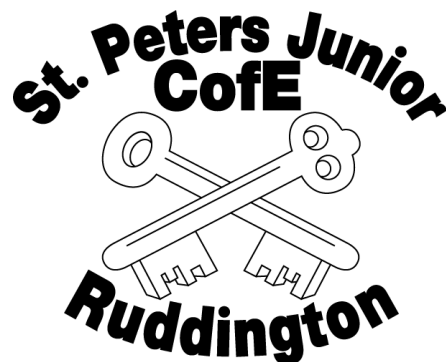




Equality Information and Objectives Policy

Last Reviewed:	November 2024
Review Frequency:	Policy every 3 years Objectives annually
Due for Review:	Policy November 2026 Objectives November 2025

EQUALITY POLICY

EQUALITY STATEMENT

As practitioners we have a responsibility to develop the whole child. We can only do this by nurturing a strong sense of self. In tandem, we need to encourage an understanding and appreciation of difference and diversity – tackling fear of ‘otherness’.

Equality and diversity need to run through everything we do – our curriculum, communication, resources and policies. Equality and diversity need to be embedded into all aspects of our practice and held in the forefront of our consciousness.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- **eliminate discrimination** (stop people being treated unfairly)
- **advance equality of opportunity** (help to make society a fairer place for everyone)
- **foster good relations** (learn about, share and celebrate other people’s differences)

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- disability
- race
- religion and belief
- sex (including issues of transgender)
- gender reassignment
- sexual orientation
- maternity and pregnancy
- age *
- Marriage and Civil Partnership *

*The protected characteristics of age and marriage and civil partnership apply to schools as employers, but not in relation to their provision for pupils.

Equalities Information & Objectives Policy 2024-2027

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish one or more equality objectives at least every four years

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school and will include the following areas:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will aim to reduce and remove any existing inequalities to the services listed above, however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Equalities Information & Objectives Policy 2024-2027

Our Aim – A Place for all to Flourish

A Place for all to Flourish is St Peter's overarching aim. St Peter's is committed to providing a fully accessible environment which values and includes all pupils, prospective pupils, staff, parents, governors and visitors, and in which everybody is treated with equal respect. We will strive to promote positive attitudes towards disability and difference and to develop a culture of awareness, tolerance and inclusion.

Addressing Prejudice Related Incidents

St Peter's is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. However, if incidents still occur, we address them immediately and report them to the Local Authority using their guidance material.

Responsibility

We believe that promoting Equality is the whole school's responsibility:

Who?	Responsibility
Governing Body	Ensuring that the school complies with legislation, and that this policy and its related procedures and equality objectives are implemented.
Head teacher	- Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. - Implementing the policy; ensuring that all staff are aware of their responsibilities and are given appropriate training and support - Taking appropriate action in each case of unlawful discrimination or prejudice-related incident
Teaching staff, non-teaching staff & all other school staff (as relevant to their role)	- Promoting an inclusive and collaborative ethos - Ensuring that all pupils are treated fairly and with respect - Planning and delivering an inclusive curriculum - Challenging, recording and reporting any prejudice-related incidents that may occur - Keeping up to date with equalities legislation relevant to their work

Equalities Information & Objectives Policy 2024-2027

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitor and Review

This policy will be reviewed every three years and our equality objectives will be reviewed annually.

St Peter's Junior School, Ruddington.

Equality Information and Objectives 2024 - 2027

In order to help us meet our school's general and specific duties under the Equality Act 2010, the following information has been gathered as preparation to formulating our equality objectives.

1. Understanding Our School Community – PUPILS

DATA UPDATED OCTOBER 2024- NOR 355

Ethnic Categories

White British	289	White & Black Caribbean	11	Indian	5	Korean	0
Irish	0	White & Asian	5	Pakistani	4	Refugee	0
Any other white background	4	White & Black African	3	Bangladeshi	0	Asylum Seeker	0
Traveller of Irish Heritage	0	Any Other Mixed background	6	Any other Asian background	2	Any Other Ethnic Group	2
Gypsy/Roma	0	Chinese	10	Black Caribbean	0	Information Refused	0
White European	4	Any other Chinese background	0	Black African	8	Information Not Obtained	0
Filipino	0	Iranian	1	Greek	1		

Disability

Autistic Spectrum Disorder	5	Specific Learning Difficulties	11	Other	1
Hearing Impairment	0	Speech, Language and Communication	5		
Social, Emotional and Mental health	11	Moderate Learning Difficulties	5		
Physical and Sensory	1	Visual impairment	1		

Equalities Information & Objectives Policy 2024-2027

Special Educational Needs

	Percentage	Number				Percentage	Number
No Specified SEN	88.73%	315			Pupil Premium*	14.08%	50
SEN support	10.42%	37			Non-Pupil Premium	85.92%	305
EHC Plan	0.8%	3					

Deprivation

*Any pupil in receipt of Free School Meals at any time during the last 6 years

Religion and Belief

Anglican		Church of England		Sikh	3
Baptist		Hindu	2	No Religion	232
Buddhist	1	Jewish		Other Religion	2
Catholic		Methodist		Unknown	
Christian	109	Muslim	6	Refused	0

Gender

	Percentage	Number
Girls	51.55%	183
Boys	48.43%	172

No Information was available on the following protected characteristics:

Gender Reassignment - The school did not have any information on whether any of the children on roll had reassigned their gender.

Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT)

2. Equality Objectives 2024 - 2027

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school bodies e.g. school councils
- Curriculum documents

Following our analysis, we have developed three Equality Objectives in order to meet the following requirements of the Equality Act:

- **Eliminate Unlawful Discrimination**, harassment, victimisation and any other conduct prohibited by the Act
- **Advance Equality of Opportunity**, between persons who share a relevant protected characteristic and persons who do not share it
- **Foster Good Relations** between persons who share a relevant protected characteristic and persons who do not share it

Equalities Information & Objectives Policy 2024-2027

ATTAINMENT	Equality Objective 1: To diminish the gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths.														
Why: Data analysis from 2022/23 shows that, in most year groups, there is an achievement gap between disadvantaged pupils and other pupils in the school.															
How: The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through a three tiered approach: high quality teaching, targeted academic support and wider strategies. This model is at the heart of our Pupil Premium Plan as we try and tackle the barriers that stand in the way of some of our pupils’ progress.															
Outcome: The gap in performance will be narrowed, thus giving our disadvantaged pupils the best chance of academic success at secondary school.															
Review November 2024: Our end of KS2 assessment results for 2023/24 showed that our disadvantaged pupils performed extremely well in all subjects – at both the EXP and GDS level. In some subjects, our DPs performed even better than our non-DPs.															
	All pupils		Boys		Girls		PP		Not PP		Pupils with SEND		Pupils with EAL		
	EXP+	GD	EXP+	GD	EXP+	GD	EXP+	GD	EXP+	GD	EXP+	GD	EXP+	GD	
Reading	88%	44%	82%	34%	93%	53%	83%	46%	88%	43%	38%	18%	80%	50%	
Maths	89%	35%	84%	27%	93%	42%	83%	31%	90%	38%	64%	18%	80%	20%	
GPS	88%	52%	82%	39%	93%	64%	100%	54%	88%	51%	55%	9%	80%	50%	
Writing	82%	19%	70%	11%	93%	27%	83%	17%	82%	19%	38%	0%	90%	20%	
RWM combined	78%	12%	66%	7%	89%	18%	69%	15%	79%	12%	18%	0%	70%	10%	
However, this pattern is not yet repeated across all year groups and there remains achievement gaps in other year groups. This remains a whole school priority and is a key goal of our new SDP.															
Review November 2025: Our end of KS2 assessment results for 2024/24 showed that our disadvantaged pupils performed relatively well in comparison to DPs across other LA schools:															
	GPS				Reading				Maths				Writing		
DPs at St Peter’s	77%				71%				82%				59%		
DPs at other NCC schools	58%				62%				60%				57%		
However, it is clear that Writing is an area where the achievement gap remains the greatest between DPs and other pupils across the school. This is a whole school															

Equalities Information & Objectives Policy 2024-2027

priority for this academic year.

Review November 2026:

CURRICULUM	Equality Objective 2: To review and adapt our curriculum in order to be more inclusive of significant BAME figures
Why: Following the death of George Floyd in Minneapolis and and the global response to systemic racism, we believe now more than ever, schools need to engage in designing a curriculum which helps pupils 'meet the world.'	
How: Our curriculum will be audited to see how BAME people and cultures are represented across all subjects. Staff will explore how the curriculum can add in meaningful and culturally diverse material.	
Outcome: We will ensure that the artists, scientists, designers etc that pupils study during their time at St Peter's are from a range of diverse backgrounds. .	
Review November 2024: Our Art and Design curriculum was reviewed and tweaked by the subject leader and SLT in 2023/24 ready for a 2024 launch. Part of this was reviewing the artists that the pupils studied and ensuring that the focus artists came from a diverse background. As a result, some changes were made to ensure that our pupils were studying some BAME artists and cultures within the curriculum.	
Review November 2025: Rather than focus solely on the curriculum, we have looked closely at the figures each class is named after – these are high profile across the school and are consistently referred to. As a result, we have ensured that the people our classes are named after (chosen by our class teachers) are as diverse as possible. One name change, for example, this year was the introduction of 'Nelson Mandela Class.'	
Review November 2026:	
ATTENDANCE	Equality Objective 3: To increase attendance rates for disadvantaged pupils

Equalities Information & Objectives Policy 2024-2027

Why:

We know that the absence rate of our disadvantaged pupils continues to be behind that for all other pupils in terms of both absences and persistent absences.

How:

Our Attendance Leads will work with families where there are attendance concerns. Referrals to the Early Help Panel will be made as appropriate. Targeted workshops with specific children will take place. Children with less than 90% attendance will be identified, worked with and monitored.

Outcome: No disadvantaged pupil's attendance rate will be less than 90% (the definition of persistent absentee). Overall attendance for DPs will increase to above the national average.

Review November 2024:

Attendance data for 2023/24 showed a positive improvement when compared to data for 2022/23 particularly for Disadvantaged Pupils. Whilst our overall attendance data and PA is much stronger than the national average, there is still a wide gap when this is compared with the data for DPs. As a result, reducing the amount of DPs who are classed as PA remains a whole school priority and is a key goal of our new SDP.

Review November 2025:

Again, data for 2024/25 showed further improvement in terms of attendance for our Disadvantaged Pupils – both overall absences and the % of pupils persistently absent. However, there is still some way to go before the gap between the attendance of DPs and other pupils is diminished and so improving the attendance rates for this group remains a priority.

Review November 2026: