

St. George and St. Martin's Catholic Primary School



Equality Plan 2025 - 26

"Growing, Learning and Loving in Christ; United in Play, Prayer and Peace."

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
Race Equality Duty	Log any racist incidents, including racist language	The Principal / Academy Committee will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Principal/ Academy Committee	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents
Disability Equality Duty	Organise visits from people with disabilities to ensure children are aware of the different disabilities.	Pupil questionnaires, pupil conferences, school council meetings	JG	Ongoing	Children have an increased awareness of disabilities.
Gender Equality Duty	Audit curriculum and teaching strategies to ensure they promote the highest possible achievement in boys as well as girls Attend training sessions on boys achievement and feedback to whole staff	Principal/SLT to monitor pupil progress data, children's books and lessons	Principal/ SLT	Ongoing	Boys achievement and progress are at least in line with girls in all subjects
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	New parent induction questionnaire	Principal	Ongoing	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays

					Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Principal and SLT	Termly	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Recognise and represent the talents of disabled pupils in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability	LH	Ongoing	Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHCE	Principal	Ongoing	More diversity reflected in school displays across all year groups