



EQUALITY STATEMENT

Legal Duties

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

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal 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:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do 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 equality objectives

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. This will include the following functions:

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

Our objectives will detail how we will ensure equality is applied 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

Our Vision and Ethos

We are a welcoming, inclusive family with a strong Christian ethos. We continually aim to be an excellent school where people care more than others think is wise, risk more than others think is safe, dream more than others think is practical and expect more than others think is possible.

St Peter's Church of England Primary school has served the community of Portishead for over 200 years and we are committed to our partnership with Portishead Church of England, and in particular, St Peter's Parish Church we seek to enrich the lives of all in our community. We continue to honour the following commitment:

Recognising its historic foundation, St Peter's will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

St Peter's aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice, welcoming all regardless of their faith or belief. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

Our Aims:

Excellence in all we do: To maintain and deepen our outstanding school status by ensuring excellent outcomes for all pupil groups.

We are committed to supporting every member of our community to be the best that they can be and to achieve their God-given potential. This means that we are ambitious and aspirational for all and build a culture of hope most particularly for those who are disadvantaged in any way. We nurture strong attitudes to learning and particularly foster resilience in seeking wisdom, knowledge, truth and understanding. We also give opportunities for excellence across a rich and full curriculum including music, drama, the arts and sport.

We know too that mistakes are an important part of learning and encourage everyone to reflect, learn and start again. We also know that our knowledge is partial and incomplete and so we ensure a culture where celebration and humility go hand in hand.

Because we aim for **excellence in all we do**:

- We enjoy learning together. We support and challenge each other to be the best we can be.
- We are committed to developing every child's potential to be an '**expert**' by enabling children to be courageous, resilient and determined.
- We create and **model** learning opportunities that inspire, encourage and support our pupils to achieve **mastery**.
- Our children are empowered to develop and own their own learning with clear **purpose** in all they do.
- We encourage constructive **critique** to move learning forward

Excellence in who we are: As a church school to continually challenge ourselves to value, respect and support each other to become wise, generous and hopeful individuals, community members and world-wide citizens.

Character development is a priority for us and we expect much from each individual within the school. Our Christian values are key to each child's formation and a part of our expectation for every adults' modelling to others. Collective worship and PSHCE focus on Christian teaching and the development of values and on how to live well for ourselves and others. Our support for a large number of charities also embed these values (1 Cor 13;6).

We know that part of character development is the ability to live well together in community and so we explicitly teach how to relate well to others. The pursuit of excellence is a community activity because no one person has all the knowledge and gifts that are needed and so we are also a welcoming inclusive community and educate for dignity and respect. We teach and foster these attitudes in our class and year group communities and Family Groups.

Because we aim for **excellence in who we are**:

- We nurture relationships that are based on trust and respect, and value everyone's contribution.
- We actively seek to work in partnerships with parents and carers.
- Through our partnership with Portishead Church of England, and in particular St Peter's Parish Church we seek to enrich the lives of all in our community
- Our leadership is strong and shared, leads by example, enables and motivates, and constantly strives to ensure excellence in all we do.

Excellence in our service for others: As a Teaching School and English Hub to serve others schools, leaders and teachers by supporting them to enhance pupil outcomes, enrich lives and create hopeful schools and futures for all.

As part of our commitment to Educating for community and living well together we understand our responsibility to share our knowledge and resources with others for the common good.

All our children are involved in 'Legacy Learning' and this gives them an opportunity to make a difference to the lives of others. We also value pupil leadership and give numerous opportunities through School Council, House Captains, Librarians, Eco-Reps etc.

As a Teaching School we aim to support teachers and other schools to excel. We also contribute to the wider community and regularly deliver CPD opportunities for up to 1000 teachers per year. We also support schools via S2S support and provide ITT. We also work on a number of national projects with the DFE e.g. workload challenge projects. We aim to support and empower teachers so that they can have fulfilling and joyful careers in service.

Because we aim for **excellence in our service with others:**

- We actively encourage a culture of innovative practice, and confidently share this knowledge with others around us.
- We learn from other schools in a wide variety of networks.

For further details of the Christian underpinning of our vision, ethos and pedagogy see [Church of England Vision for Education](#)

Addressing Prejudice Related Incidents

This school 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. If incidents still occur we address them immediately and report them to the MAT/Local Authority using their guidance material.

Responsibility

We believe that promoting Equality is a whole school responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher /Principal	As above including: 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. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head / Principal as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.

School Community	Responsibility
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

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 our school website and newsletters.

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

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date to be Agreed: May 2021

Date to be reviewed: Annual cycle

Equality Objectives 2021 - 22:

(Also see our Pupil Premium report and Covid 19 Recovery Plan).

1. To continue to carefully assess and monitor the impact of Covid 19 on pupils' learning and wellbeing. Review academic gaps and put provision in place to ensure any children disadvantaged by school closures make rapid progress. Ensure that support is in place for children's wellbeing and that all families who have been impacted by Covid 19 have support from school and are signposted to external agencies as required.
2. Ensure our curriculum content and the choice of texts across all curriculum areas reflect and celebrate diversity.
3. To ensure provision at playtime engages boys and does not lead to a disproportionate number of boys in our Reflection room.
4. To actively promote and consider applications from male teachers in recruitment rounds and if all other things are equal, employ more to raise the balance of male/female teachers.

Approved by: Local Governing Body on 19th May 2021

Last reviewed: May 2021 by Sharon Roberts, Catrin Battista and Janine Ashman, and sent to LGB for review on 13th May 2021

Next review due: May 2022