

A Single Equality Scheme for St Peter's C of E Infant School



Please see also our work on SMSC development, PSHE, Anti-bullying, Safeguarding, Pupil Premium, Christian Values and SIAMS.

September 2024

“Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.”

(Valuing All God’s Children, Church of England. Updated Summer 2019.)

Appendix A

Introduction

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity
- Schools should consider age as a relevant characteristic in their role as employers, but not in relations to pupils

The General Duty

Public bodies have a 'General Duty' to

- Eliminate 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.

The Specific Duties

- Publish information showing that they have complied with the General Duty (annually)
- Publish evidence of the equality analysis undertaken (annually)
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives
- Set and publish Equality Objectives

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist, and homophobic, biphobic and transphobic bullying and language.

(Valuing All God's Children, Church of England. Updated Summer 2019.)

The Specific Duties – a) Information Showing the School has complied with the General Duty

Duty	Actions Taken
Eliminate conduct that is prohibited by the Act	<ul style="list-style-type: none"> • Our School Aims and Christian Values are regularly reviewed and underpin the life of the school. Equality of opportunity and inclusion are central to the ethos of our Church school. We recognise that our children belong to a society and world that is diverse, multicultural, and continually changing and so aim to prepare our children for the ever-changing world around them. The autumn term Christian value is 'Faith'. • The school reviewed its Equality policy consulting different members of our school community (Spring 2024). This is reviewed annually. We also have an up-to-date Disability and Accessibility Plan in place. These can be viewed on the school website and hard copies are available on request from the school office. • Free and safe access is available for all through the school. • Ensuring that we fulfil our duty to promote diversity, inclusivity and equality, this is a priority for Diocesan schools and is in our School Development Plan 2024-2025 and can be viewed on our website. Actions are regularly reviewed and updated. • In the past academic year there were 0 reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic). Any incidents that may occur are managed effectively by staff who fully appreciate the value of diversity, inclusion and the need to promote equal opportunities for all. • We ensure all stakeholders are fully aware of sexual harassment and peer on peer abuse and how these may be displayed within an infant school. There was 1 report of sexual harassment reported last year. This was investigated and the case closed. • The school uses restorative approaches when managing behaviour of pupils who may be finding things a little challenging. • The school was awarded the Gold Anti-Bullying Charter Mark in October 2017, and gold, silver and bronze awards for the 'All Together' programme by the Anti-Bully Alliance between 2018 and 2023. The school was awarded GOLD again in 2023-2024. • The school has a named ELSA (Emotional Literacy Support Assistant) who works with children who require specific, focused support in the management of behaviour, attitudes, or social and/or emotional needs.
Advance equality of opportunity between people who share a protected characteristic and people who do not share it	<ul style="list-style-type: none"> • Our approach is to focus on the individual needs of pupils with the aim for all pupils reaching their full potential, from their individual starting points. • There are established, rigorous, and effective monitoring systems in place to track pupil's cumulative progress and ultimate attainment. • Pupils who have particular needs are very well supported in our school and make progress in line with expectations from their own starting points, as noted by Ofsted in our more recent

	<p>inspection July 2022. For example, the attainment of Pupil Premium funded pupils and those with SEND made good or better progress from their starting points (looking at age and academic related starting points). See also school SEND information report on the school website.</p> <ul style="list-style-type: none"> • Care, guidance, and support for pupils is exceptionally good, whether this is at home or school. Pupils know who they can talk to when they have a problem. Support for pupils includes an ELSA, who give opportunities for pupils to take part in social skills and nurture groups and additional external support as required. The school has an open-door policy, so parents and children can talk freely to the Headteacher as well. • The views of pupils are regularly sought through class circle times, RSE and school or Anti-Bullying council meetings. Pupil questionnaires are also regularly completed, collated, and then acted upon where/if necessary. A health and well-being baseline survey for KS1 pupils will be completed in September 2024 and redone in February 2025 to look at the impact of actions from the original baseline. A final questionnaire will be completed at the end of the summer term. • Anti-bullying and behaviour policies are reviewed regularly and shared with staff and parents. Pupils also write their own policies and share these with the rest of the pupils and parents within the school, through, for example, dedicated assembly times, or newsletters. The current pupil friendly Anti-Bullying policy (written by pupils) can be found on the school website. • The school was awarded 'Gold' in the Surrey Anti-bullying Charter Mark in October 2017, and gold, silver and bronze awards for the 'All Together' programme by the Anti-Bully Alliance between 2018 and 2023. Gold was again awarded in 2024.
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<p>Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it</p>	<ul style="list-style-type: none"> • Equality and inclusion are central to our school ethos. <i>'As a church school our ethos is rooted in our Christian faith and we seek to encourage an understanding of the meaning and significance of faith in the lives of our children. We believe that our children have unlimited potential, and we strive to play our part in the promises of God for their future; "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29:11 We believe that every one of us is made in the image of God and is therefore uniquely valuable and worthy of the highest respect. We are an inclusive, loving community that seeks to model empathy and understanding to everyone, learning to place our trust in one another.'</i> • There are many opportunities in Collective Worship, PSHE/RSE, RE and other areas of the curriculum/enrichment activities for pupils to learn about difference and diversity. They consider difference and diversity in the context of the local, wider, and global community.
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	<p>Children lead some special assemblies, making it more poignant for all. The school has a vast array of books to support this. This will remain an on-going focus for the school.</p> <ul style="list-style-type: none"> • Pupils and parents participate in events that raise awareness of difference and diversity such as specific themed weeks and fund raising for charities. These included 52 Acts of Kindness, The Lunchbowl Network (Kenya), Children in Need, NSPCC, Link to Hope shoebox appeal, Diwali, and other faith celebrations. Our previous sponsorship work to sponsor a child to attend the ‘Samaritans’ primary school in Kibera, through the Lunch Bowl Network charity was highlighted by the inspector in our most recent SIAMs Church Inspection when the school achieved ‘Outstanding’ status. • We aim for the highest quality communication with the whole school community and seek to provide access to information in a range of media and through open mornings/evenings. We write weekly newsletters, additional information from other sources such as Safeguarding and E-safety, have parent boards and displays and additional information is emailed directly to parents when appropriate. Literature is displayed around the school and the school website holds a wealth of information that is regularly updated. • The school continues to encourage visitors, authors, athletes etc to visit/present to children in school.
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The Specific Duties - b) Publish Evidence of Equality Analysis Undertaken

Schools should consider how their policies and practices have furthered or would further the aims of the General Duty. This should include details of the information they considered in conducting that analysis.

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour	<p>The Behaviour Management policy is regularly reviewed in consultation with staff, parents, and governors, or updated when new initiatives or guidance are introduced (at least annually).</p> <p>All staff review playground behaviours and the use of effective strategies for pupil cohorts. This is also monitored by governors via visits to the school, talking to staff and children.</p>	<p>We continue to review this important policy at least annually. This is ratified by the full governing body of St Peter’s School. (Next review Summer 2025)</p> <p>Parents are consulted and the Behaviour Management policy can be found on the website.</p> <p>Behaviour plans can be put in place to support some pupils where appropriate, and this has had the full support of parents previously.</p> <p>We may keep a behaviour log so that we can identify pupils causing concern or see trends over time. These</p>

	<p>Pupils are involved in drawing up new rules, class charters and making posters, especially at the beginning of the school year. Parents are surveyed annually regarding their opinions on pupil behaviour and how the school manages this. Pupils are also surveyed within school through the school's councils and in planned PSHE/RSE curriculum delivery.</p>	<p>are shared with all members of staff during staff meetings, and with outside agencies, as necessary. Staff have been trained in the use of restorative approaches to respond to behaviour needs. Staff receive further behaviour training at regular intervals or when appropriate from outside agencies, for example.</p> <p>Pupils' views on behaviour and safety are surveyed at least biannually, but matters arising are raised at school council meetings, Anti-Bullying meetings or when updates are issued.</p> <p>The school signposts parents to workshops centred on managing behaviours as appropriate.</p> <p>Many visitors such as those from STIPs (specialist teachers for inclusive practice), visiting guests and other Headteachers comment on the positive behaviour and ethos of the school.</p>
Anti-bullying	<p>The policy is reviewed in consultation with staff, parents, and governors. It is up-dated according to new updates, but at least annually.</p> <p>There is a whole school approach to dealing with incidents.</p> <p>Our ELSA and Headteacher are the lead people, but all staff can support 'victims' and 'offenders'. (Word choices here may change according to the wishes of the child.)</p> <p>We have a senior midday supervisor who documents behaviour that may be regarded as bullying and one of the school governors (also a member of our AB team) monitors all the above areas.</p>	<p>We continue to review this policy at least annually. The policy is shared with parents; and pupils write their own pupil version for other pupils which is also shared with parents and pupils and can be viewed on the school website.</p> <p>Recent pupil voice shows pupils are very aware of what bullying is and how to act upon bullying incidents. The Anti-bullying team leads Collective Worships around this important area.</p> <p>Incidents are logged and where necessary parents are informed so decisions regarding how to move forward can be sought collaboratively.</p> <p>It is important that we always continue to provide opportunities to learn about difference and diversity in the curriculum to develop young children's understanding and awareness of this important matter. (See also SMSC school's own audit)</p>
Equality policy	<p>This is reviewed to ensure it complies with the Equality Act 2010, with staff and governors. The Equality policy is a statutory</p>	<p>The policy is shared with staff, parents, and governors. Objectives to be met are included in our School Development Plan where appropriate. Parents were</p>

	policy that must be ratified by the full governing body. (Next review date: Spring 2025.)	surveyed in Spring 2024 within our “Behaviour, Equality, and Anti-Bullying” questionnaire. Comments were extremely positive showing that parents believed their children enjoyed school and that the school is committed to creating a caring and trustworthy environment. An area for further development by 3 responses was the signposting for reporting bullying incidents if they were to occur. This has been communicated to parents and children but will be shared in more detailed in future correspondence to parents at key points in the school year. Pupil voice indicates that they know how and who to report bullying incidents to. (Spring 2024)
RE and Relationships Education policies	The RE policy is reviewed annually in consultation with staff and governors (Next review Summer 2025). The Relationships Education policy is reviewed biennially or according to any new government statutory guidance. Next review date is Autumn 2025.	The school continues to consider if all groups are represented fairly in our curriculum. For example, different family groups, single parents, and civil partnerships. We are careful to select thoughtful materials and child friendly and age-appropriate literature that can be shared within the curriculum, specific Collective Worship, and curriculum themed weeks. We have an increasing group of single or same sex parents within the school so due regard is placed on care and sensitivity within these areas. The Headteacher and teaching staff received training for the Relationships policy and curriculum content. The original RSE policy was reviewed with parents and is fully in line with national and Ofsted expectations.
Safeguarding	The child protection and safeguarding policy is reviewed annually in consultation with staff and governors. This is updated if further guidance has been released before the annual review date. Training is kept up to date and safeguarding is the top agenda item on all staff meetings. All staff members have refresher or DSL/DDSL training.	The Headteacher presents different safeguarding scenarios and questions to all members of staff half termly to assess their understanding of up-to-date safeguarding procedures and contextual safeguarding. The safeguarding governor in turn presents scenarios to the governing body so they are also knowledgeable about safeguarding practices and procedures. Children are surveyed as to whether they feel safe at school (age-appropriate wording) and discussions are held within Collective Worship, RSE and PSHE/Circle time

	<p>A named safeguarding governor ensures that practices are in place and processes are reviewed at least termly, including the single central record.</p>	<p>sessions as well as through themed Collective Worships such as the NSPCC Speak Out Stay Safe campaign.</p> <p>The school holds an annual E-safety information open morning for parents and children can show their knowledge and understanding at this time to parents. Additional guidance or helplines are displayed clearly on our website or attached to our Headteacher's weekly newsletter. Pupils are made aware of these helplines on the website. Information has been shared more frequently in the recent year as government guidance or safeguarding case reviews have highlighted specific areas for due consideration. Pupils are aware of the environmental aspects of safeguarding as well and children in different year groups will examine the safeguarding of these physical areas within specific lessons of RSE, for example.</p>
Recruitment and selection	<p>This policy is reviewed every 3 years. The next review date: Autumn 2026.</p>	<p>The Headteacher, School Business Manager and the Chair of governors have completed safer recruitment training.</p> <p>Governors involved in the recruitment of staff are fully aware of the procedures involved. The school uses the Surrey standard application form, so due regard is given to the legal aspects of gathering confidential information and data protection which fully comply with GDPR.</p>
Quality of Education School Development Plan	<p>We seek to ensure that all pupils have equal opportunity to access the curriculum through the appropriateness of teaching and learning strategies used. Provision for more able and talented pupils, those with SEND, or those who are vulnerable, are prioritised in the SDP and specific lesson observations focus on provision for more able pupils/those with SEND. We look very carefully at the needs of our Pupil premium funded pupils as well as pupils who the</p>	<p>We continually review our quality first provision (universal offer) through the teaching and learning at school for both class teachers, TA's or HLTA's who support intervention groups or pre-teaching. Lesson study is included in the School Development Plan and is linked to CPD and standards for teachers CPD.</p> <p>Last year staff training focused for example, on spelling development, language and communication, Higher Order Questioning techniques and PE and healthy schools.</p>

	<p>school believes may be vulnerable for a variety of reasons. Due regard is also given to 'quiet' children or those who we may consider to be 'coasting'.</p>	<p>Staff also receive specialist training for children with additional needs such as autism and/or behaviour, so they can confidently and expertly meet their individual learning needs.</p> <p>The focus for 2024-2025 continues to centre on English and Maths with the continued development of subject specific projects in mastery of numbers and spelling development.</p> <p>All staff received training on 'Mental Health and barriers to learning' (January 2023).</p>
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The Specific Duties – c) Publish Details of Engagement Undertaken

Individual / Group engaged or consulted with	Outline the nature of the engagement.	Summarise outcomes from consultation
Pupils	Class circle times. Collective Worship School council Eco school council Anti-bullying team Faith group Playground leaders Buddies Monitors for a variety of activities: dining hall, registers 1:1 discussions RSE lessons.	Pupil’s views are considered when making several decisions, for example, choosing charities to support, planning how to spend funding and donations, or designing and buying equipment for the school – thus actions concerning the school environment. The school has several councils, including Eco, School, Anti-bullying and Faith group. As part of their involvement in Eco schools, for example, pupils plan projects to improve the school environment and write their own action plans as well as features for the Headteachers weekly newsletter. School Council are consulted regularly concerning behaviour and pupil well-being and how it could be improved. They may also write their own rules to reinforce this as well, for example, writing new playground rules. A questionnaire is used to survey pupil views regarding their learning, Collective Worship and Church distinctiveness, playtimes, lunch behaviour and bullying. These are carried out throughout the school year, so analysis of results can be collated, shared with all stakeholders, and may lead to further action points if required. It also importantly highlights the school’s strengths too. Books have been reviewed and a wide selection of EDI themed books have been added to the library as well as curriculum/Collective Worship selection of rich texts.
Staff	Staff Appraisals Staff meetings HLTA/TA and midday supervisor meetings Staff governor Training/CPD Learning walks Open door policy	All staff contribute to decision making, including priorities for the School Development Plan, and policy review, so all views are considered. Questionnaires and/or verbal discussions are completed by staff concerning all areas of school life and practice. All staff work extremely well together to support pupils and share important information and/or report incidents. All staff attend training on the use of restorative approaches/behaviours for learning/safeguarding to manage behaviour effectively and this is refreshed as and when necessary or according to appraisal conversations and targets. Learning walks and regular meetings ensure that all staff are actively involved in school life. We complete an audit of training needs and skills, for example, how confident individual staff feel when dealing with different types of bullying/behaviour so CPD and INSET training can be personalised.

Governors	<p>Full governor meetings – Flat structure. Governor working parties. Faith group. Governor monitoring visits.</p>	<p>Governors take a full and proactive role in the life of the school. The FGB completed the SDBE Bishop’s Certificate in July 2024. Governors are involved in the writing of the Equality policy. There is a named governor for Equality. Governors are kept up to date regarding behaviour, safety, and well-being, safeguarding, bullying, and racist incidents, and these are monitored by named governors in each area. All incidents are reported to the governors and documented in a termly Headteachers report to governors.</p>
Parents	<p>Parent involvement in the school is very strong, for example: Excellent attendance at parent’s evenings and other events. Parent volunteers. Well supported PTA ‘Friends’. Class representatives Parent governors. There is no hard-to-reach group. Parents are kept well informed through weekly newsletter and website. Open door policy.</p>	<p>Parents are regularly consulted regarding the School Development Plan and school policies. A parent summary for the SDP is given to parents with updates on achievements and current progress within the plan. A questionnaire is used to survey the views of parents regarding behaviour, well-being, and safety. This was sent to parents during the spring term 2024. Feedback is reported to staff and governors. Views are used to support self-evaluation and to identify further areas for development. Class Rep meetings are held regularly with the Headteacher to gauge views. The school has an open-door policy, so parents feel at ease when contacting the Headteacher or dropping in to give information or make suggestions. Themed mornings are regularly offered so parents and carers can see and participate first-hand in learning opportunities given to their children. They also have the opportunity at these times to see how different cohorts / ability groups are included fully in school life.</p>

The Specific Duties – d) Set and Publish Equality Objectives

Characteristic	Objective	Success criteria	Date for review	Responsibility
All	Consult parents regarding the Equality policy and scheme Survey views bi-annually	Parents are involved in writing objectives for the Equality scheme based on questionnaire responses. The school has evidence of parent’s views particularly relating to behaviour, bullying, and safety.	Spring 2025. Class Reps meetings – on-going through the year.	LG, Governors
Race	Pupils gain greater awareness of racial diversity in the UK through the curriculum and extended learning opportunities.	Weybridge Synagogue visit Year 1 and 2– Spring term 2025. Woking Mosque visit KS1 – Spring term 2026. Pupils can talk confidently about diversity. Continue to look at how pupils within year 1 and EY’s can visit places to raise awareness of culture and diversity. Engagement activities and visitors throughout year.	Autumn 2025 See SDP	LG
Gender	To narrow the attainment gap between boys and girls in writing and reading.	School continues work with outdoor learning. Use of topic webs to ‘hook’ pupil cohorts and views of pupil interests are gathered through, for example, the use of one-page profiles. Themed weeks scheduled throughout the year. Lesson design responds to learning needs of boys and specific cohorts, ensuring challenge and breadth within curriculum mapping. Reading books purchased to purposefully engage boys and less confident readers further. Sporting opportunities such as sports coaches, team building and development of social skills in sports to encourage confidence and motivation – post covid.	On-going 2024-2025. See SDP and Sports Funding reports.	LG/All staff
All/disability	A range of images are used in books and displays reflecting difference and	Learning walks show that a range of images are used in displays.	On-going 2024-2025.	All staff.

	diversity and eliminating negative stereotypes.	All books in the school library present positive images of different groups. Positive examples of disabled groups are presented as part of work in Collective Worship or through high profile sports events, for example. Sporting activities are considered to further pupils' experiences, such as sitting volleyball and futsal (blind football).	On-going 2024-2025.	
All	School achieves Gold in the Anti-bullying All Together National Alliance programme.	Set up Anti-Bullying team including all stakeholders. AB Team to lead assembly focusing on gender/SEND peer on peer bullying.	Start collation of evidence for Surrey Anti-Bullying Charter Mark. (3 yr process) On-going 2024-2025.	All stakeholders.
Community Cohesion/Diversity and Difference	Achieve a greater awareness of national community identity. Ensure global community awareness is authentic and reflective of all races. Actions: To foster good relations by asking families how we can more effectively celebrate diversity within our school community.	A lot of work is done within the curriculum and through Collective Worship to raise pupils' awareness of communities within the world. Opportunities for further study and active involvement with these will be considered further and will be actioned within the SDP. The school to look at sponsoring another child in Kenya. Ambassador from charity will visit school to update stakeholders in the summer term. RE and Geography subject reviews to plan further learning opportunities including themed weeks and possible visits. Consider being a Fairtrade school. (2024-2025.) Staff training – EDI September 2024.	On-going 2024-2025.	All staff