



ST PETER'S COMMUNITY PRIMARY SCHOOL

EQUALITIES STATEMENT AND OBJECTIVES

Equalities statement

The Equality Act 2010 requires schools to publish information to show how we are working to:

- Eliminate discrimination
- Advance equality of opportunity between people who share a protected characteristic* and people who do not share it
- Foster good relations between groups of people

*Protected characteristic is the term used in the Equality Act to describe a range of different groups. At St Peter's we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, first language, disability or special educational need, belief, religion, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

Other groups of pupils we consider important to consider are:

Looked-after pupils

Young carers

Pupils who are or have been eligible for free school meals

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which advocates respect for all.

At St Peter's we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

This forms part of our published information and is designed to show information that will be most useful and interesting to our families. On the school website, there is also our Equality Policy; our Equality Action Plan; our Access Plan; our Anti-Bullying Policy and our PSHE (Personal, Social and Health Education) Policy.

Context

At St Peter's we are committed to having a sound knowledge of our school community and to plan improvements that will benefit it. We do this by using data analysis of the backgrounds of the members of our school community, and analysing the attainment and wellbeing of our pupils and groups of pupils. We are very proud of the diversity found within our community and actively promote and celebrate it.

St Peter's expanded from a one-form entry Infant and Nursery school, into a one-form entry primary school over a period of three years from 2013-2016. Our catchment is generally within close proximity of the school and has become increasingly culturally and socially diverse, as the school has expanded, although the largest group of pupils is still of White British heritage. The number of children for whom English is an additional language varies year on year, and the range and variety of other languages fluctuates accordingly.

Our school's Equalities Information contains key information and performance indicators pertaining to the backgrounds of the members of the school community e.g. ethnicity, gender etc. This is published on the school website.

Information about our pupils

This data is taken from our January 2019 census.

Pupils on roll	Number of boys	Number of girls
205	101 (49%)	104 (51%)

Ethnicity	
Arab	5
Bangladeshi	3
Black African	4
Black Caribbean	1
Chinese	1
Gypsy/Roma	1
Indian	1
Pakistani	2
Refused	2
White British	149
White Irish	3
White and Asian	4
White and Black African	6
White and Black Caribbean	3
White Eastern European	4
White Other	9
White Western European	1

First Language	
Afrikaans	1
Arabic	10
Bengali	3
Chinese	1
Czech	4
Dutch/Flemish	2
English	169
French	1
Gujarati	1
Italian	1
Latvian	1
Macedonian	1
Polish	6
Romanian	1
Slovak	1
Spanish	1
Turkish	1
Total children on roll with EAL	36 (17)%

Children with EHCP	Children with SEN	Total with Additional Needs:
6 (3%)	38 (18.5%)	44 (21.5%)
Children entitled to Pupil Premium		Children entitled to FSM
74 (36%) inc. EYPP, LAC, Adopted & Special Guardianship		55 (27%)

Pupil Attainment

The table below shows those children at Age Related Expectation (ARE) by the end of Key Stage 1. It is taken from the information held on the school monitoring system. This is the data used by Ofsted inspectors when they inspect schools and upon which a school's performance is based.

The data shows the percentage of children who have achieved ARE or are working above it (Summer 2018). It breaks this information down into subject areas (in this example reading) and presents this for key groups within the school.



Age Related Expectation Summary Report

08 May 2019

Y3 - All Pupils (26 pupils)

Sum2 2017-18

Reading (26 pupils) Yr2 Sum2	No. (%)	Missing Assessment	Below 2w	2w or higher	2w+ or higher	2s or higher	Above 2s
All Pupils	26 (100%)	1 (3.8%)	6 (23.1%)	19 (73.1%)	18 (69.2%)	16 (61.5%)	6 (23.1%)
Males	16 (61.5%)	1 (6.3%)	4 (25.0%)	11 (68.8%)	10 (62.5%)	10 (62.5%)	5 (31.3%)
Females	10 (38.5%)	0 (0%)	2 (20.0%)	8 (80.0%)	8 (80.0%)	6 (60.0%)	1 (10.0%)
FSM	10 (38.5%)	0 (0%)	3 (30.0%)	7 (70.0%)	7 (70.0%)	5 (50.0%)	1 (10.0%)
Not FSM	16 (61.5%)	1 (6.3%)	3 (18.8%)	12 (75.0%)	11 (68.8%)	11 (68.8%)	5 (31.3%)
Pupil Premium	11 (42.3%)	0 (0%)	3 (27.3%)	8 (72.7%)	8 (72.7%)	6 (54.5%)	1 (9.1%)
Not Pupil Premium	15 (57.7%)	1 (6.7%)	3 (20.0%)	11 (73.3%)	10 (66.7%)	10 (66.7%)	5 (33.3%)
SEN Support	7 (26.9%)	0 (0%)	5 (71.4%)	2 (28.6%)	2 (28.6%)	1 (14.3%)	1 (14.3%)
Not SEN	18 (69.2%)	1 (5.6%)	1 (5.6%)	16 (88.9%)	15 (83.3%)	14 (77.8%)	5 (27.8%)
Education, health and care plan	1 (3.8%)	0 (0%)	0 (0%)	1 (100%)	1 (100%)	1 (100%)	0 (0%)
Academically More Able	3 (11.5%)	0 (0%)	0 (0%)	3 (100%)	3 (100%)	3 (100%)	3 (100%)
In Care	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
BME_EAL_NON WHITE BRITISH_OCT 15	10 (38.5%)	1 (10.0%)	2 (20.0%)	7 (70.0%)	6 (60.0%)	6 (60.0%)	2 (20.0%)

T/POLICIES/EQUALITIES STATEMENT
UPDATE MAY 2019 – TB/CL

Equalities Objectives

How we eliminate discrimination:

- All staff receive training in the PREVENT strategy as well as child protection and safeguarding.
- All staff receive training to raise awareness of prejudice and discrimination including identifying and challenging discriminatory language or opinions.
- We have clear guidelines on how to record bullying and prejudiced incidents.
- We carry out a 'feeling safe at school' survey on every other year.
- There is regular, discrete promotion of our anti-bullying policy.
- We have an annual anti-bullying week.
- Our assemblies promote respect and tolerance of others and encourage adherence to our school's 'Golden Rule'.
- We deliver specific assemblies which focus on bullying, discrimination and prejudice.
- We celebrate the diversity of our community in assemblies and curriculum opportunities such as Diwali, Eid, Chinese New Year, Hanukkah, Passover, Christmas, Easter and also in our weekly Religious Education (RE) lessons.
- Key staff members act as mentors for vulnerable children.
- We work to develop children's understanding and awareness of Autistic Spectrum Condition and other disabilities or special educational needs.
- Our curriculum and learning environments reflect and celebrate the linguistic and cultural diversity of our children and their families, and provide opportunities to learn about other cultures, nationalities and religions.
- Our bilingual children and families receive support from the Ethnic Minority Achievement Service (EMAS) when required.
- We recognise the critical role home and first languages have to play in the development of English language learning and in children's cognitive development.
- Our PSHE curriculum helps children to develop empathy, understanding and respect for differences and similarities.
- Music lessons incorporate music from around the world.
- Children also learn about and visit their local area e.g. The Brighton Pavilion, Hove Museum, Shoreham harbour.
- Our children take part in local events, celebrations and festivals such as 'Let's Dance' and the Brighton Festival Children's Parade.
- Our children learn Spanish.
- We have class "worry boxes" to give children the opportunity to report or discuss concerns.

Our objective to eliminate discrimination:

1. To continue to promote disability awareness and acceptance, and celebrate differences.
2. To further develop our PHSE curriculum to reflect a modern society, which identifies diversity issues, promotes respect, acceptance and British values, and acknowledges differences and the need to have difficult conversations, in which views are discussed and challenged.
3. To further develop our resources to reflect and celebrate the linguistic and cultural diversity of our children and their families.
4. To develop support mechanisms and our environment to further include trans, non-binary and gender questioning children.

How we advance equality of opportunity between people who share a protected characteristic* and people who do not share it:

- We rigorously track groups of children to identify gaps in achievement and ensure we close them through action plans and school development plans.
- We track the academic progress and attendance of our children, identifying and addressing any causes for concern.
- We have a Pupil Premium team within the school, comprising staff and governors, who monitor and evaluate the provision and impact.
- We ensure that children who are in receipt of Pupil Premium are able to access school trips, uniform, clubs etc through access to funding.
- A member of the Senior Leadership Team attends the Black and Minority Ethnic (BME) Cluster Group and reports back on innovations or strategies that would improve our provision.
- Pupil Premium children have access to interventions which support them to 'close the gap' making progress towards achieving at least age related expectations. The effectiveness of these interventions is monitored and evaluated.
- Care plans and clear risk assessments are in place for children and staff with disabilities.
- Signs in a variety of languages are displayed prominently around the school.
- Makaton and Communicate in Print is embedded throughout the school and used as a universal language
- We work with EMAS staff to ensure that the needs of children who have English as an additional language (EAL) and BME children are met within the school
- Our RE curriculum explores religious and corresponding cultural diversity with each year group studying a different major world religion, comparing and contrasting it with Christianity. Children learn about the beliefs, values and festivals of these religions.

Our objective to advance equality of opportunity between people who share a protected characteristic* and people who do not share it:

1. To further develop our tracking of groups and close the gap between groups that share a protected characteristic and those who do not.
2. Continue to be innovative in our approach in order to enrich life opportunities and every day success for Pupil Premium children.
3. To further develop our resources to enable disadvantaged children to be able to fully take part in activities such as special dress up days.
4. To develop our Pupil Premium Team into a working party that includes parents.
5. Obtain further information on how to support children who are Young Carers.
6. Start a working party to further develop our Access Plan.
7. Focus on our looked after children (LAC) and adopted children's progress and social and emotional well-being.
8. Ensure that we seek and act upon the views of minority ethnic parent/carers on ways in which access to school information, and their participation in school life, can be improved, and start a parent support network, to include EAL families.
9. Further develop ways in which to ensure Academically More Able (AMA) pupils and pupils with Education Health and Care Plans (EHCP) fulfil their potential.

What we do to foster good relationships:

- Playground buddies for children.
- Fair access to before and after school clubs, which can be subsidised by Pupil Premium funding.
- Open door policy for children, parents and staff.
- Comment slip on every newsletter.
- Through the PHSE curriculum, we are supporting children's understanding of each other's similarities and differences.
- Spanish lessons from Reception to Year 6.
- Raise money for different charities every year, both local and national.
- Counsellor parent groups meetings.
- Parent workshops.
- "Check-ins" with vulnerable parents.
- Regular meetings for parents.
- Inviting visitors to the school to promote positive messages about identity.
- School council.
- Sociograms across year groups.
- Pupil surveys to report on the number of children who enjoy being at school. We would expect and aim for a minimum of 95% children to agree.
- Safe At School survey analysed by the Local Authority every other year. Report on the number of those who feel safe at school. We expect, and aim for, a minimum of 95% to agree.

Our objective to improve relationships:

1. To bring in more community visitors to the school to further increase positive identity.
2. To set up a parents as carers group for those parents who have children with a special educational need or disability.