

St Peter's CofE Primary School

Equality Information Statement 2025-26

This is our published information about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It includes information about the work we do to promote equality and challenge discrimination.

Context:

St Peter's Primary School serves a diverse and growing student population of 161 students in a suburban area. The school roll has been steadily increasing over the past several years due to families moving into the area and from pupils coming to school from many different countries. Currently, 28% of students are or have been eligible for free school meals. The percentage of students with special educational needs and disabilities (SEND) is also high at 21%, compared to the 10% national average. Additionally, 37% of students speak English as an additional language (EAL), higher than the national average of 22.8%.

The student population represents a wide range of cultural, religious, and linguistic backgrounds. Many different languages are spoken by families of St Peter's students. The major religions represented include Christianity, Islam, Hinduism, and Buddhism. This diversity is a defining characteristic of our school. While diversity brings wonderful learning opportunities, it also presents challenges. Teachers work to meet the needs of students with varying levels of English proficiency and learning needs. There are also gaps in achievement between different student groups that the school is actively working to close. Providing an inclusive environment that values and celebrates our diverse school community is a priority. The rising school roll provides an opportunity to expand programs and activities. However, it also puts pressure on school facilities and staffing. Creative solutions are needed to accommodate the growth and ensure all students' needs are met. Overall, St Peter's strives to provide excellent educational opportunities to all students, drawing strength from its diverse community.

Our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant are reported on as a discrete group in order to demonstrate the effect of the funding on diminishing the differences in outcomes for these pupils compared with their peers. The number of pupils eligible for this funding is above the national average. We use the funding effectively to offer academic support and guidance using evidence-based approaches. The funding is also used to provide staffing, interventions, enhancements and our broad personal development offer, nurture and life experiences. The majority of the pupils on behalf of whom we currently receive the grant are improving their respective levels of progress.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families. We discuss any perceptions or aspects of diversity; our priority is that every child feels safe and knows that we are committed to our legal duty to keep them safe from discrimination. We reflect on resources and displays, letters home and the language we use and aim to develop the capacity of the entire workforce to embody the school's inclusive ethos based on values of responsibility and caring citizenship.

Staff are trained, and the school has embraced the Schools of Sanctuary vision, and will continue

to develop and extend the work we do to bring the principles of Schools of Sanctuary heading into the future.

Staff work supportively with pupils about gender, and we challenge gender stereotypes and promote gender equality.

We want all of our pupils to succeed and achieve their full potential, academically, physically and socially in an atmosphere where they can grow and acquire appropriate skills, values and attitudes.

Our uniform is flexible/supportive for our parents/carers and the guidance does not discriminate against any child on the basis of gender, race, disability, gender identity or belief.

The school has data on its composition broken down by types of disability and special educational needs. Our school has clear protocols and targeted provision to support these pupils who are on the SEND register. The SEND local offer and SEND report are accessible from the school website as well as accessibility policies and plans.

Many pupils join the school with significant communication delay. We address this through Quality First / universal provision, targeted where necessary and conjunction with the support of parents and carers. This is one of the most significant equality challenges we face. We work hard to try to diminish this deficit during a child's time in the Early Years Foundation Stage.

The main school is an accessible building for people with physical disabilities and has an accessible toilet and wheelchair accessible routes. There are no lifts.

The school's accessibility plan explains in more detail the ways in which we are working to improve access to the environment, curriculum and information for pupils with disabilities.

We record and report instances of discriminatory language or bullying on our CPOMS system. The school is a relational school and with a restorative focus, which means that we aim to resolve conflict and prevent harm.

All staff recognise the relationship between hate speech and radicalisation or extremism. We welcome open discussion and debate with the children in order to dispel myths and misconceptions, and do this during the teaching of our daily curriculum and as a part of our personal development/PSHE offer.

We recognise that some pupils may have limited opportunities to experience the wider UK and other contexts outside Wallsend and prioritise a programme of learning including planned visits and visitors to broaden understanding of the plural, multicultural, multi-faith context of modern life. Pupils visit a local church and we make use of metro passes to travel and enjoy learning about our local environment.

We also draw on funding from the DfE / Turing to enable international visits when funding is available.

Documentation and Record-Keeping

The school records data about religion and belief when it is provided by parents through our data collection mechanism. This enables us to state with confidence that we are inclusive and

sensitive with regard to pupils' religions and beliefs; kitchen staff make dietary adjustments adapted to religious belief and parents can access school menus via an accessible app

Our school has a statement of overarching equality policy published to the website. The school aims to extend children's understanding of fostering good relations and challenging discrimination in a practical context through the work we do on promoting friendship, dealing with feelings and feeling safe to share concerns with adults.

The ethos of the school supports and underpins our commitments to British values.

Responsibilities:

All members of staff have responsibility for equalities and for meeting equality objectives. All staff take responsibility for anti-bullying principles/practice.

Staffing

There are good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and Attitudes

There are clear procedures for dealing with prejudice-related bullying and incidents. Trauma informed approaches underpin our work in supporting and transforming expectations and attitudes about emotions and behaviour. All staff will attend training about Adverse Childhood Experiences, mindfulness and mental health. When appropriate, we can engage with Northumbria Police's Community Engagement Team to demonstrate our integrity in supporting those with protected characteristics from vulnerability to hate crime and extremism.

School council members are advocates for their peers, and we know from our meetings that the majority of pupils feel safe from all kinds of bullying. The school's behaviour policy is available from the website.

Curriculum:

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding. There are activities across the curriculum, including PSHE and assembly to promote pupils' spiritual, moral, social and cultural development and to help them to share our values and develop the concept of global citizenship and responsibility within a community.

Consultation and Involvement:

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.

Participation and engagement work with families, such as coffee mornings. The school has procedures for finding out how pupils think and feel about the school, and has regard to these in respect of the Equality Act. We consult parents and carers through questionnaires, newsletters and the school website. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Approved by the Local Governing Committee: 15.09.25