



ST PETER'S PRIMARY SCHOOL

EQUALITY, DIVERSITY AND INCLUSION POLICY

Persons responsible	Head Teacher & Inclusion Officer
Document date	March 2026
Review date	March 2027
Review frequency	Annually

Policy Review

This policy will be reviewed in full by the Pupils & Learning Committee annually. (Previously 3 years by the Governing Body)

Practice is monitored in various ways by the Inclusion Leader and the Committee.

Vision and Values

Our equality vision and the values that underpin school life

Equality and Diversity is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. We are committed to ensuring that our services meet the varied and individual needs of children and young people in our school, that our employment practices are fair and promote equality and that we respect the wide variety of lifestyles and cultures, locally and nationally.

St Peter's Primary School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We actively encourage all pupils and staff to reach their full potential. In this we include all members of the extended school community – pupils, staff, Governors, Parents / Carers and others from our local community. Partners, contractors and other visitors to the school are also expected to adhere to this policy

This policy sets out how the school intends to meet its commitment to providing equality of opportunity. This should be read in conjunction with other relevant policies such as Code of Conduct, Recruitment, Behaviour and Anti-Bullying etc.

The Equality Act 2010 consolidated and replaced anti-discrimination laws introduced over the previous 40 years.

The Equality Act 2010 is the single legal framework for tackling disadvantage and discrimination. The Act introduced a single Public Sector Equality Duty (PSED), which is sometimes referred to as the 'general duty', It extends schools' equality duties to all the following protected characteristics:

- Age*
- Disability
- Gender reassignment
- Marriage and Civil Partnership*
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

*adults only

The Public Sector Equality Duty (PSED)

The PSED (set out in section 149 of the Equality Act 2010) consists of three main elements. In carrying out their functions, public bodies, including all schools, are required to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

Aims of the School

Our school ethos is:

Helping every child to flourish – Positive, caring and Inclusive

Our approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Equality Objectives Statement

St Peter's School is committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives are as follows:

- 1) To help each child at St Peter's feel recognised and valued in the school community
- 2) To raise awareness of the diverse range of needs of all the children at St Peter's
- 3) To continue to develop the curriculum to ensure wide representation

Inclusion at St Peter's

Inclusion is an on-going process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils. We recognise that equality does not mean that everyone is treated the same and we do take into account the individual needs and backgrounds of all of our stakeholders.

We aim to be an inclusive school by reflecting on our practice and the achievement and wellbeing of different groups of children.

Staff Recruitment, Retention and Training

We are committed to the implementation of The Equality Act (2010) and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are also committed to ensuring that, wherever possible, the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

Roles and Responsibilities

Additional Specific Duties

To fulfil the three aims of the general duty, schools have three sets of specific duties:

1. to collect, analyse and publish information about their progress in achieving the three aims of equality legislation at least every four years
2. to decide on certain specific and measurable objectives that they will pursue in striving to achieve the three aims and publish these objectives (new objectives can be set at any time but objectives must be changed at least every 4 years).
3. to engage and consult with people who have a legitimate interest – including all staff (both teaching and administrative), all parents, carers, pupils, local groups, organisations and individuals as appropriate. This will include accessing the perspectives of the protected characteristic groups.

We are also bound to ensure that we make reasonable adjustments in the way we treat individuals with disabilities or special educational needs to ensure that they can benefit from the same opportunities as others. For more information on how this looks in school, please see the SEND Quality Offer and Accessibility Plan.

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body works with the school Inclusion Leader regarding the implementation of this policy. Governors review the Equality Policy as per the review date, and evaluate the success of the all the pupils on role paying particular attention to those in vulnerable groups.

The Headteacher is responsible for co-ordinating and implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work and reporting progress to the Headteacher.

Responsibility	Key person
Ownership of EDI policy document	Chair of governors / Head / INCo
Disability equality (inc. bullying incidents)	Head / INCo
SEND (inc. bullying incidents)	INCo
Accessibility	INCo
Gender equality	INCo
Race equality	INCo
EDI in curriculum content	Head / Deputy Head / INCo
EDI in pupil achievement	Head / Deputy Head / INCo
EDI re. behaviour and exclusions	Head / Deputy Head / INCo
Participation in all aspects of school life	Head / Deputy Head / INCo
Stakeholder consultation	Chair of governors / Head / INCo
Policy review	Chair of governors / Head / INCo
Communication and publishing	Head / Governors
Publishing of school population data (inc. protected characteristics)	School Business Manager

The primary stakeholders within the school community have certain roles and responsibilities as part of our Equality Policy. These are:

Governors

- To take a leadership role in the ongoing development and delivery of this and other related policies.
- To ensure that good practice is promoted in the school community.
- To be ‘critical friends’ and good role models to all members of the school community.
- To ensure a consistent response to incidents and that the school carries out its statutory duties.

Headteacher and Senior Leadership Team

- Manage the development, implementation and review of policy and the related procedures.
- Consult with stakeholders to develop future equality objectives, ensuring all stakeholders have the opportunity to have their voice heard.
- Provide effective training and support for all staff.
- Take accountability for policy implementation by staff and pupils.
- Recognise and share good practice; providing challenge and ensuring change if

necessary.

- Make sure that the school fulfils its statutory duties.
- Be good role models; behaving with respect and fairness to all members of the school community.

Teachers and Support Staff

- Promote an inclusive and collaborative ethos in their classroom; maintaining the highest expectations of success for all pupils.
- Be good role models; behaving with respect and fairness to all members of the school community.
- Plan and deliver a curriculum that reflect the school's principles, for example, in providing materials that give positive images in terms of protected characteristics
- Be aware of the school's EDI Policy and its objectives.
- Make contributions to and implement equality objectives.
- Highlight and learn from good practice and give guidance or support if issues arise.

Pupils

- Treat all members of the school community with fairness and respect.
- Respect, learn about and value the differences between individuals.
- Listen and learn when discussing equality issues in lessons.
- Contribute to equality consultations and reviews.
- Talk to a member of staff if they believe something has happened that was unfair or disrespectful.

Parents and Carers

- Treat all members of the school community with fairness and respect.
- Value the differences between individuals.
- Talk to a member of staff if they witness any incidents that are unfair or disrespectful.

Engagement – Participation and Involvement

How we make equality and inclusion part of school life

We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of protected characteristics.

We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for all members of the school community to appreciate their own culture and celebrate the diversity of other cultures, and the diversity found within our school.

We include the contribution of different cultures to world history and that promote positive images of people.

We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.

We model behaviour by being an inclusive school.

Our admissions arrangements are fair and transparent, and we do not discriminate on the basis of protected characteristics.

Meeting the needs of our community

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from parent questionnaires, OFSTED parent view, parents' evening, parent-school forum and/or focus meetings or governors' parent-consultation meeting, annual review reviews
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the children and groups of children, from PSHE lessons, and pupils' voice surveys, the School Council, Eco Council, Sports Council, pupil questionnaires, pupil voice gathered by subject leaders, circle time etc.
- analyse issues raised in Annual Reviews or reviews of progress on One Page Profiles, mentoring and support;
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.
- Involve parents, carers and children in the development and review of the SEND information report
- annually review our accessibility plan which is designed to increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment of the school and; improve the availability of accessible information to disabled pupils.
- having an open-door policy

Using Information

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We publish data on our website

annually relating to our school population and include disaggregation according to protected characteristics.

We have procedures, working in partnership with other schools, outside agencies and parents and carers, to identify children who have a disability through our pupil admissions meetings.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

We are aware that the legislation relates mainly to current but also to future pupils – we have a responsibility to be sufficiently prepared for a pupil with any disability, from any background and with any religion.

We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all pupils.

We provide support to pupils at risk of underachieving.

We are alert and proactive about the potentially damaging impact of negative language in relation to protected characteristics.

Addressing prejudice and prejudice-based bullying

The school will challenge all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly.