

St Peter's Catholic Primary School



Equality Objectives

Agreed by Governors: September 2025

Chair of Governors Signature_____

St Peter's Catholic Primary School acknowledges that we have to fulfil our responsibilities under the Public Sector Equality Duty. We have a due regard to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins

We strive continually to adopt and meet our public sector duties and our Senior Leadership Team and Governors review our policies and procedures on a regular basis.

We are committed to ensuring equality of education and opportunity for all pupils, employees and the whole school community, with a particular focus on those who share protected characteristics.

We monitor and review the achievement of all groups to ensure that we are raising standards and ensure inclusive teaching and learning. Where required we make reasonable adjustments to ensure that our school environment is accessible to all.

We work together to use ensure all staff and Governors are aware of the Equality Act and use our equality information to help us to:

- Identify key issues;
- Identify groups (who share a protected characteristic) within our school community;
- Plan more effectively;
- Actively engage and consult with our school community;
- Promote positive role models throughout school life and delivery of the curriculum;
- We gather data on the achievement and attainment of pupils who share protected characteristics;
- Embed equality in our school ethos;
- Regularly monitor progress against objectives set; fully integrate equality into School Management;
- Systematically assess the impact across all school policies and practices to ensure they comply with the Equality Act;
- Ensure equality requirements are built into contracts where necessary;
- Make reasonable adjustments, where possible, to ensure quality of access to the same standard of education and working life.
- Assess whether we are discriminating unlawfully when carrying out any of our functions;

Equality Objectives

At St Peter's we have set ourselves the following objectives:

Objective 1: To Narrow Attainment Gaps: To reduce the attainment gap between disadvantaged pupils (e.g., eligible for Pupil Premium) and their peers in reading, writing, and mathematics

ACTIONS:

- Monitor progress data termly.
- Implement targeted interventions.
- Provide high-quality CPD for staff on inclusive teaching strategies.

OBJECTIVE 2: To promote understanding and respect for differences: To foster a school culture that actively promotes understanding, acceptance, and celebration of diversity (including ethnicity, religion, disability and gender)

ACTIONS:

- Deliver assemblies and PSHE lessons that reflect a diverse society.
- Celebrate key awareness events (e.g., Black History Month, Disability Awareness Week).
- Use diverse literature and displays across the school.
- Review Curriculum & Environment to promote the above
- Buy SLA from MEAS for support and advice
- Audit resources including books and toys to ensure all protected characteristics are represented positively
- Record and challenge all incidents of bullying and perceived bullying and follow up with actions to be reviewed regularly by SLT

OBJECTIVE 3: To develop a positive self-image and to recognise that people are of equal worth

ACTIONS:

- Deliver 'My Happy Mind' programme
- Review PSHE curriculum

OBJECTIVE 4: To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

ACTIONS:

- Create a curriculum that appeals to all pupils and enables all to attain highly through careful data analysis and related actions.
- Targeting intervention for vulnerable learners across the school.
- Additional support to continue in year groups with high percentages of Pupil Premium children.
- Staff to be aware of disadvantaged children (Pupil Premium, CLA, those under Social Care, EAL, SEND), plan appropriate support and discuss their progress at half termly meetings

OBJECTIVE 5: To continue to ensure that there are high levels of attendance for all pupil groups with an emphasis on pupils in receipt of the pupil premium grant (PPG) and pupils with SEND.

ACTIONS:

- Good attendance for all is promoted through various initiatives and analysed to identify and address concerns for all groups of pupils.
- Offer support for identified families

OBJECTIVE 6: To continue to ensure a variety of clubs are offered and attended by all pupils, regardless of vulnerabilities

ACTIONS:

- Monitor attendance and ensure all pupils are catered for
- Offer free places

OBJECTIVE 7: To eliminate prejudice and discriminatory behaviour: To ensure incidents of prejudice- based bullying and discrimination are recorded, addressed promptly, and used to inform staff training and curriculum planning.

ACTIONS:

- Maintain clear reporting and recording systems
- Analyse incident trends and address hotspots
- Reinforce school values through behaviour policy and curriculum.
- Challenge personal prejudice and stereotypical views whenever they occur including challenging the use of

derogatory language

- Pupils learn about various cultures and faiths through the curriculum

INFORMATION TO ACHIEVE OBJECTIVES

ETHOS

At St Peter's life, ethos and mission pervades every aspect of our school life rooted firmly in the teachings of Jesus and Gospel values. Pupils value and participate in Catholic Life as expounded in the school's mission statement & motto which calls everyone to 'live together and build for the future'. At St Peter's we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. There should be a genuine 'openness' which welcomes everyone to the school. The children are encouraged to greet visitors to the school and to follow our school values. The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity. Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

LEARNING ENVIRONMENT

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils. The adults in the school provide good positive role models in their approach to all issues relating to equality of opportunity. The school places a very high priority on the provision for special educational needs. We strive to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work. The school provide an environment in which all pupils have equal access to all facilities and resources. All pupils are actively involved in their own learning. A range of teaching methods are used throughout the school to ensure that effective learning takes places at all stages for pupils.

CURRICULUM, RESOURCES & MATERIALS

At St Peter's Catholic Primary School we aim to ensure that our subject policies and practices reflect our commitment to equal opportunities. Our planning takes account of the differing needs of pupils and their progress. We have a commitment to evaluate our curricular outcomes each term to ensure that what we have actually planned takes place. The provision of appropriate resources and materials within our school is a high priority.

These resources should:

- Reflect "the reality of an ethnically and culturally diverse society"
- Reflect a variety of viewpoints
- Show positive images of males and females in society including disabled people
- Reflect non-stereotypical images of all groups in a global context
- Be equally accessible to all members of the school community consistent with health and safety
- Not include racist or sexist material

LANGUAGES

All members of staff use appropriate language which:

- Does not transmit or confirm or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups
- Creates the conditions for all people to develop their self esteem
- Uses correct terminology in referring to particular groups of people

ORGANISATION OF LEARNING

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity. Our school environment is culturally diverse and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures. We do this by engaging visitors and arranging suitable visits.

ADDITIONAL PROVISION

Where relevant we will endeavour to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:-

- Traveller children
- Those families who are seeking asylum or are refugees
- Pupils whose home language is not a standard form of English
- Pupils for who English is an additional language

While there is a need for pupils to learn to communicate in English we believe that their home language should be celebrated and respected.

Wherever possible, practical and affordable the school will attempt to make suitable adaptations and provide appropriate support to increase accessibility.

MONITORING AND REVIEW

Equality of opportunity is identified as an area requiring careful monitoring and evaluation, and this will be undertaken through analysis of:

- SATs results and screening for specific learning needs
- Participation in extra-curricular activities
- Exclusions and absence
- Continuous assessment of children's learning
- Racist and sexist incidents
- Accessibility