

St Peter's Catholic Primary School



Single Equality Statement

Approved by:
The Governing
Body

Date: Summer 2026

Last reviewed on: Summer 2022

Next review due by: Summer 2030

Overview of Policy for Review	
Origin of Policy	'The Key'
New/existing Policy	Existing
All changes tracked	All changes tracked

	1	To be Reviewed: Every 4 years-Summer 2026 with Annually updated data
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1. The Ethos of the School

"At St. Peter's we strive to be a joyful, active, Catholic community, belonging to and guided by our Lord Jesus Christ.

We deliver a high quality, rounded education, focussing not only on individual academic excellence, but on each pupil's spiritual, moral, physical and emotional development. We are a forward looking school, continually seeking ways to build on our successes and further enhance the educational experience of our children.

Inspired by the values of Catholic Social Teaching, we provide superb pastoral care for the entire school, particularly the most vulnerable amongst us and we actively promote justice, charity and care for our created world.

As a community we aim to grow in communion with each other and with God. We aspire for every member of our school to become daily more like Jesus, filled with the grace and power of the Holy Spirit, allowing them to live life to the full, in hope and joy, transforming the world around them and bearing fruit that will last."

'Christ at the Centre'

2. Equality duties

Under the Equality Act 2010, the school is required to observe the Public Sector Equality Duty. There are two parts to this duty: a general duty and specific duties.

The general duty

The three aims of the "general duty" require the school 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.

The protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The school also needs to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. The first aim of the duty applies to this characteristic but the other aims (advancing equality and fostering good relations) do not apply.

Age, gender reassignment, pregnancy and maternity, sexual orientation and marriage or civil partnership status will be relevant characteristics in the school's role as an employer and service provider but not in relation to pupils.

The specific duties

Under the Equality Act 2010 (Specific Duties) Regulations 2011, the school is required to publish:

- information to demonstrate its compliance with the public sector equality duty
- one or more equality objectives.

The information will need to be published annually and the objectives at least every four years.

As the school has fewer than 150 employees, it is not required to publish information relating to staff.

We welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a Catholic community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards our ethos and achieving excellence.

We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents.

Throughout this Statement, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

The school is committed to:

- recognising the value of a diverse and inclusive school community
- enabling equality of opportunity to access the school curriculum, extra curricular activities, resources, staff vacancies and training opportunities
- advancing equality of opportunity and fostering good relations between persons who share a relevant protected characteristic and persons who do not share it
- ensuring that everybody in the school operates within the requirements of equality legislation
- dealing firmly with any incidents of discrimination, harassment and victimisation
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted

	3	To be Reviewed: Every 4 years-Summer 2026 with Annually updated data
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This Single Equality Statement sets out how our school intends to eliminate discrimination and advance equality of opportunity. We will strive for these aims in accordance with our duties under the Equality Act 2010.

The Statement also sets out how we will publish information and objectives to demonstrate our commitment to and compliance with the Public Sector Equality Duty.

3. Information gathering

Quantitative data

The school collects internal data as follows:

- **admissions** – in the context of the local catchment area characteristics and demographics
- **attendance** – to enable the school to identify and respond to problem cases
- **achievement** – the school has a system in place to record the progress and attainment of all pupils, including information relating to vulnerable children

We will consider the information we have collected about our school, where possible, in the context of national and county information, including the following:

- Hampshire County Council information
- Department for Education data
- Fischer Family Trust data

St. Peter’s is a large primary school; however it is not practicable to publish detailed information about staff as the school must ensure the safeguarding of individuals.

Qualitative information

The following information is produced:

- school policies including admissions, collective worship, uniforms, behaviour and bullying, safeguarding, SEN policy, complaints and pupil discipline – available on the school website
- minutes of governor meetings – published on the school noticeboard
- notes of staff meetings – available internally
- detail about particular initiatives undertaken in the school (e.g. initiatives aimed at vulnerable children) and where possible, the impact of this initiative (e.g. increases in attainment) – distributed to Governors by the Head in advance of each meeting of the Governing Body
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures – available internally in minutes of meeting with Phase Leaders and within the RSHE curriculum
- details about assemblies – kept in the school’s assembly overview
- acknowledgement of behaviour and learning – evidenced in blue folders and work feedback

	4	To be Reviewed: Every 4 years-Summer 2026 with Annually updated data
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4. Equality Objectives

The school uses its equality information to:

- evaluate how well it complies with all its duties under the Equality Act
- assess the potential and actual impact of policies and procedures
- identify priorities, set equality objectives and update its accessibility plan
- monitor progress towards meeting these objectives and implementing its accessibility plan

The school's Equality Objectives are attached as Appendix 1. These objectives are published on the school's website and will be updated at intervals of not more than every four years. We will try to respond positively to any request made for a copy in another format.

5. Involvement of staff, pupils and parents

Developing our Statement

We have involved staff and Governors in the development of our Statement. The school is also seeking ways to involve parents in the learning of their children and in the life of the school. When the Statement is published, feedback will be invited from parents and any comments will be discussed by the Governing Body.

Ongoing involvement

We have strategies in place to promote the participation of pupils, parents, staff and others in relevant decision-making and in making a positive contribution to school life. We will ensure that outcomes from all involvement activities inform the action taken by the school's senior leadership team.

6. Monitoring and evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objectives, using the information which we publish annually. This information will also allow our local community to see how the school is advancing equality of opportunity.

We want this Statement to be a 'whole school' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the objectives we set and the proposed action to achieve them are incorporated in our School Improvement Plan. As such, our progress will have regular oversight by the senior leadership team and the governing body.

We will formally review, evaluate and revise this Single Equality Statement and our objectives every four years. This process will again invite comments from staff, learners, parents and others who reflect the full diversity of the school community.

	5	To be Reviewed: Every 4 years-Summer 2026 with Annually updated data
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7. Roles and responsibilities

The governing body 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
- ensure that its Admissions Policy promotes equality within a Catholic framework
- as employer, ensure that its employment policies and practices promote equality
- delegate responsibility for monitoring the implementation of the Statement and the objectives to check progress and assess impact on staff, learners, parents and others
- check that implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic
- ensure that all governors are aware of their legal responsibilities under equality legislation and attend appropriate equality & diversity training
- approve the equality information to be published annually and the objectives to be published every four years

The headteacher will:

- promote knowledge and understanding of the equality objectives amongst staff and pupils
- provide positive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, pupils, parents and any other interested stakeholders are aware of this Statement and their roles and responsibilities in implementing it
- monitor to ensure effective implementation of the Statement and objectives
- provide regular reports for governors on progress and performance
- allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Statement

All staff will:

- recognise that they have a role and responsibility in their day-to-day work to
 - eliminate discrimination, advance equality and foster good relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - respond appropriately to incidents of discrimination and harassment
 - respond appropriately to the needs of pupils, parents, staff and others with protected characteristics, and encourage pupils to do the same.
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities.

	6	To be Reviewed: Every 4 years-Summer 2026 with Annually updated data
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The SENDCO will:

- ensure that the school's children with special needs are given access to the curriculum as far as possible

This Statement needs to be read in conjunction with St Peter's Accessibility Plan, Behaviour policy and SEND Policy.

For further information, or to request this Statement in an alternative format, please contact the school office.

Date statement approved by Governors: Summer 2026

Date for statement review: Summer 2030

	7	To be Reviewed: Every 4 years-Summer 2026 with Annually updated data
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St Peter's Catholic Primary School Equality Objectives 2025-26



Linked to our Single Equality Policy 2026 and Accessibility Plan 2026

St Peter's Primary School has considered the strengths and areas to develop for the school, in consultation with stakeholders and in analysing our equality information. We have set ourselves the following objectives:

Objective 1 (Disadvantaged - Accessibility within the curriculum including Attendance)

SIP 6. Ensure that systems and processes are utilised to highlight those children eligible for the Pupil Premium Grant, so that aspects of data, such as attendance and attainment are prioritised.

To support this we will be introducing and embedding new systems for tracking, especially PP Non-SEND.

Referring to LLPR 2025

Also links closely to Key Priority 9.

SIP 9. Explore and implement optimum strategies to increase pupil attendance, particularly for PP and SEN pupils.

Improving pupil attendance—especially for Pupil Premium Grant (PPG) and Special Educational Needs (SEN) pupils—requires a strategic, multi-layered approach that combines early identification, strong relationships, consistent monitoring, and support tailored to individual barriers. All established meetings have attendance of PPG and SENDCo on agendas as a standing item.

Improving pupil attendance—especially for Pupil Premium Grant (PPG) and Special Educational Needs (SEN) pupils—requires a strategic, multi-layered approach that combines early identification, strong relationships, consistent monitoring, and support tailored to individual barriers.

SEN pupils in highest 20% nationally for absence/ PP & SEN pupils in highest 20% nationally for persistent absenteeism (IDSR 2023-24)

Objective 2 (Equality of Opportunity - Accessibility of opportunity)

SIP 7. Reflect and embed the continuous journey of the recently introduced approach to inclusivity and belonging across the school, to ensure that children within all vulnerable groups are making the strong progress and achieving as highly as they can

Leaders and teachers use CPD to embed inclusivity in the curriculum and deliver ongoing training on inclusive teaching strategies, unconscious bias, and supporting vulnerable learners. (Voice 21 & Schools of Sanctuary)

Objective 3 (Equality of Opportunity - Accessibility within the curriculum)

SIP 8. Following an annual pattern of receiving children with notable complex Social, Emotional and Mental Health issues the school becomes increasingly skilled at meeting individual need and so ensuring children are regulated, ready to learn and able to achieve.

This increase is partly shown by the increase in EHCPs – 23 (April 2025)

Referring to EEF *Improving Behaviour In Schools (Guidance Report 2021)- 3 strands*

	8	To be Reviewed: Every 4 years-Summer 2026 with Annually updated data
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