

# ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Headteacher: Mr Jon Jeffries



## Equalities Plan (including objectives)

This policy was agreed by Governors on:

Date: .....24<sup>th</sup> September '25.....

To be reviewed: .....September '28.....

Chair of Governors: .....Anne Armitage.....

### Unlocking minds that learn, hearts that love, faith that gives.

Everyone at St.Peter's is encouraged to embrace life with the boldness and hope of Peter, who stepped out of the boat, walked on water and achieved the impossible. Through Christian worship, values and love, helping hands are offered to support every member of our community to reach their potential.

The St Peter's community will keep our values at the very heart of our approach in establishing, maintaining and developing a school culture and ethos.



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## 1) Introduction

The Equality Act 2010 replaced all existing equality legislation and provides a single consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

This Equality Policy and Plan sets out the school's approach to promoting equality and diversity in-line with legislative requirements of the 2010 Equality Act.

At St Peter's CE Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We make equalities integral to everything we do, ensuring it is seen as part of everyone's business and a way of helping us deliver excellent outcomes for individuals and communities.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- a. Boys and girls, men and women
- b. All minority ethnic groups including travellers, refugees and asylum seekers
- c. Pupils or families with different religions or beliefs
- d. Pupils and others with special educational needs
- e. Pupils and others with a range of disabilities
- f. Children looked after and their carers
- g. Children or staff who are gay or lesbian
- h. Pupils or staff who are pregnant or have just given birth
- i. Pupils or staff undergoing gender reassignment

This plan sets out some of the ways in which, as a school, we are going to tackle inequality and promote equality, to raise standards and narrow gaps. It includes an action plan outlining what we intend to do between now and Spring 2023 to bring to life our equalities priorities, including information about how we are monitoring our progress against that action plan.

## 2) School Context:

St Peter's CE Primary School is a small village primary school serving Cassington and surrounding villages. We are proud to be part of an active community where we work together for the common good both in the locality and the wider world. Conservation projects and close links with our church and care home are examples of this. 50% of children live outside of Cassington. We currently have 107 children on roll including our nursery children. 7% are PPG, 4% FSM, 3% EAL and 11% SEN.

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The school has identified the following issues that may be barriers to effective learning and successful working at the school:

- Social exclusion and inappropriate use of social media
- Emotional, mental & physical well-being leading to poor attendance or exclusions
- Specialist knowledge of staff to meet emotional and mental health needs
- Special Educational Needs
- Curriculum that meets all learners' needs

### 3. School's Commitment to Equalities

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. The school recognises that Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

Following an audit of equalities in our school, the governing body has agreed the following Equality Objectives (Please see attached to back of this policy)

### 4. Establishing, maintaining and developing a school culture and ethos

At St Peter's CE Primary School we aim to serve our community by working in partnership to provide an education of the highest quality. As a school we celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity.

We aim to achieve this by;

- Celebrating diversity/equality
- Celebrating achievement
- Promote positive attitudes towards disabled people
- Promote positive attitudes towards people of different ethnic groups/religions etc
- Involve pupils, parents and staff
- Promote high expectations
- Demonstrate sensitivity to pupils with disabilities

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- Communicate behaviour expectations
- Ensure that it welcomes applications for school places and jobs from all sections

## **5. Preventing and dealing effectively with bullying and harassment**

Bullying and harassment on account of race, gender, disability or sexual orientation are unacceptable and are not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

### **At St Peter's CE Primary School we:**

- Recognise that the groups covered in this policy are more vulnerable to bullying and harassment
- Communicate to pupils, parents and staff its abhorrence of all forms of bullying and harassment
- Ensure that incidents are reported and addressed swiftly and effectively
- Record, analyse and report bullying and harassment on grounds of race, gender, disability, sexual orientation etc.

## **6. Teaching and Learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- Use contextual data to improve the ways in which we track pupil progress and identify under-performance, and provide support to individuals and groups of pupils.
- Monitor achievement by ethnicity, gender and disability and action any gaps.
- Take account of the attainment of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability without stereotyping.
- Ensure appropriate teaching styles and classroom organisation
- Planning is based on earlier learning
- Marking policy promotes learning of all
- Track pupil progress & Identify under-performance
- Promote and maintain higher attendance - strategies & monitoring

Develop provision management to establish effective analysis and development of interventions.

## **7. Listening to pupils, staff, parents and others**

At St Peter's we place an emphasis on ensuring all stakeholders have a voice and achieve

this by;

- Children are encouraged to express their views during PSHE lessons and Circle Time, the Pupil Leadership Groups and through regular surveys including an annual pupil questionnaire
- The school actively seeks staff views and listens to staff concerns, for example through team and staff meetings. A well being survey is carried out on an annual basis; the results of which are analysed externally and action plans constructed and embedded into development plans.
- The school seeks the views of parents through parent/teacher consultations, weekly newsletters, invitation to attend working parties and regular surveys including annual parent questionnaires.
- The school encourages, enables and hears the full range of views including those with disabilities and seeking advice from external sources to support where necessary.

## **8. Equalising opportunities**

Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, the school:

- Ensures school uniform is affordable by avoiding expensive clothing.
- Avoid putting parents under unnecessary financial pressure by using subsidies from the SPSA (St Peter's School Association) for certain activities, for example the cost of school trips and visits.
- Promotes the take-up of extra-curricular opportunities.
- Ensure that its charging policy is appropriate
- Widen access to careers advice and work experience placements

## **9. Informing and involving parents and carers**

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, the school:

- Explains how it operates through its weekly newsletter, information evenings for parents, parent workshops and its website.
- Offers a range of ways of communicating between school and parents that meet parents' circumstances and needs through telephone contact or email, through Home School Link Books and Parents' Evenings.
- Encourages parents to let the school know if they have a particular disability or other need
- Actively encourages parents to attend consultation evenings by teachers telephoning non- attenders or making alternative arrangements.
- Has a designated parking space for disabled drivers
- Encourages parents to discuss their concerns
- Ensures that parents understand how well their child is progressing
- Explains how parents can help their child at home, for example class-based parent workshops covering English and maths; information evenings to explain the teaching of Phonics, KS1 and KS2 SATs, the school's approach to Sex Education.

- Explains how parents and others can help in school for example by becoming a volunteer, hearing children read, joining the SPSA etc
- Encourages parents to join the SPSA and/or governing body
- Telephones, emails, provides translations, Braille Ensuring that 'absent parents' receive communication.

## **10. Welcoming new pupils and helping them to settle in effectively**

Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, the school strives to:

- Ensure a happy start to the school at normal times
- Ensures effective school transfer and induction mid-year
- Ensures that extra help is given to pupils who find change of school challenging
- Ensures well-planned school adjustments are made to cater for a child with disabilities including the availability of additional classroom support
- Ensures well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school

## **11. Supporting learners with particular needs**

Recognising that some of the groups covered in this policy are more likely to have particular needs, the school will:

- Provide distance learning packs for children out of school
- Prepare Personal Education Plans to focus on learning priorities
- Provide basic skills support
- Ensure language support is available as required
- Support students through tutoring/mentoring schemes
- Provide homework/revision support
- Provide appropriate training to enable staff to meet particular learning needs - planned well in advance of a child's admission.
- Gaps identified in training needs analysis are reflected in staff development plan.

## **12. Making the school accessible to all**

The school will:

- Meet the needs of pupils, staff and others with physical and or sensory disabilities by providing designated toilets, and adaptations made to the school buildings as appropriate.
- Ensure that curricular and extra-curricular opportunities are available for pupils with disabilities by accessing access issues and putting risk assessments in place.
- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment to enable disabled pupils to take better

advantage of education, benefits, facilities and services provided.

- Improve the availability of accessible information to disabled pupils including transport and supervision for children with disabilities.

### **13. Ensuring fair and equal treatment for pupils**

Recognising that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against pupils in the school will:

- Ensure fair admissions procedure
- Assess the implications uniform requirements have on pupils and modify them where appropriate
- Accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example)
- Ensure that the implementation of uniform and other policy is sufficiently flexible to accommodate any specific individual needs
- Monitor the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others
- Ensure where relevant that teaching or the expression of religious belief about same sex relationships is conveyed responsibly and sensitively

### **14. Ensuring fair and equal treatment for staff and others**

Recognising that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against adults as well as pupils in the school and that positive role models and a wider perspective will strengthen the school will:

- Ensure non-discriminatory recruitment and employment practices
- Promote dignity at work
- Encourage the development of all staff

### **15. Encourage participation of under-represented groups**

Recognising that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially & economically disadvantaged groups, the school will:

- Recruit governors' representative of the pupil population and/or community
- Encourage the widest participation in St Peter's School Association (SPSA) activities
- Support individuals and community groups to express their case on matters affecting themselves and their community

### **16. Monitoring and Evaluating the policy**

Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation, the school will:

- Train all staff & governors

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- Consult pupils, parents and staff on how the policy is working and how it could be improved
- Monitor and review practice
- Carry out impact assessments to evaluate practice
- Report to governors
- Report to parents and pupils

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## Equalities Action Plan: 2025-2029

	Objective	Success Criteria	Actions to be taken	Which of the 3 general duties does this cover?
1	To tackle prejudice and promote understanding in relation to people with special educational needs.	Parent, child and staff questionnaires show: The school deals effectively with behaviour The school and community live by its values	Home School Agreement to be developed based around our school values  Monitor and evaluate teaching and impact of Inside Out to ensure that incidents are reduced.  Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing Body / Local Authority on a termly basis.	Eliminate discrimination
2	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities and issues relating to race, disability, religion and gender.  Ensure that the curriculum promotes role models that young people positively identify with, and which reflect the school's diversity in terms of race, gender and disability.	Diversity is reflected in work across all year groups  Increased awareness of different communities and issues relating to race, disability, religion and gender shown in Inside Out PSHE Sessions	Ensure that subject progression charts incorporate trips and experiences to reflect different religious festivals.  People Who Inspire Us sessions to broaden further to diversity at children's age (currently this is mainly adults)	Eliminate discrimination Foster good relations

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3	To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities	Any gender/ PPG/SEND imbalance in participation in after-school activities is Identified and addressed.  Improved outcomes for children with SEN or identified as vulnerable	PPG lead/SENCo to monitor attendance of children attending after school clubs.  Allocated spaces to be reserved for vulnerable groups.	Advance equality of opportunity
4	All pupils are given the opportunity to make a positive contribution to the life of the school	All children feel able to make a positive difference to their school	Pupil Leadership Groups  Lunchtime clubs run by children  Children have the opportunity to deliver their own assemblies on issues that matter to them  Chaplain to explicitly teach presentation skills for worship/assembly	Foster good relations
5	Increased knowledge and awareness of staff relating to race issues so innate and unintended racial bias does not impact teaching	Teachers plan and deliver lessons that take careful consideration into the possibility of racial bias.  Topics/lessons challenge mainstream narratives	Staff training and awareness.  Monitor and review termly to ensure best practice has been put in place and training guidelines have been followed	Eliminate discrimination

These objectives are reviewed every 4 years.

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