

Equality Policy

St Peter's CE Primary School wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn. We believe that promoting equality is the whole school's responsibility

1 Peter 3:8

I want all of you to live together in peace
Be understanding
Love one another like members of the same family
Be kind and tender and be humble

Equality Statement

At St Peter's CE Primary School we are committed to ensuring equality of opportunity for all our pupils, staff, parents and carers irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which everyone connected to our school feels proud of their identity and are able to participate in school life. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At St Peter's, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This is a school where:

- Learning is fun
- Children are prepared for their future
- All efforts are acknowledged and celebrated
- We will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals
- Everyone is encouraged to be part of and contribute to the community; and
- Encourage everyone to make healthy life choices

Legal Duties

At St Peter's we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity, and
- Foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

This is reflected in our school mission statement

Through the teachings of God we
Love Others Value Everyone

Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- Age
- Disability
- Race, colour, nationality, ethnic or national origin
- Sex (including transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

There are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions – We will not publish any information that can specifically identify any child
- Prepare and publish equality objectives – to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:
 - Admissions
 - Attendance
 - Attainment
 - Exclusions
 - Prejudice related incidents
 - Curriculum
 - Complaints/compliments

In endeavouring to fulfil our legal duties, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities' practice, including staff recruitment, retention and development
- Aim to identify, reduce and remove existing inequalities and barriers
- Regularly review our progress

Our objectives will detail how we will ensure equality is applied to the services listed above, however, where we find evidence that our functions have a significant impact on any particular group, we will include work in this area.

We welcome our duty under the Education and Inspection Act 2006 to promote community cohesion. And also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will mainly do this through the delivery of our

statutory RSHE/PSHE curriculum. We will also utilise all other subject areas to foster positive relations and to ensure that consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils. We will regularly audit our resources, displays, lesson content and assessment processes to ensure that they meet the needs of all groups.

Definitions

Discrimination – unfair treatment towards another or a group of individuals who share one or some of the protected characteristics

Direct discrimination – occurs when someone is treated less favourably than others because of a protected characteristic.

Discrimination by association – occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic

Direct discrimination by perception – occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

Indirect discrimination – can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual.

Victimisation – occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

Harassment – is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

Prejudice – can be conscious or unconscious and involves stereotypes, prejudgements and beliefs (which are usually negative) about an individual, or group of people, based on their protected characteristic.

Addressing Prejudice Related Incidents – we define prejudice-based incidents/bullying in the following way:

Prejudice-related incidents/bullying – derogatory and discriminatory language and behaviour including that which is racist, homophobic, bi-phobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual or trans or are perceived to be, or have a parent/carers, sibling or friend who is, or because they have a learning or physical disability. It may include misogyny or misandry and be sexist in nature. Such language and behaviour are generally used to refer to something or someone as inferior.

At St Peter's we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We are opposed to all forms of prejudice, and we recognise that children and young people who experience any form of prejudice-related

discrimination may fair less well in the education system. We recognise that prejudice-based bullying is a form of child-on-child abuse and is, therefore, a safeguarding concern, as outlined in Keeping Children Safe in Education 2023. We adopt a contextual safeguarding, trauma informed and strengths-based approach to bullying and child-on-child abuse. We are committed to working with families and outside agencies to pro-actively prevent incidents and to create an environment in which all members of our school community feel welcomed, accepted and safe. We believe every member of our school community should be treated with respect and should not be subjected to prejudice or discrimination in any form.

We provide our pupils and staff with an awareness of the impact of prejudice to prevent any incidents. We will endeavour to pro-actively tackle all forms of prejudice by ensuring our curriculum is representative of all sections of society and the contributions made by people with different characteristics are consciously embedded across all subjects. In so doing, we will challenge stereotypes and work towards inclusivity and identify safe classrooms where everyone feels validated, safe and a sense of belonging.

If incidents still occur, we will address them immediately ensuring that appropriate levels of support are provided to those affected; that we thoroughly investigate all reports/allegations; and that we will apply appropriate sanctions and address offending behaviours through a programme of education. All adults in our school community are expected to comply with the school's Code of Conduct. Any allegations made against staff will be investigated in line with our policies and procedures relating to staff conduct and behaviour. Any staff member/parent/carer/governor or visitor to the school, who is subjected to prejudice-based abuse can also expect to have their complaint thoroughly investigated and will be supported in accordance with their wishes.

We review our practice following each incident including what more we might do to prevent further incidents. We recognise that we must not become complacent and will regularly evaluate satisfaction levels in respect of how we have responded to any reports or concerns raised.

Fostering and relations

St Peter's 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 RE, citizenship and PSHE, but also activities in other curriculum areas. For example, children will be exposed to literature from a range of cultures and diverse authors
- Holding assemblies that address equality
- Working with our local community
- Encouraging and implementing initiatives to deal with any tensions that arise between different groups of pupils within school

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

Responsibility

School Responsibility	Responsibility
Governing Body	• Sets out its commitment to equal opportunities and welcomes all applications to join the school whatever a child's socio-economic background, race, gender, disability, sexual orientation, gender identity • Ensure that people are not discriminated against when applying for jobs of the protective characteristics • Treat colleagues and members of the public with dignity and respect • Ensure that the school environment give access to people with disabilities • Ensure that school communication is as inclusive as possible for parents/carers and pupils
Head Teacher	As above including • Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties • Treat colleagues and members of the public with dignity and respect • Not discriminate against or harass anyone in the course of their employment • Ensure that staff have appropriate skills to deliver equality, including pupil awareness • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents • Promotes equal opportunity within the school curriculum
Senior Leadership Team	To support the Head Teacher as above • Ensure fair treatment and access to services and opportunities • Ensure that all staff are aware of their responsibility to record and report prejudice related incidents • Treat colleagues and members of the public with dignity and respect • Monitor progress of all groups and take action where necessary to ensure no group is disadvantaged.
Teaching Staff	• Help in delivering the right outcomes for pupils • Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated • Not discriminate against or harass anyone in the course of their employment • Treat colleagues and members of the public with dignity and respect • Design and deliver an inclusive curriculum • Make reasonable adjustments for pupils' needs • Strive to provide material that gives positive images and challenges stereotypical images • Ensure that they are aware of their responsibility to record and report prejudice related incidents

Support Staff	• Support the school and the governing body in delivering a fair and equitable service to all stakeholders • Uphold the commitment made by the Head Teacher on how pupils and parents/carers can be expected to be treated • Not discriminate against or harass anyone in the course of their employment • Treat colleagues and members of the public with dignity and respect • Support colleagues within the school community • Ensure that they are aware of their responsibility to record and report prejudice related incidents
Parents	• Support the aims and ethos of the school and this policy • Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all
Pupils	• Develop understanding and respect for different cultures, languages, beliefs, sexual orientation, transgender identities, genders and disabilities • Adhere to the school's code of conduct and core values • Be empowered to report prejudice related incidents
Local Community Members/Diocese	• Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these • Take an active role in supporting and challenging the school to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all

Objectives

Objective 1 – SEND

To continue to develop our understanding of equality and inclusion across the school community.

Why?

St Peter's is a school of choice for local children with SEND. The school's SEND population is changing with an increasing number of pupils with high functioning needs, so we need to ensure that our provision is appropriate and suitable for our children.

How?

Consider SEND need when reviewing and making any changes to the school sites, the curriculum and teaching and learning

Keep under review staff CPD in relation to developing their knowledge and understanding further with regards removing potential barriers and maximising the progress of SEND pupils.

Keep under review the focused interventions and support for specific areas of need for identified children

Parents/carers are kept informed about their child's learning

To make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (a) Increasing the extent to which disabled pupils can participate in the curriculum
- (b) Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- (c) Improving the availability of accessible information to disabled pupils.

Outcome

School site is accessible for all, and curriculum is accessible for all SEND children

Staff continue to develop their knowledge and make adaptations to their planning and support for identified children.

Parents of SEND children feel part of their child's education journey in school.

Pupils better understand themselves and so are able to develop strategies to enable them to engage successfully and happily in school and the wider community.

Objective 2 – Equality & Prejudice

Continue to educate pupils and staff in relation to their understanding of inequality and prejudice

Why?

St Peter's staff have a fair understanding of equality and diversity through our ethos and values but would benefit further from continuing to develop this knowledge and understanding. This would then increase confidence when teaching the more sensitive areas under RSHE

There have been a few incidents in the past involving the use of prejudiced language linked to the protected characteristics, predominantly race and sexuality.

How?

Implementation of a new PSHE scheme – Scarf

Review our current SRE scheme and adapt where necessary

Continue to develop staff's knowledge and understanding through CPD

Outcome

To eradicate incidents of prejudice behaviours – shown through a reduced number of incidents logged on MyConcern.

Objective 3 – Attainment

To continue to close the gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths

Why?

Although the staff are very aware of their disadvantaged children and their needs in the class, this still remains a constant area for development in school as cohorts vary year to year.

How?

Targeted interventions continue for identified children to address gaps in learning

Continue our focus on disadvantaged children as part of our termly pupil progress meetings

Outcome

The gap in performance continues to narrow for the majority of pupils by the end of KS2.

The number of disadvantaged children in the lowest 20% in classes reduces over time.