



Leigh St Peter's CE Primary School

Equality Information & Objectives

Member of Staff Responsible:	Senior Leadership Team
Signed (Chair of Governors'):	Julie Williams
Signed (Headteacher):	Kevin Robinson
Date Policy Adopted:	September 2023
Policy Review Date:	September 2027

Leigh St Peter's CE Primary School

Equalities Information & Objectives



Our Christian Vision is:

"Let Your **LIGHT** Shine" *Matthew 5:16*

Vision & Values:

Our Christian Vision is to provide a happy, safe, and caring high quality learning environment where all members of the school community have the opportunity to flourish; 'living life in all its fullness'. Our Christian Values have been developed in line with everyone who is invested in our school community: its pupils, parents', staff, and governors and we aim to ensure that these Christian Values are at the heart of everything we do at Leigh St Peter's CE Primary School.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate all forms of prejudice-based incidents towards people who share a protected characteristic* and implement an open culture of understanding, acceptance and positivity.
- To close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners including Disadvantaged, SEND and EAL.
- Ensure attendance is 96%+ for all pupil groups including Disadvantaged, SEND and EAL.
- To ensure that our school is fully accessible to all members of the school community, including visitors.

For the purpose of this policy, we deem a protected characteristic to fit the following categories:



2. Legislation and guidance

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](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils, and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives daily to the headteacher.

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor the success in achieving the objectives and report back to governors.
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every 2 years.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a protected characteristic
- Taking steps to meet the needs of people who have a protected characteristic
- Encouraging people who have a protected characteristic to participate fully in any activities. ***In fulfilling this aspect of the duty, the school will:***

- ⇒ Publish attainment data each academic year showing how pupils with different characteristics are performing (where this can be published without identifying pupils)
- ⇒ Analyse the above data to determine strengths and areas for improvement & implement actions in response to this information
- ⇒ Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- ⇒ Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in our reading curriculum, pupils will be introduced to literature from a range of cultures
 - Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
 - Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community.
 - Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs which we monitor and evaluate. We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about protected characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

- The school ensures it has due regard to our school equality considerations whenever significant decisions are made.
- The school always considers the impact of significant decisions on groups. For example, when a school trip or activity is being planned, the school considers whether the trip:
 - ⇒ Cuts across any religious holidays
 - ⇒ Is accessible to pupils with disabilities
 - ⇒ Has equivalent facilities for boys and girls

Equality impact assessments should be made by staff when undertaking activities, and developing policies and procedures that may have an effect on a group with protected characteristics.

8. Monitoring arrangements

In addition to the monitoring arrangements outlined above, the following monitoring arrangements will be in place:

- The headteacher, in accordance with the governing board will update the equality information we publish, at least every year.
- This document will be reviewed by the governing board at least every 4 years. This document will be approved by the headteacher and/or governing board.

9. Links with other policies

This document links to the following policies:

- Accessibility Plan
- SEND Policy
- Positive Relationship and Behaviour Policy
- Anti-Racism Policy