



St. Peter's C.E.
Primary School
and Nursery



"...The fruit of the spirit is...

love, peace, kindness, gentleness joy, patience, generosity, faithfulness, self-control"

Galatians 5:22-23

ST. PETER'S CE PRIMARY SCHOOL & NURSERY EDMOND

Equality Information & Objectives

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| Approved by: | Governing body | Date: October 2023 |
| Last reviewed on: | September 2024 | |
| Next review due by: | September 2025 | |



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1. Aims

St. Peter's CE Primary School & Nursery 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
- 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, 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



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- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

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

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

Our 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every three years.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, our 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 with disabilities, or gay pupils who are being subjected to homophobic bullying)
- 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 school clubs)

In fulfilling this aspect of the duty, St. Peter's Primary 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils



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6. Fostering good relations

Our 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 R.E. 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
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups 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 activities, such as extra-curricular clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1

Further promote spiritual, moral, social and cultural development through appropriate curricular opportunities, with particular reference to issues of equality and diversity.

In order to achieve this objective we will make the following changes to our curriculum:

- Put in place a whole school reading spine which includes texts in every year group that reflect a wide range of religions, cultures and different types of family
- Adopt the 'No Outsiders' lessons and texts which promote an ethos of inclusion and tolerance across the whole school
- Plan a programme of visits to different places of worship so that all children will have experienced a range of religious venues by the time they leave our school



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Objective 2

Increase the number of pupils with SEND, EAL and/or other protected characteristics taking part in extra-curricular activities and ensure no child is disadvantaged on the grounds of a protected characteristic.

In order to achieve this objective we plan to:

- Carry out pupil voice to find out the types of clubs and activities these children would like to take part in
- Approach children and families individually to seek their views and preferences regarding extra-curricular activities
- Ensure places are kept available in all activities for pupils with SEND, EAL and/or other protected characteristics

Objective 3

Ensure all members of staff and governors involved in recruitment and selection are trained on equal opportunities and non-discrimination by the beginning of next academic year.

In order to achieve this objective we plan to:

- Book places for the relevant staff and governors on Equality & Diversity and Protected Characteristics training

9. Monitoring arrangements

The governing body will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by our governing body at least every 4 years.

This document will be approved by our governing body.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Safer Recruitment policy