

Equality Information and Objectives

St Peter-in-Thanel CofE Junior School



Unlocking Learning While Flourishing in God's Love

'At St Peter's we believe that all our Christian values stem from love: The love that we have for God, that God has for us and the love that we show each other'

Approved by:	FGB	Date: 20.5.2026
Last reviewed on:	How the school complies with the Public Sector Equality Duty reviewed and objectives updated May 2026	
Next review due by:	Policy – Spring 2027 Objectives to be reviewed Spring 2029	

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A church school, in the heart of the community, revealing God’s love for his creation through our love for one another. Each member’s talent is developed and nurtured in an open, creative environment in order that they may joyfully flourish and be given voice to live life to the full.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The school places such importance on equality that governor responsibility rests with the Chair and Vice Chair who will:

- Meet with staff members to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All staff share responsibility in support the headteacher in promoting knowledge and understanding of the equality objectives throughout the school through their different roles – we each play our part in ensuring equality and countering discrimination.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction.

The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs and activities)

In fulfilling this aspect of the duty, the school will:

- Produce attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and share this information

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Investigate further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

St Peter's believe that all our Christian values stem from love and therefore hold equality for all as central to our beliefs.

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We will seek to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

- **Objective 1:** *To use the shared areas of the school to raise the profile of diversity and non-stereotypical success*
- Why we have chosen this objective: To provide visual role models for pupils and to challenge prejudice, assumptions and stereotypes

- To achieve this objective we plan to: Use key displays and reading materials to promote equality and diversity
- Progress we are making towards this objective: Displays exhibited around the school to set positive role models for children. Subjects include Autism awareness, different roles within science, positive gender role models.
- **Objective 2:** *To ensure that our disadvantaged pupils make above average progress by the end of KS2*
- Why we have chosen this objective: despite years of additional funding in schools to support disadvantaged children, the life chances for those from disadvantaged homes are still significantly below their more advantaged peers.
- To achieve this objective we plan to ensure that every effort is made to narrow any gaps between the performance of pupil premium children and their peers.
- Progress we are making towards this objective: Pupil Premium children at St Peter's typically perform in line with their peers
- **Objective 3:** *To play an active role in supporting children's mental health and wellbeing and to improve emotional resilience for children and their families*
- Why we have chosen this objective: At St Peter's we recognize the importance of good emotional and mental health and firmly believe that the foundations for good adult mental health can be established in childhood. We also are aware of the rising number of children suffering from anxiety and poor mental health.
- To achieve this objective we plan to:
 - Work alongside the Emotional Health and Wellbeing Team to support mental health in school for pupils, parents and staff.
 - Be part of the Thrive programme, where two members of school staff receive intensive Thrive training from TIS profile to assess and improve children's mental health
 - Include the oversight of Thrive to the job description of our Wellbeing and Safeguarding Mentor who is also the school's mental health lead
 - Continue with Heartsmart assembly themes across the school

Objectives updated May 2026

Agreed by FGB

9. Monitoring arrangements

The governing body will update the equality information we produce at least every year.

This document will be reviewed by governing body at least every 3 years.

This document will be approved by governing body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment