



Equality Statement and Equality Objectives 2024-2027

Committee: Staff and Students Committee

Co-ordinator: Kirsten Robertson

Last Reviewed: Autumn 2025

Next Review: Autumn 2026

Policy links to:

- Equality Opportunities and Inclusion Policy
- Curriculum Policy
- SEND policy
- Accessibility Plan
- Behaviour Management Policy
- Health and Well-being Policy
- Attendance Policy
- Charging and Remissions Policy
- Uniform Policy

Equality Statement

All pupils and members of staff at our school are provided with opportunities to fulfil their potential whatever their sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. St. George's School aims to promote equality and we celebrate the diversity within our setting.

The Equality Objectives is a three-year strategy which will be updated annually to review and update our progress towards these aims. The Equality Objectives will show how our school will promote equality and remove discrimination in all areas of school life and is embedded in our school strategic plan.

We aim to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Promote good relations and understanding between different groups

What are the protected characteristics?

The Equality Act 2010 was introduced to ensure protection on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Marriage and civil partnerships and age are also 'protected characteristics'. These apply to staff but not students in schools.

Our Equality Objectives (2024 to 2027)

Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

Our Equality Objectives:

Objective	Aims
To further develop our work to achieve an Anti-racist and Inclusive school	<p>To continue to promote inclusion and equality through our work on anti-racism by the continuation of training for staff in how to deal with reports of racism and how to support those who it impacts.</p> <p>To increase support capacity through the development of additional Anti-racism leads.</p> <p>To review the curriculum to ensure there continues to be diversity represented in resources, authors etc. and review the impact of this.</p> <p>To continue to monitor closely the impact of school's anti-racism work through SIMS and CPOMS and to put in place where needed targeted interventions.</p>
Support the progress of Pupil Premium children	<p>To continue to use the Pupil Premium and 16-19 Bursary funding to support disadvantaged student groups with access to additional educational resources e.g. laptops, 1:1 tutoring, peer mentoring and extra-curricular opportunities.</p> <p>To identify and share students' barriers to learning with teaching staff, increasing knowledge of students as well as meeting training needs to support staff.</p> <p>To monitor the progress and impact of PP support through key academic performance indicators (Progress Reviews) and to ensure students with PP achieve in line with their peers.</p>
To support students with emotionally based school avoidance	<p>To continue to develop our approaches and systems to support students with EBSA through staff training and reviewing current practices in light of the increase in numbers.</p> <p>To identify earlier those who may be susceptible to EBSA in order to put initial support in place.</p> <p>To support parents through engagement with external agencies and in-school support.</p> <p>To develop the tracking and monitoring of students with EBSA through weekly data reports.</p>

Review of Equality Objectives:

Year	Area	Progress
2024-25	Anti-racism work	<ul style="list-style-type: none"> ● The school has continued with its programme of anti-racism education via developing PSHE lessons and Friday 5 talks for each year group. ● We have developed additional anti-racism leaders in each house to support the work of the Anti-racism Lead. These members of staff have received training to be effective in responding and managing incidents as well as supporting victims and perpetrators. ● We continue to work with Old Georgians whose input and insights have been valuable for us to understand the experiences of students of colour in our school. ● We continue to celebrate our diverse student body throughout the year through, for example, Black History Month, Allyship Week and Culture Day. This is something that we are looking at to develop further. ● Data indicating incidents with a racist element are monitored carefully and pastoral staff follow up every report. ● An Inclusion curriculum audit demonstrated that Subject Leads were being inclusive in thoughtful ways in terms of content, delivery and the classroom environment. ● Parent/carer engagement through meetings about any incidents has been key to preventing repeat offences.
	Pupil Premium Progress	<ul style="list-style-type: none"> ● The use of pupil premium expenditure has been reviewed to make the most effective use of it and this is reflected in the Pupil Premium Statement e.g. highly effective external mentoring focusing on disaffected students has helped them to re-engage in their education. Likewise, individualised 1:1 tutoring has been successful in targeting support. ● The development of a second Pupil Premium Champion to focus solely on data in terms of academic progress, attendance and achievement and follow-up has helped to develop tailored support and intervention. ● A centralised hub of resources and information for staff as well as training, has encouraged staff to be more proactive in reflecting upon how PP money could be used specifically in their subject to support the learning of students with PP. ● The employment of a LSA who specifically works to support PP students who are not making the same progress as their peers, has been effective in developing specific, individual tuition which is needed.

		<ul style="list-style-type: none"> ● The development of Pupil Passports for all PP students has meant that all teachers have an awareness of the strategies that they can use to support these students' individual needs in the classroom.
	Emotionally based school avoidance	<ul style="list-style-type: none"> ● Tutors and HOH have received training and support to recognise students who are not attending school due to anxiety or other emotionally based issues. ● A joined-up approach of strategies, adaptations and interventions has been developed and is in use by HOH. ● Home visit protocols have been revised in light of students with EBSA needs. ● We have developed good working partnerships with our school attendance improvement officer, Harpenden Plus and with LINKS outreach attendance support and have welcomed their input and support for our families. ● School support for families has been recognised as an element to also focus on and regular communication and meetings have facilitated this. ● The Transition Lead has highlighted those new into year 7 students as being susceptible to EBSA and so support and interventions have been put in place quickly. Regular tutor check-ins focusing on attendance have been formalised in the Friday 5 programme.