

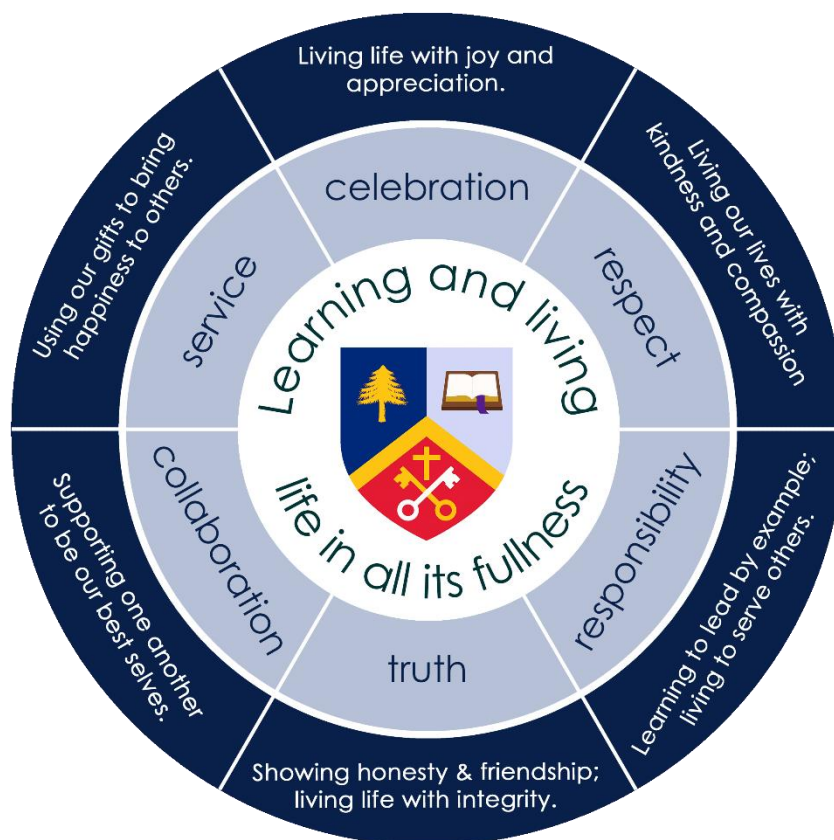


# St Peter's CE Junior School

*Learning and living life in all its fullness*

## EQUALITY POLICY

Spring 2025



**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

<b>Revised/Written by:</b>	HHF
<b>Approved/Ratified by GB</b>	January 2025 (Policy) January 2026 (Appendices)
<b>Date for Review</b>	Spring 2029 (Policy) (4-yearly) Spring 2027 (Appendices) (annual)
<b>Status</b>	Statutory

# Equalities Policy

(Including Equalities Information and Objectives)

## Introduction

St Peter's Junior School welcomes our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture, which promotes equality, will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers. This document outlines the principles, which will guide our approach to working with our school community and enabling an open culture.

## National and Legal Context

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.

## Principles

To fulfil our legal obligations, we are guided by a number of principles.

### 1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not they have a connection with the forces community
- Whether or not English is their first language

### 2. We recognise and respect difference

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We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents,

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through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

**7. We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

**8. We base our practices on sound evidence**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

**9. We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7). The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

**Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

**Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

**Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises. The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given

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appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

*The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment, which is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.*

## Equalities Information

## Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

This information should also be read in conjunction with our equality objectives. In compiling this equality information, we have:

- Identified evidence of equality we already have within policies and practice and identified gaps.
- Examined how we engage with the protected groups, identifying where practice could be improved. We have also involved staff, pupils, parents and others in the following ways:
  - Parent surveys
  - Student leader meetings
  - Staff surveys
  - Parent meetings, representative of pupils with particular protected characteristics
  - Partnerships with the local community and disability organisations

### Pupil-related data – latest KS2 statutory results

Information	Evidence and commentary
Attainment in Reading – by gender 2024-2025	Reading: 64% met the expected standard Male: 61% Female: 68%
Attainment in Writing – by gender 2024-2025	Writing: 62% met the expected standard Male: 61% Female: 64%
Attainment in Maths – by gender 2024-2025	Maths: 62% met the expected standard Male: 68% Female: 56%
Attainment in Maths – by EAL 2024-2025 (cohort: 16)	63% met the expected standard
Attainment in Reading – by EAL 2024-2025	75% met the expected standard
Attainment in Writing – by EAL 2024-2025	69% met the expected standard
Attendance by gender 2024-2025	Male: 96% Female: 96%
Exclusions 2024-2025	0

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## Staff Data

As our school employs less than 150 staff, the Governing Body is not required to publish information in relation to our staff.

## Other information

Information	Evidence and commentary
Governor representation as at September 2025	Female: 69% Male: 31%
Volunteers as at September 2025	Female: 62.5% Male: 37.5%

## Qualitative information

The school intends to publish all relevant school policies on our website and they are available on request from the school office. Our website is updated regularly, including information and communication that evidences good relations, equality of opportunity and our ethos of eliminating discrimination.

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.

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We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- Role profile of student leaders, including our Play Leaders and Service Leaders
- Monitoring led by our Inclusion Team
- Parent meetings, representative of pupils with particular protected characteristics
- Partnerships in our local community, including St. Peter's Church and 'Signs for Thoughts' (British Sign Language group).

Having referred to and analysed our equality information, we have set ourselves the following objectives:

- To enable volunteer, training and employment opportunities for people with a protected characteristic.
- To deliver lunchtime games and activities that are inclusive of every child and foster good relationships between children of all backgrounds.
- To ensure that our curriculum is fully inclusive in every subject, for every child.
- To support every child to use inclusive language, through the taught curriculum, wider initiatives and through our relational approach.
- *We will be an inclusive Church school where we celebrate and welcome children and families of the Christian faith, other faiths and none (Governor's Strategic Vision).*

The legislation only requires one objective to be set and this should be pupil related. The number of objectives set should be proportionate to the size and functions of the school.

The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.

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## Equality Objectives and Information Objectives, Rationale and Progress

Last update	January 2026		Updated by	HHF
Objective	How will we achieve it?		Progress update (yearly review)	
<b>1</b>	To enable volunteer, training and employment opportunities for people with a protected characteristic.	<ul style="list-style-type: none"> <li>Recruitment processes aiming to evidence merit and experience.</li> <li>Training for recruiters.</li> <li>Advertise across community inc eTeach, via the church, social media to ensure we can be seen by all.</li> </ul>	Social media sites operational. Two vacancies in Summer 2025 of which one fulfils the objective.	
<b>2</b>	To deliver lunchtime games and activities that are inclusive of every child and foster good relationships between children of all backgrounds.	<ul style="list-style-type: none"> <li>Lunchtime coaching staff to model and coach values as part of the games played.</li> <li>Equipment and opportunities to encourage a variety of play.</li> <li>SLT on playground each day to model and lead by example.</li> <li>Safe spaces for those who find the playground a challenge.</li> </ul>	Lunchtime coaching staff active daily (2 on some days) Children trained as sports leaders to model values and play behaviours SLT on playground & interacting with all children. Safe spaces in use- library- groups of children prefer to be here. Work to be done on outdoor spaces for quieter/more imaginative play & greater range of equipment for different activities/sports.	
<b>3</b>	To ensure that our curriculum is fully inclusive in every subject, for every child.	<ul style="list-style-type: none"> <li>Half-termly curriculum review esp. for writing and reading. Keep/Change/Stop approach to texts to ensure mix of proven stimuli and newer authors.</li> <li>Yearly review of full curriculum for each subject.</li> <li>External advice and CPD- including new history curriculum, writing training, science (Ogden Trust) support for leaders and children.</li> <li>Skillsbuilder Curriculum (25 onwards) to teach and integrate soft skills/skills for success into discrete and embedded teaching.</li> <li>Pupil Voice</li> </ul>	History training and writing training sourced and being delivered for 25-26. Skillsbuilder initial training for leaders and staff. One term of sessions completed. Ogden Trust partnership renewed. SEND Pupil Voice completed.	
<b>4</b>	To support every child to use inclusive language, through the taught curriculum, wider initiatives and through our relational approach.	<ul style="list-style-type: none"> <li>All staff model and lead by example- training and updates.</li> <li>Reviews of behaviour policy and relational/restorative approaches – yearly for all staff.</li> <li>External support from volunteers esp. church to work with individuals and small groups.</li> <li>Collective Worship explores themes of trust, collaboration, compassion and courage in relation to both values and world/local issues.</li> </ul>	Review of behaviour policy to explore regulated and dysregulated behaviours and successful intervention/restoration. Collective Worship new framework in place inc new celebration assemblies. TLG volunteers coming in to work with new children inc vulnerable cases.	
<i>We will be an inclusive Church school where we celebrate and welcome children and families of the Christian faith, other faiths and none (Governor's Strategic Vision).</i>				