

# St Peter's Church of England Primary School

## Equality information and objectives



<b>Approved by:</b>	Mr A Whelan	<b>Date:</b> 7.6.22
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### 1. Aims

Our school 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](#).

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

### 3. Roles and responsibilities

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

The equality link governor is Mrs M Sutton. She will:

- › Meet with the designated member of staff for equality at least each term, and other relevant staff members, to discuss any issues and how these are being addressed

- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

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

The designated member of staff for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- › Meet with the equality link governor at least termly to raise and discuss any issues
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

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.

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 where needed.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## 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 that are connected to a particular characteristic they have
- › Taking steps to meet the particular needs of people who have a particular characteristic
- › Encouraging people who have a particular characteristic to participate fully in any activities

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

- › Track attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the above data to determine strengths and areas for improvement, implement actions in response
- › Make evidence available identifying improvements for specific groups
- › Track and monitor 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 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 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 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Equality objectives

### Objective 1

**Continue to promote equality and celebrating differences throughout a whole school approach**

**Why we have chosen this objective:**

To continue our positive ethos around celebrating differences

**To achieve this objective we plan to:**

Hold whole school celebration days, curriculum.

**Progress we are making towards this objective:**

On Going

## Objective 2

**SENDCo to achieve the Senior Mental Health Lead Qualification through promoting equality and awareness around mental health. Staff and children will have an awareness of the importance of building resilience and how this can have a positive impact on children's mental health.**

### **Why we have chosen this objective:**

Children who need support with their Mental Health are defined as having a Special Educational Need under Social, Emotional, Mental Health (SEMH). Children who need support in managing their mental health should have a clear pathway of support, staff should be trained and know how to support children on an individual basis.

### **To achieve this objective we plan to:**

Train staff, Launch 'resurrection mindset', hold parent workshops, create a mental health and well being policy.

### **Progress we are making towards this objective:**

Almost completed - in July 2022.

## Objective 3

**Continue to ensure all children from all backgrounds, abilities and additional needs have equal opportunities to access learning at their own level. Ensure they continue to be both supported and challenged.**

### **Why we have chosen this objective:**

To continue to keep equality for all as a priority, ensuring staff feel they have the skills and training to support children with different beliefs, cultures, abilities and needs.

### **To achieve this objective we plan to:**

Train all staff regularly in a range of areas, continue IEP/ ICP cycles, take part in learning walks and SEN Reviews.

### **Progress we are making towards this objective:**

On going

## Objective 4

**Continue to meet with and inform governors of our approach to equality at St Peter's. Inform them of next steps and our vision for equality.**

### **Why we have chosen this objective:**

To ensure accountability for the equality act and equality policy, ensure all members of the school community are on board and involved with our vision for equality for all.

### **To achieve this objective we plan to:**

Deliver a session to Governors on equality at St Peter's, arrange a learning walk with a focus around equality, follow up meetings and conversations with equality link governor.

### **Progress we are making towards this objective:**

On going

## 9. Monitoring arrangements

The SENDCo will update the equality information we publish, at least every year.

This document will be reviewed by the SENDCo at least every 4 years.

This document will be approved by the head teacher and governors.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Mental Health and Well Being Policy
- SEN Policy
- Behaviour Policy