversight of the school's equality duties.

3. Publication and Use of Equality Information

In order to support compliance with the Public Sector Equality Duty:

- Governors will receive, on a regular basis, appropriate information about the composition of the school workforce by protected characteristic, where such information is available and can be reported without identifying individuals.
- Governors and senior leaders will use this information to consider representation, recruitment, retention, progression and any potential equality issues within the workforce.
- Senior leaders involved in recruitment will have received appropriate safer recruitment and equality training.
- During induction and employment, staff will be encouraged to identify any reasonable adjustments they may require so that appropriate steps can be considered.
- The Trust and school will monitor relevant workforce equality information, including pay information where appropriate, and will take action where significant or unexplained disparities are identified.
- The school will monitor appropriate pupil information relating to attainment, progress, attendance, behaviour, participation and wider school experience.
- Where significant differences are identified between groups, leaders will consider the reasons for those differences and whether appropriate action is required.
- Equality information will be handled and published in a proportionate manner, with due regard to confidentiality and data-protection requirements.

4. Equality Objectives 2026–2030

Objective 1: Improve outcomes and participation for pupils with SEND and disabilities

The school will identify and reduce significant differences in achievement, attendance, participation and wider school experience between pupils with SEND and/or disabilities and other pupils.

The school will monitor, as appropriate:

- attainment and progress;
- attendance and persistent absence;
- suspensions and other significant behaviour measures;
- participation in enrichment, leadership and extra-curricular opportunities; and
- the effectiveness of reasonable adjustments.

Each school will identify particular areas requiring improvement from its annual analysis and set appropriate improvement targets.

The lead in St George's Catholic school is Mr Michael Roche for school year 2026-2027.

Objective 2: Ensure equality of opportunity in participation and school life

The school will monitor whether pupils from different racial and ethnic groups, boys and girls, disabled pupils and other relevant groups have equitable access to the full range of opportunities provided by the school.

This will include appropriate monitoring of:

- pupil leadership;
- educational visits and residential activities;
- clubs, sport and enrichment;
- subject choices and sixth-form choices, where applicable;
- rewards and recognition;
- careers opportunities; and
- other significant opportunities provided by the school.

Where material under-representation or barriers are identified, the school will investigate the reasons and take proportionate action.

The lead in St George's Catholic school is Mr Michael Roche for school year 2026-2027.

Objective 3: Promote a culture of respect and reduce discriminatory behaviour

The school will strengthen a culture in which discrimination, harassment, prejudicial language and bullying related to protected characteristics are challenged consistently.

The school will:

- monitor incidents involving discriminatory or prejudicial language and behaviour;
- identify patterns and respond appropriately; lead - Mr Michael Roche
- ensure staff understand their responsibilities under the Equality Act 2010; lead - Mr Michael Roche
- ensure pupils receive age-appropriate teaching about respect for people with different protected characteristics; lead - Mr Michael Roche
- promote positive relationships between different groups within the school community; and

- use pupil, parent and staff feedback, e.g. through parent forum, questionnaires etc where appropriate, to assess whether members of the school community feel respected and included.

The lead in St George's Catholic school is Mr Michael Roche for school year 2026-2027.

5. Monitoring and Review

Progress against these objectives will be reviewed annually by school leaders and governors.

Equality information will be considered regularly so that emerging issues can be identified and addressed.

The school's equality objectives will be formally reviewed and republished at least every four years, or sooner where circumstances or evidence indicate that revision is necessary.

Date ratified by Governors: 21st September 2026

Annual review: September each year

Next formal review of objectives: September 2030