

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 May 2017)

Number of pupils on roll at the school: 180

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
- Hearing loss
- Profound and Multiple Learning Difficulties

Pupil Special Educational Needs (SEN) Provision

	Number of pupils	Percentage of school population
Special Educational Needs	18	10%
EHCP or Statement	3	1.6%

Ethnicity and race

	No. of Pupils		Percentage of school population
	Boys	Girls	
White British	57	57	62.7
White and Asian	4	5	4.95
Any other mixed Background	2	2	2.2
Indian	0	3	1.65
Refused	1	0	0.55
White and black African	3	0	1.65
Any other White background	13	19	17.6
White-Irish	2	2	2.2
Chinese	0	1	0.55
White and Black Caribbean	2	1	1.65
Black Caribbean	0	1	0.55
Pakistani	0	0	0.0
Any other ethnic group	1	4	2.75
All	85	95	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)	30
FSM (Free School Meals)	14
Pupil premium	15
Service Children	0

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 2010 which will be revisited in 2017/2018.
- All staff have had whole school training on the Equality Act 2010 which will be revisited in 2017/2018.
- 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...