

Bright Beginnings – Faith for the Future

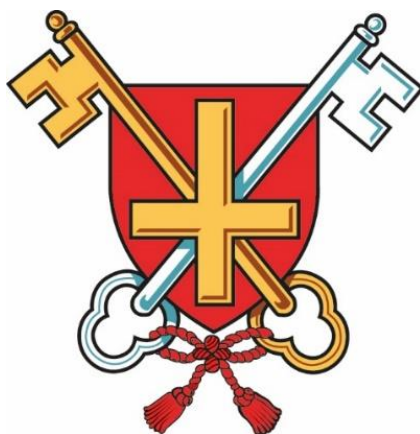
“Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble”

1 Peter 3:8

St Peter's London Docks

Church of England

Primary School



Equality Information and

Objectives

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values which are woven through every aspect of school life.



LOVE



INSPIRATION



GRACE



HOPE



TRUTH

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.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

The Equalities Team members will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Provide a regular Equalities report for Governors.
- Support the headteacher in identifying any staff training needs, and deliver or arrange training as necessary.

All staff (teaching and non-teaching) will:

- Ensure that all pupils are treated fairly, equally and with respect.
- Strive to provide material that give positive images based on race, gender, disability, and challenges stereotypical images.
- Challenge any incidents of prejudice, racism or homophobia and record incidents to the Senior Leadership Team.
- Support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents

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 daily briefings and at Full Governing Board meetings.

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

The school has a designated Equalities Team for monitoring equality issues. They regularly liaise with senior leaders regarding any issues and communicate these to governors as appropriate. See Appendix 1 – **What is a discriminatory incident + Responding to and reporting an incident** for further guidance.

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour and Relationships policy. We closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

As an employer, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our team. Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

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 that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling our Muslim pupils to rest during physical activities if choosing to fast.)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in extra curricula activities including arranging alternative travel arrangements.)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.

Equal opportunities for staff

We are committed to the implementation of equal opportunities principles through the monitoring and active promotion of equality in all aspects of staffing and employment. All staff appointments are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

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 open-mindedness, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes through: the teaching of RE; equality themes within PSHE; building positive classroom culture; the deliberate diversity of our curriculum; visiting different places of worship; and the reading of literature from a range of cultures and viewpoints.
- Holding regular assemblies dealing with relevant issues. Pupils are encouraged to take a lead in such assemblies and share their views and opinions.
- Working with our local community. This includes: inviting leaders of local faith groups to speak at assemblies; organising school trips and activities based around the local community; fundraising for local charities.
- 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.
- Working with parents to build community and promote knowledge and understanding of different cultures. For example, through our annual Cultural Evening event.
- We are outward looking and strive to continually develop links with people and groups who have specialist knowledge about particular characteristics. This helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular 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

Our risk assessments include reference to these considerations to ensure we have actively considered our equality duties and asked ourselves relevant questions. The record is completed by the member of staff organising the activity and overseen by a member of the senior leadership team.

8. Equality objectives

Objective 1

Promote and support leadership development routes for all groups.

Why we have chosen this objective: We are aware that our leadership team is formed of majority white, British/European women. We want to ensure that all ethnicities and genders are encouraged, supported and given equal opportunity to access professional leadership development and therefore ensure representation for all.

To achieve this objective, we plan to:

- Identify leadership development routes for ethnic minority staff including (Locally and nationally)
- Use line management and coaching to explore routes for professional development

Next progress review: SPRING '26

Objective 2

Review whole school curriculum content and resources to ensure positive representation for all.

Why we have chosen this objective: Following a review and refinement of the existing curriculum, we plan to carry our regular audits of content delivered and the resources used, across all subjects, to ensure teachers are providing positive and varied representation, within and outside of the classroom.

To achieve this objective, we plan to:

- Subject leaders carry out audit of diverse representation within curriculum subject areas
- Regular staff meeting/briefing reminders to consider diversity in choice of images in classrooms and communications
- Inclusion team ensure regular audits of resources and curriculum opportunities for positive representation

Next progress review: SPRING '26

Objective 3

Analyse the diversity of attendees across parental engagement events and/or workshops and collect parent views in order to consider strategies for widening our reach.

Why we have chosen this objective: Although our parental engagement activities are well attended, we have noticed that some groups are less likely to attend and engage. We would like to identify any barriers that may be impacting attendance and to ensure that our parental engagement opportunities reaches all groups.

To achieve this objective, we plan to:

- Collect parent voice from targeted groups and respond
- Aim to improve engagement of target groups

- Ensure information sent home is easily read/accessible by all groups
- Support teachers to make efforts to engage with parents and drop off / home time to promote events etc.

Next progress review: SPRING 2026

Objective 4

Develop an effective menopause awareness policy that supports women in the workplace.

Why we have chosen this objective: Women account for approx. 90% of employees at St Peter's and the majority are long standing members of the school team. To further promote equality and inclusivity in the work place, and to support existing and new members of the school team, we want to ensure that woman who are impacted by the menopause feel that they are treated fairly and compassionately by all in the workplace.

To achieve this objective, we plan to:

- Collect staff voice regarding their experiences of menopause in the workplace
- Seek two menopause advocates from the existing school team who have experience of menopause in the workplace to work alongside the Equalities team on this project.
- Research and write a Menopause Awareness policy to address any issues raised and to set out useful guidelines for all staff
- Promote the policy and guidelines with all staff to remove stigma and support those impacted

Next progress review: SUMMER 2025

9. Monitoring arrangements

This document will be reviewed by the Leadership Team and Equalities Team annually.
This document will be sent to the Full Governing Board for review and approval every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEND policy
- Behaviour and Relationships policy

APPENDIX 1

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

