



At St George's, God calls us by name to love,
learn and achieve together, safe in the palm of His hands.

'I have called you by your name; you are mine' / Isaiah 43

ST GEORGE'S CATHOLIC PRIMARY SCHOOL
Equality Diversity & Inclusion information and objectives 2025-26

| Objective | Action |
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| <p align="center"><u>All Protected Groups</u></p> <p>Maintain awareness of our Respect message and the key phrases regarding equality</p> <ul style="list-style-type: none"> • Respect people's differences • Respect is the freedom to be loved for who you are | <ul style="list-style-type: none"> • HT will lead workshops for all classes in Autumn, Spring and Summer Terms. • Follow up work in class • Children wear Respect badge which is considered part of school uniform • Canvas competition for children (annual event) • Information video on website for parents and carers |
| <p align="center"><u>All Protected Groups</u></p> <p>To foster and develop links with the wider community, including the marginalised.</p> | <ul style="list-style-type: none"> • Liturgy team, school council and house Captains work to raise awareness for charities and to educate pupils why this is appropriate. • Visit from Dan Cauchi, centre leader at St Vincent De Paul's foodbank and homeless support • House captains visit the centre • Regular reminders in newsletter • Display in the hall to keep high profile |
| <p align="center"><u>All Protected Groups</u></p> <p align="center"><u>Race</u></p> <p>Ensure curriculum reflects a diverse community</p> | <ul style="list-style-type: none"> • Review images used in books, displays and resources looking at equality. Remove images that are not positive and purchase replacements. • Improve communication to parents for whom English is not a first language • Audit extra-curricular activities, trips and activities to ensure there is equality of opportunity • Monitor the school workforce |

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| <p style="text-align: center;"><u>Disability</u></p> <p>To improve pupil understanding of disability</p> | <ul style="list-style-type: none"> • Promote positive disabled role models through assemblies and curriculum work • Children participate in disability sports • Children with identified disabilities have equal opportunities represent the school at all events |
| <p style="text-align: center;"><u>Disability</u></p> <p>Improve accessibility for disabled pupils</p> | <ul style="list-style-type: none"> • Review the physical environment (condition survey) |
| <p style="text-align: center;"><u>Gender</u></p> <p>To continue to audit classroom practice and curriculum content to minimize inequality of provision</p> | <ul style="list-style-type: none"> • Audit curriculum provision to ensure equality of provision • Track pupils attainment to identify gender differences |
| <p style="text-align: center;"><u>Gender</u></p> <p>To ensure that the problems of gender stereotyping are understood by pupils</p> | <ul style="list-style-type: none"> • Sex and relationship education prioritizes a love and acceptance of self that encourage pupils to stand up against bullying or oppressive behaviours. |
| <p style="text-align: center;"><u>Religion</u></p> <p>Increase input from faith communities through the RE curriculum</p> | <ul style="list-style-type: none"> • Build on curriculum work to ensure visits to other faith denominations and for visitors to talk to pupils in lessons and assemblies. |
| <p style="text-align: center;"><u>Sexual Orientation</u></p> <p>Address homophobic bullying</p> | <ul style="list-style-type: none"> • Work with children in respect workshop • Restorative justice when bullying incident happens • Identify in assemblies and curriculum in an age appropriate manner |