

Equality and Diversity Objectives 2022-2026

St. Peter's C of E Academy



1. Aims

Our school aims to meet its obligations under the public sector equality duty 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.

St Peter's C of E Primary Academy is an inclusive school where we prioritise the well-being and progress of every child, and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Local Board 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, and that they are reviewed and updated at least once every 2 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Executive Head Teacher.

The Executive Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to the Academy Committee.

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

The 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. Excellence Exploration Encouragement 2 New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at least every 3 years. The school has a designated member of staff for monitoring equality issues.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g., pupils with disabilities, or 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 the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- Publish statutory attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data, as well as that for all year groups of pupils, to determine strengths and areas for improvement, implement actions in response and publish this information on our school website.
- Make evidence available where necessary, identifying improvements for specific groups (e.g., declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

The 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 personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding Collective Worship dealing with relevant issues. Where possible, pupils will be encouraged to take the lead in collective worships, 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 collective worship 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. All pupils are encouraged to participate in the school's activities, such as sports 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.

Staff should always consider relevant questions when planning and running activities. The school records any such information as part of its Risk Assessments for trips out of school, or visitors into school. The record is completed by the member of staff organising the activity and is stored electronically on the one-drive and in paper form in the school office.

Our approach to equality is based on the following key principles:

1. All learners are of equal worth
2. We recognise and respect differences
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging
4. We observe good equalities practice in staff recruitment, retention and development
5. We aim to reduce and remove inequalities and barriers that already exist
6. We have the highest expectations of all our children, families, staff and committee members

Equality Action Plan – how will we achieve the above objectives.

| Desired Objective | How we will do this | How we will monitor this | Individual responsible |
|--|---|--|--|
| To monitor and analyse pupil achievement and attendance by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils. | Half termly review of pupil attainment data and attendance / lateness data to identify AND act on any trends / patterns where a gap is developing. | EHT, H of S, EYFS/SENDCo and Subject Leads will analyse pupil data. The Pastoral Lead, in conjunction with SLT members, will analyse attendance data. Corrective action will be taken where needed. | Executive Headteacher (EHT) Head of School (H of S) EYFS Lead/SENDCo Subject Leads Pastoral Manager Link Academy Committee member |
| To raise levels of attainment in core subjects for vulnerable learners. | Ensure all staff know who these pupils are. Ensure quality first teaching for ALL pupils. Ensure that action plans are in place for any vulnerable child who is at risk of underachievement. | EHT, H of S, EYFS/SENDCo will analyse pupil data. SLT and SENDCo will ensure plans are implemented and monitor the effectiveness of these support plans. | Executive Headteacher (EHT) Head of School (H of S) EYFS Lead/SENDCo Subject Leads Link Academy Committee member |
| To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement. | Monitor attendance at parent evening meetings, parent workshops and pupil participation in school events (especially curriculum). Alternative date/ times offered/ telephone consultation/virtual meetings etc. | SLT to develop a timetable of events over the year including social events, e.g., “open classrooms”, educational events and information evenings. SLT to monitor records of participation and adapt according to attendance, surveys and responses. | Executive Headteacher (EHT) Head of School (H of S) Link Academy Committee member |

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| | <p>Discuss vulnerabilities/ difficulties with families where appropriate – what is difficult? Why? What might help? – as part of existing support plans (IEPs/ Early Helps etc). Organise and run events designed to promote “open school” e.g., classroom visits, and use these to build links with vulnerable families. See also Pupil Premium Plan.</p> | | |
| <p>To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.</p> | <p>By embedding SMSC into all we do as a school – SMSC will be a core element of the school development plan. This is part of our curriculum. Weekly pastoral groups are carefully planned to address, school, local and national issues.</p> | <p>Pupil and parent voice Staff surveys Curriculum monitoring Responses during weekly pastoral groups.</p> | <p>H of S Link Academy Committee member</p> |
| <p>To reduce prejudice and increase an understanding of equality through weekly PSHE lessons, direct teaching across the curriculum and during collective worship.</p> | <p>Ensure a seamless curriculum provision of PSHE, SRE and RE to promote this through our curriculum and weekly JIGSAW sessions and LYFTA time.</p> | <p>Pupil, staff and parent voice. Curriculum monitoring Logs of bullying, inc. specific bullying of racism, homophobia etc. Collective worship plans</p> | <p>Executive Headteacher (EHT) Head of School (H of S) Subject Leaders Link Academy Committee member</p> |
| <p>To continually consider how well the school ensures equality of opportunities for all its pupils and families.</p> | <p>Regular review of actions taken in support of the plan above and their impact</p> | <p>Pupil and Parent voice.</p> | <p>Executive Headteacher (EHT) Head of School (H of S)</p> |