

Equality Objectives

St. Peters C of E Primary Academy

Equality Information and Objectives - Information for school website

Public Sector Equality Duty (Updated March 2018)

Public Sector Equality Duty



The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

St. Peters C of E Primary Academy is an inclusive school where we focus on 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.

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

1. All learners are of equal value
2. We recognise and respect difference
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 governors

Equality Action Plan – how will we achieve the above objectives in 2018 to 2020?

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.	Headteacher and FS/KS1 and KS2 leads will analyse pupil data. Pastoral manager will analyse attendance & late's data. Corrective action will be taken if needed	Headteacher FS/KS1 leads Pastoral manager Link governor
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 / personal education plans are in place for any vulnerable child who is at risk of underachievement.	Headteacher and FS/KS1 and KS2 leads will analyse pupil data. SENCO and Pastoral manager will develop appropriate, implement and monitor support plans as needed	Headteacher Link governor
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.	Survey pupils and families Identify any pupil / family who would benefit from additional support Organise and run events designed to promote "open school" e.g. classroom visits, PFA events and use these to build links with vulnerable families	Pastoral manager will lead – will develop a timetable of events over the year including social events e.g. summer fair & "open classrooms" and educational events e.g. information evenings	Pastoral manager Link governor
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity	By embedding SMSC into all we do as a school – SMSC will be a core element of the school development plan. This will be part of our curriculum	Pupil and parent voice Staff surveys Curriculum monitoring	Deputy Headteacher Link governor

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Desired Objective	How we will do this	How we will monitor this	Individual responsible
To reduce prejudice and increase understanding of equality through direct teaching across the curriculum	Ensure a seamless curriculum provision of PSHE, SRE and RE to promote this through our curriculum.	Pupil, staff and family surveys Curriculum monitoring Logs of racist, homophobic bullying, etc.	Deputy Headteacher Pastoral manager Link governor
To continually consider how well the school ensures equality of opportunities for all its pupils and families	Half termly review of actions taken in support of the plan above and their impact	Pupil and Parent voice	Pastoral manager Link governor

Eliminating discrimination and other conduct that is prohibited by the Act

We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information, we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times
- Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it

We foster good relations by:

- Ensuring that St. Peters is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.