

## Equality Duty Statement, January 2022



The basic equality between all human beings has always been fundamental to Catholic belief and teaching. St Peter's Catholic Primary School acknowledges and welcomes diversity among pupils, staff, governors and visitors. Our Equality Policy outlines the commitment of the staff and governors to promote equality. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community.

Our School vision reflects our commitment to welcoming diversity and to helping all children reach their full potential: "To be an outstanding school in which the unique abilities of our children are recognised and where each and every child achieves his or her full potential through excellent teaching, learning and the support of the wider community".

The Governing Body adopts policies which promote equality and which ensure a high degree of community cohesion as a distinctive characteristic of our school. We do this in line with our mission statement: **Living** together in our school family where everyone cares for each other. **Learning** together in a happy, safe school where everyone tries their best and we celebrate each other's achievements. **As friends of Jesus** saying sorry, supporting and forgiving each other, helping those in need and respecting other people's beliefs and cultures'. We do so, not merely in compliance with legislation, but because such values are integral to our mission as part of Christ's Church. The fact that this works out in practice is evidenced in Ofsted and Section 48 inspections carried out in 2018 , where the extent to which we promote community cohesion as well as safeguarding our children was judged to be 'good'. We seek to maintain and build on that standard, and indeed be a model that others can follow. To achieve this we have a rigorous process of self-evaluation built on data analysis and a school improvement plan that is closely monitored by all stakeholders.

In all our actions as a school we have due regard for the provisions made in the 'Equalities Act 2010', to ensure that all members of the school community are protected from discrimination. As we review our policies we take into consideration the requirements of the equalities duty.

We recognise as a school that equality must be defined in a culturally sensitive way and applied in a discriminating but not discriminatory manner.

We have an Equalities Governor, Dr Christine Moretto, and members of the leadership team have had equalities and diversity training.

The new curriculum is devised in such a way that equalities and diversity are explored and understood in a range of subjects, specifically in PSHCE and Religious Education as well as more generally in the way that the other subjects that make up the curriculum are taught.

# St Peter's School Equality Duty Statement

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.

## Part 1: Information about the pupil population (as at January 2022)

Number of pupils on roll at the school: 147

### Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

#### Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

There are pupils at our school with different types of disabilities and these include:

- Autistic Spectrum Disorder
- ADHD
- Visual Impairment
- Profound and Multiple Learning Difficulties

### Pupil Special Educational Needs (SEN) Provision

	Number of pupils	Percentage of school population
Special Educational Needs	20	13.6%
EHCP or Statement	5	3.4%

### Ethnicity and race

	No. of Pupils		Percentage of school population
	Boys	Girls	
White British	42	30	48.9
White and Asian	3	3	4.1
Any other mixed Background	2	3	3.4
Indian	5	4	6.1
Any other Asian Background	2	1	2.0
White and black African	1	0	0.8
Any other White background	13	22	23.8
White-Irish	0	1	0.7
Any other ethnic group	0	2	1.3
White and Black Caribbean	3	2	3.4
Black Caribbean	2	1	2.0
Pakistani	3	1	2.7
Black African	0	1	0.8
All	76	71	100

### **Information on other groups of pupils**

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils

EAL (English as Additional Language)	37
FSM (Free School Meals)	13
Pupil premium	16
Service Children	3

### **Part 2: Our main equality challenges**

This is a summary of the issues that we are most concerned about.

We are already developing strategies and interventions to tackle some of these concerns. For some of these issues we have also set and published **Equality Objectives**:

### **Early Years**

Accelerating learning across the Early Years with high quality speaking and listening opportunities,

### **Key Stage One and Two**

- (i) Accelerate the progress and skills in Literacy of our identified lower and higher achieving groups. Revise this termly at our pupil progress meetings.
- (ii) Monitor the achievement and behaviour of identified vulnerable children and target specific interventions for them.

## **Part 3: How we have due regard for equality**

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

- At St Peter's Primary School we are aware of the requirements of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our Governing Body has had training on the Equality Act which will be revisited in 2021/2022.
- All staff have had whole school training on the Equality Act which will be revisited in 2021/2022.
- We keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- At St Peter's we have an ethos which supports respect and professionalism.
- We have a School Behaviour Policy which ensures that all pupils are rewarded and sanctioned when necessary. The Policy is applied fairly and positively by the staff and pupils alike, i.e. Golden Time, Star of the Week certificates and Good Disciple certificates.
- We have appropriate policies that describe how we intend to deal promptly and effectively with all incidents and complaints of bullying and harassment. These may include cyber-bullying and prejudice based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- We keep a record if such incidents should arise and notify those affected of what action will be taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We analyse our data to ensure we act upon any concerns in relation to these protected groups.
- We have a Special Educational Needs policy and an Annual Report that outlines the provision the school makes for pupils with special educational needs.
- Our complaints procedure sets out how we deal with any complaints relating to our school.
- We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute to pupils' spiritual, moral, social and cultural development.

- We have clear procedures for dealing with staff discipline.
- Our Grievance Policy and Procedures clearly sets out guidance for staff who wish to make a formal complaint.
- Our Accessibility Plan increases the extent to which all pupils can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils.
- We have a comprehensive curriculum that encourages children to think about the world in which they live. Pupils are encouraged to broaden their understanding of others' beliefs, cultures and faiths.
- We have a vibrant and well-represented School Council that ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school and the immediate environment. The school council is strong and articulate, contributing to whole school decision making where appropriate.
- We have a Healthy Eating Policy that recognises a culturally diverse community and encourages all pupils receive a healthy meal each day. Our food policy reflects our commitment to healthy lifestyle and responsibility to our environment, regardless of one's socio-economic background.
- We have identified the groups of children whose attainment needs to be raised. These children are being challenged within small groups, through in-class support and individual precision teaching.
- We have several intervention programmes run by the Teaching Assistants
- The relationship between SEND pupils and others is very positive.

### **How we advance equality of opportunity:**

- We have an ethos of inclusion within the school.
- We set challenging targets to ensure our children with disabilities make good progress.
- We provide good quality training for all of our staff.
- When required, we seek the advice and support of external agencies.
- We promote positive links with our parents and families.
- There is a designated governor for SEND matters.
- We target specific support where appropriate.
- We hold annual reviews for each of these children.
- We liaise and work in partnership with many professional organisations.

### **Next steps**

- Increase progress of pupils through implementation of monitoring, intervention strategies and teachers' performance management targets.
- Extend and develop disability training with particular emphasis on meeting the needs of the current cohort and their specific requirements.
- Again providing the previously very successful parental workshop in maths week.
- Continue to foster relationships with the local community, and UK community.
- We will continue to drive forward literacy and numeracy initiatives to further improve the attainment in reading, writing and mathematics across all age groups.
- We will continue with reading interventions that accelerate and raise the profile of reading for our boys.
- Our curriculum, including RE and PSHE, encourages pupils to accept others' lifestyles and beliefs, as well as exploring shared values.

- The RE and PSHE curriculum enables pupils to develop respect for others, including those with different faiths and beliefs, and it helps to challenge prejudice and discrimination.

### **Monitor and Review**

Every four years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall School Development Plan and therefore will be reviewed as part of this process.

### **Approved by the Governing Body**

**Signed**.....

**Chair of Governors**.....

**Date**...