

The staff and governors of St Peter's School are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.

Staff and governors welcome their general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and their specific duties publish equality objectives which show how they plan to tackle specific inequalities, and to reduce or remove them.

Staff and governors consult members of the school community from different groups and wherever appropriate involve them in decisions, for example through talking to children in the school council and to parents/carers.

St Peter's school is committed to equality both as an employer and a service-provider:

- All members of the school community are treated fairly and with respect
- The school is a safe, secure and stimulating place for everyone
- No members of the school community will experience harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender, their gender identity or assignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity or orientation.
- Governors consider equality issues in relation to policies, decisions and services.
- The school behaviour policy treats all children fairly
- All incidents and complaints of bullying and harassment that may include cyber bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender assignment, pregnancy or maternity, religion and belief and sexual orientation are dealt with promptly and effectively.
- The school special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- The school accessibility plan supports all members of the school community to reach their potential through full access to all areas of school life
- The school admissions policy complies with the admissions code and gives priority to pupils with special educational needs and those in care.
- The school complaints procedure sets out how complaints relating to the school are dealt with.
- The school has adopted and adheres to ODST policies and procedures for addressing staff discipline, conduct and grievances
- The staff code of conduct makes it clear that discrimination or prejudice of any kind will not be tolerated.

Staff and governors recognise that:

- people have different needs, and understand that treating people equally does not always involve treating them all exactly the same
- for some children extra support is needed to help them to achieve and to be successful

Disability

Staff and Governors at St Peter's are committed to working for the equality of people with and without disabilities.

- There are no significant inequalities, including those in relation to attainment and access to learning and facilities
- The relationships between disabled pupils and others is very good.

How equality of opportunity is advanced –

- Disabled learners and staff are supported by meeting their individual needs

- Staff make reasonable adjustments to ensure that disabled pupils are not put at a disadvantage compared to other pupils.
- Disabled learners, their families and disabled staff are involved in any changes and improvements and are consulted on issues affecting them
- Accessibility planning takes place for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils
- The curriculum supports all pupils in understanding, respecting and valuing difference and diversity
- All children are given opportunities to learn about the experiences of disabled people and the discriminatory attitudes they often experience
- Understanding of difference and of disability and special educational needs is promoted through circle times, PSHE and assemblies
- Prejudice and any incidents of bullying based on disability are dealt with
- The school has no recorded instances of bullying or prejudice based on special educational needs or disability
- Pupils treat each other with understanding, care and consideration, taking due account of each individuals differences
- Governors annually review the accessibility action plan to ensure that all physical barriers to learning are removed.

Ethnicity and race (including EAL learners)

Staff and governors at St Peter's are committed to working for the equality of all ethnic groups.

Summary information:

- There are no significant inequalities from different ethnic groups
- There are no incidents of bullying or harassment on the basis of race, ethnicity or culture.

How equality of opportunity is advanced:

- Attainment and progress of pupils by ethnicity is monitored
- Parents, carers and families are involved in initiatives and interventions to improve outcomes for particular groups
- A curriculum is being developed that supports all pupils to understand, respect and value difference and diversity
- All pupils are given opportunities to learn about the experiences and achievements of different communities and cultures
- The curriculum challenges racism and stereotypes
- The curriculum is supported by resources that reflect the diverse communities of modern Britain
- The school is quick to deal with any incidents of bullying or harassment on the basis of race, ethnicity and culture.

Gender

Staff and governors at St Peter's are committed to working for the equality of women and men.

Summary information:

- The most recent RaiseOnline data shows that there are no significant inequalities, including gaps in attainment between boys and girls
- Performance against national and local benchmarks is at or above average for both boys and girls
- Both boys and girls are consulted on issues that might affect their achievement and wellbeing.

How equality of opportunity is advanced:

- Attainment of pupils is monitored by gender
- Neither boys nor girls are treated as homogeneous groups

- Targets are set to improve the attainment and rates of progress of particular groups of boys and girls
- Barriers to the participation of boys and girls in activities are addressed
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress
- The school promotes the spiritual, moral, social and cultural development of all pupils through assemblies, PSHE lessons and the general curriculum
- Any sexist bullying or sexual harassment is dealt with in line with the school policies
- Children are encouraged to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes
- Positive, non-stereotypical images of women and men, girls and boys are used
- There are no significant gaps in attainment or inequalities between girls and boys at the school

Staff and governors are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

Pregnancy and maternity

The Governors have agreed to adopt and adhere to all ODST policies relating to pregnancy and maternity. It is the view of the governors that this protected characteristic is not applicable in relation to the children at St Peter's.

Religion and Belief

Staff and Governors at St Peter's are committed to working for the equality of people based on their religion, belief and non-belief.

Summary information

- The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice
- There are good relations between pupils who share a religious faith and others

How equality of opportunity is advanced:

- Children are supported to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- Through assemblies, PSHE lessons and the SEAL programme the school actively promotes the spiritual, moral, social and cultural development of all pupils
- The curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination
- Any prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities would be appropriately challenged

Sexual Orientation

Staff at St Peter's are committed to providing a safe environment for all pupils and tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

Summary information:

- Children are taught about prejudice-related bullying and the use of inappropriate language through assemblies and PSHE lessons
- Being part of St Peter's school includes celebrating difference and diversity as a way of developing tolerance understanding and respect for one another.

How equality of opportunity is advanced:

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families
- The school promotes the spiritual, moral, social and cultural development of all pupils through all aspects of the curriculum and school life
- Pupils are supported to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and programmes such as SEAL
- Opportunities in circle time are used to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different
- All staff, including lunchtime supervisors and teaching assistants, will be trained in how to deal with homophobic language and how to work positively with different families
- Any discrimination faced by pupils and staff who are lesbian, gay or bisexual will be dealt with in accordance with school policy

Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main priorities for the future are to develop consultation and engagement through:

- inviting parents and carers to join a working group for consulting with and engaging pupils, staff, families and the community about equality issues
- School council involvement and pupil voice.

The governing body of St Peter's CE Infant School, Alvescot has agreed the following Equality Objectives:

| | Equality Objective | Success Criteria | Actions required to achieve objective | Aims of the Equality Duty | Protected Characteristics |
|---------------------------------|---|--|--|----------------------------------|---|
| 1. Teaching and Learning | To further develop 'quality first' teaching to meet the learning needs of all children through schemes of work and lesson planning. | Improved quality of teaching in all classes and increased progress of children at risk of under-achievement. | Termly monitoring of quality of teaching and learning, including available teaching resources and deployment of Teaching Assistants,. | Advance equality of opportunity | Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓ |
| | Continue to ensure that all groups of children are enabled to make appropriate and similar rates of progress. | All groups of children will make appropriate and similar rates of progress | Identify focused groups of children Monitor the progress of all children through the school's normal assessment process. Compare the progress of all groups Implement appropriate intervention programmes as required Termly monitoring of attendance. | Advance equality of opportunity | Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation Age ✓ |
| | To use materials and resources which reflect a range of cultural backgrounds with awareness of stereotyping. | Children's developing awareness and understanding of diversity | To review the quality of resources currently held in school and purchase new resources that reflect the diversity of the world in which we live. | Advance equality of opportunity | Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓ |

| | Equality Objective | Success Criteria | Actions required to achieve objective | Aims of the Equality Duty | Protected Characteristics |
|--|---|--|---|--|---|
| 2. Employment and staff development | For all recruitment procedures to comply with the Equality Act 2010 and minimise any barriers to teaching related to the protected characteristics. | All governors fully aware of their rights and duties under the Equality Act 2010 and new appointments made in compliance with the Act. | Ensure non-discriminatory recruitment and employment practices by monitoring of recruitment procedures including advertisements, shortlisting and interview procedures. | Eliminate unlawful discrimination | Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓ |
| | Continue to provide equal opportunities for all staff in terms of professional development and training. | That aspirations and training needs identified through the appraisal process are met. | Ensure all members of staff have participated in an appraisal process. Staff members have been given the opportunity to identify personal development points The needs that have been identified are addressed. | Advance equality of opportunity Foster good relations | Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓ |
| 3. Accessibility | To ensure equality of access to: <ul style="list-style-type: none"> The physical environment The learning environment out-of-school activities including after-school clubs, trips, and visits | For all children to have the opportunity to progress and achieve well and to be prepared for life in a diverse society. | Annual visit by the health and safety governor to review the site with view to maintaining and improving accessibility. Termly meetings with SEN governor to ensure provision of access to the curriculum by all. Raising staff awareness of disability through training as need arises. Progress review meetings where individual needs are closely monitored and provision is made as necessary. | Advance equality of opportunity | Race ✓ Disability ✓ Gender ✓ Religion or Belief ✓ Sexual Orientation ✓ Age ✓ |

| | Equality Objective | Success Criteria | Actions required to achieve objective | Aims of the Equality Duty | Protected Characteristics |
|--|---|---|---|---|---|
| | To provide written information for parents/carers with disabilities or for whom English is not their first language in a form which is user friendly and appropriate to their needs within a reasonable time frame. | For all parents/ carers to have access to information provided by the school to enable them and their children access to all. | Parents / carers needs to be met by either a member of staff or an appointed governor establishing their needs and providing support as required. | Eliminate unlawful discrimination Advance equality of opportunity Foster good relations | Race ✓ Disability ✓ Gender Religion or Belief Sexual Orientation Age |
| | To provide physical aids to access education through SEND framework as required. | For SEND objectives to be fully met in order that all children have access to education | To work together with external agencies to identify and meet the needs of individual children, as required. | Eliminate unlawful discrimination Advance equality of opportunity | Race Disability ✓ Gender Religion or Belief Sexual Orientation Age |