A Single Equality Scheme for

St Peter's C of E Infant School

"A deeply embedded holistic approach to learning recognises and celebrates the uniqueness of pupils. Bespoke provision ensures that they are supported as individuals and given the opportunity to flourish."

SIAMs Inspection March 2026.

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

November 2026

“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

"Each individual should be able to flourish, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, age or sexual orientation," and that "any barriers to full flourishing must be addressed as a matter of urgency".

Flourishing for All: Anti-bullying Guidance for Church of England Schools (2024)

			
Respect	Resolve	Aspiration	Well-being
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, which seeks to model empathy and understanding to everyone, learning to place our trust in one another.	We encourage our children to be enthusiastic about learning and positive about the future, developing their own emotional strength and resilience. We promote a 'have-a-go' culture where children develop confidence in who they are and what they can achieve.	We strive for and value intellectual, sporting, and creative achievement, supporting and celebrating one another's endeavours. We strive to deliver excellence and innovation in our teaching. We seek to nurture and encourage everyone to further their own development and contribute to our school community. We promote and value aspiration and the courage to take risks.	The well-being of all our children is our top priority and we strive to create a safe, supportive environment for everyone. We seek to promote and safeguard the physical, emotional, and spiritual well-being of all those in our care, ensuring that all our children develop a high self-esteem and know that they are valued.
"Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things. …And the God of peace will be with you." Philippians 4:8-9	*"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."* Joshua 1:9	*"I can do all things through God who gives me strength."* Philippians 4:13	*"I lift up my eyes to the mountains - where does my help come from? My help comes from the Lord, the maker of heaven and earth. He will not let your foot slip."* Psalm 121:1-3

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	• 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 'Hope'. • The school reviews its Equality policy consulting different members of our school community annually (next review spring 2027). We also have an up-to-date Disability and Accessibility Plan in place (next review spring 2027). 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 all Southwark Diocesan schools and is in our School Development Plan. Actions are regularly reviewed and updated. All staff are undertaking 'Hemisphere' training -a 3-year digital anti-bias and racial literacy platform developed by race equity experts. It is designed primarily for educational institutions (staff and students) to disrupt bias, improve understanding of race and racism, and foster a sense of belonging. • 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 have been 0 reports of sexual harassment reported in the last term or academic year. • The school uses restorative approaches when managing behaviour of pupils who may be finding things a little challenging. • The school has been awarded the Surrey Gold Anti-Bullying Charter Mark, 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. St Peter's is classed as a 'Gold' school. • 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. • The Headteacher is the Senior Mental Health Lead within the school; this area being a vital aspect of school life.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it	• 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. This was a strength highlighted in our most recent SIAMs Church schools inspection. March 2026. • There are established, rigorous, and effective monitoring systems in place to track pupil's cumulative progress and ultimate attainment. • Pupils who have specific needs are very well supported in our school and make progress in line with expectations from their own individual starting points, as noted by Ofsted July 2022 and our SIAMs inspection, March 2026. For example, the attainment of Pupil Premium funded pupils and those with SEND made good or better progress from their individual starting points (looking at age and academic related starting points). See also school SEND and Pupil Premium information reports on the school website. • 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 provides opportunities for pupils to take part in social skills and nurture groups and additional external support as required and the Headteacher who is the Senior Mental Health Lead. 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 Faith Group, School, Eco 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 is completed each September and further questionnaires for the whole school are completed through the year which are analysed and actioned as appropriate. • 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, for example, dedicated assembly times, or newsletters.

Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it	• Equality and inclusion are central to our school ethos. '*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.'*

	• 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. Children lead special assemblies, making it more poignant for all. The school has a wealth of books to support this, and many are highlighted on our school website. This remains an on-going focus for the school. • Pupils and parents participate in events that raise awareness of difference and diversity such as specific themed weeks and fundraising for charities. These include Toilet twinning, 52 Acts of Kindness, links to Cape Verde, Children in Need, NSPCC, Link to Hope shoebox appeal, Diwali, and other faith celebrations. This culture of responsibility and justice was recognised in our most recent SIAMs church school inspection. • 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 fortnightly 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.

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	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). 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, parents and children. Pupils are involved in drawing up new rules, class charters and making posters, especially at the beginning of the new 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.	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 2027) Parents are consulted and the Behaviour Management policy can be found on the website. Individual Behaviour plans may be put in place to support some pupils where appropriate, and this has always had the full support of parents. We may keep a behaviour log so that we can identify pupils causing concern or see trends over time. These are shared with all members of staff during staff meetings, and with outside agencies, as necessary. Staff are 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. 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. The school signposts parents to workshops centred on managing behaviours as appropriate. 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.

Anti-bullying	The policy is reviewed in consultation with staff, parents, and governors. It is up-dated according to new updates, but at least annually. There is a whole school approach to dealing with incidents. 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.) We have a senior midday assistant 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.	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. 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. Incidents are logged and where necessary parents are informed so decisions regarding how to move forward can be sought collaboratively. 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 our SMSC report). As a 'Gold' school we continue to work closely with the Anti-Bullying Alliance and the Headteacher is part of a working group for 'Kindness Schools' (52 Lives organisation).
Equality policy	This is reviewed to ensure it complies with the Equality Act 2010, with staff and governors. The Equality policy is a statutory policy that must be ratified by the full governing body. (Next review: Spring 2027.)	The policy is shared with staff, parents, and governors. Objectives to be met are included in our School Development Plan where appropriate. Parents are surveyed annually with our "Behaviour, Equality, and Anti-Bullying" questionnaire. Previous 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. A previous area for further development was the signposting for reporting bullying incidents if they were to occur. This was immediately communicated to parents and children and is also shared in detail at key points in the school year. Pupil voice indicates that they know how and who to report bullying incidents to. 100% of KS1 children reported that they felt safe at school (July 2026.)

RE and Relationships Education policies	The RE policy is reviewed annually in consultation with staff and governors (Next review summer 2027). The Relationships Education policy is also reviewed annually or according to any new government statutory guidance. Next review date is Autumn 2026.	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 Worships, 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 RSE policy has been 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. The latest policy aligns with KCSIE 2026 (effective September 2026) and includes important updates such as: Updated terminology for image sharing ('making or sharing of nudes or semi-nudes') New requirements regarding biological sex facilities usage and social transition. Enhanced filtering and monitoring review procedures. Updated DBS requirements for volunteers in regulated activity. Recognition of additional safeguarding risks including modern slavery, financial exploitation, and child-to-parent abuse. Training is kept up to date and safeguarding is the top agenda item on all staff meetings. All staff members have safeguarding refresher training 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 at each meeting so they are equally knowledgeable and have a clear understanding 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 sessions as well as through themed Collective Worships such as the NSPCC Speak Out Stay Safe campaign. The school holds an annual E-safety information open morning for parents which also includes children sharing their knowledge and understanding of this important area 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 recent years as government

	A named safeguarding governor ensures that practices are in place, and processes are reviewed at least termly, including the single central record.	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.
Recruitment and selection	This policy is reviewed every 3 years. The next review date: Autumn 2026.	The Headteacher, SENDCo, SBM and Chair of governors have completed safer recruitment training. 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.
Quality of Education **School Development Plan**	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 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'.	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 integrated in the School Development Plan and is linked to CPD and standards for teachers CPD. This year staff training focuses on the writing development; handwriting linked to spelling development and speech and language communication. See the School Development Plan on the school website. Staff also receive specialist training for children with additional needs such as autism, PDA and/or behaviour, so they can confidently and expertly meet their individual learning needs. All staff have received training on a whole school approach to Mental Health and Wellbeing.

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 discussion RSE lessons.	Pupil's views are considered when making many decisions, for example, choosing charities to support, planning how to spend funding and donations, or designing and buying equipment for the school as well as issues of behaviour, kindness etc – thus actions concerning the school learning and environment. The school has several councils, including Eco, School, Anti-bullying, SNAG and Faith group. As part of their involvement in Eco schools, pupils may plan projects to improve the school environment and write their own action plans as well as features for the Headteachers fortnightly newsletter. They are working with our 'Green governor' on a 'sustainability, climate action plan', with the possibility of applying for the Surrey Eco award in the future. The school is also in the process of completing the Surrey Schools Travel Plan looking at sustainable ways to travel to school. 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. Questionnaires are used to survey pupil views regarding their learning, Collective Worship and Church distinctiveness, PE activities, 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. These questionnaires importantly highlight the school's strengths too. Books are reviewed regularly, and a wide selection of EDI themed books have been added to the library as well as curriculum/Collective Worship selection of rich texts. Samples of these can be found on the school website.
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, thereby ensuring 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. An audit of training needs and skills is completed, for example, as to how confident individual staff feel when dealing with different types of behaviour/learning needs, so annual CPD and INSET training can be personalised.
Governors	Full governor meetings – Flat structure. Governor working parties. Faith group. Governor monitoring visits.	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 as well as other statutory policies. 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 (such as Safeguarding, RE/Church, Equality, Wellbeing, SEND, Eco). All incidents are reported to the governors and documented in a termly Headteachers report to governors.
Parents	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.	Parents are regularly consulted regarding the School Development Plan and school policies. A summary for the SDP is given to parents at the beginning of the academic year and can be found on the school website. An annual questionnaire is used to survey the views of parents regarding behaviour, well-being, and safety. Feedback is reported to staff and governors. Views are used to support self-evaluation and to identify further areas for development or strengths. Class Rep and PTA meetings are held regularly with the Headteacher to gauge views and address queries. 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 fully included in school life.

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 2027. Class Reps and PTA meetings – on-going through the year.	LG, Governors All staff
Race	Pupils gain greater awareness of racial diversity in the UK through the curriculum and extended learning opportunities.	Weybridge Synagogue visit KS1 – Spring term 2027. 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.	On-going 2026-2027. See SDP	LG
Gender	To narrow the attainment gap between boys and girls in writing and reading.	School continues work with outdoor learning/PE to further engage specific cohorts. 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 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.	On-going 2026-2027. See SDP and Sports Funding reports.	LG/All staff Governors
All/disability	A range of images are used in books and displays reflecting difference and	Learning walks will show that a range of images are used in displays. All books in the school library will present positive images of different groups.	On-going 2026-2027. On-going 2026-2027.	All staff. Governors

	diversity and eliminating negative stereotypes.	School website will promote EDI. Positive examples of disability 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).		
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 2026-2029.	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.	Raise pupils' awareness of communities within the world through the curriculum and Collective Worship. 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 a child/work with a school in Kenya or Cape Verde. RE and Geography subject reviews to plan further learning opportunities including themed weeks and possible visits.	On-going 2026-2027.	All staff