



HIGH ASPIRATIONS, MORAL STRENGTH, SPIRITUAL DEPTH

Andrews' Endowed CE Primary School wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn.

Our Vision Statement

“High Aspirations, Moral Strength, Spiritual Depth”

At the heart of our vision for Andrews' Endowed CE Primary School lies **the child**. All children are different, all children are special and should be treated as such. Our primary purpose is to enhance the quality of children's learning through the effective and efficient delivery of the curriculum. We are committed to compassion and respect in all relationships.

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a 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. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff). We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups. We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

At Andrews' Endowed CE Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, 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.



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

At Andrews' Endowed CE Primary School, we have three values for the school community; Love, Courage and Respect. These values are referred to all the time and promote the belief that diversity is a strength by all those who learn, teach and visit us.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

- All pupils, families and staff are of equal value
We see all pupils, potential pupils, their parents and carers, and staff as of equal value:
 - Whether or not they are disabled
 - Whatever their ethnicity, culture, national origin or national status
 - Whatever their sex
 - Whatever their gender identity
 - Whatever their religious and non-religious affiliation or faith background
 - Whatever their sexual orientation
 - Whatever their marital status
 - Whether they are currently pregnant or have recently given birth
 - Whatever their age
 - Whether or not they have a connection with the forces community
 - Whether or not English is their first language
- We recognise and respect difference
We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
We intend that our policies, procedures and activities should promote:
 - positive attitudes and interaction between groups and communities different from each other
 - an absence of harassment, victimisation and discrimination in relation to any protected characteristics
- We observe good equalities practice in relation to staff
 - We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).



- We aim to reduce and remove inequalities and barriers that already exist
 - We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.
- We consult and involve to ensure views are heard In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account.
 - For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.
- We aim to foster greater community cohesion
 - We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.
- We base our practices on sound evidence
 - We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

Andrews' Endowed CE Primary School has less than 150 staff therefore, the Governing Body will not be required to publish information in relation to their staff, and are only required to publish pupil-related data.

- We set ourselves specific and measurable equality objectives
 - We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7). The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities. We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Our Equality Objectives

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

1. To Close the Achievement Gaps

Regularly monitor and analyse pupil progress and attainment data across race, gender, economic background (PPG), and disability. Use this analysis to implement targeted interventions and reduce achievement gaps, ensuring all pupils have equal opportunities to succeed.

2. To Encourage Pupil Voice in Promoting Equality



Establish opportunities for pupils to discuss and influence school practices regarding equality and diversity. For example, create a pupil equality council or conduct regular surveys to understand their perspectives on inclusion.

3. To Support the Wellbeing of All Pupils and Staff

Develop and implement a wellbeing strategy that addresses the mental health and emotional needs of all pupils, including those with SEND, EAL, or from disadvantaged backgrounds. Provide targeted pastoral support where necessary.

Legislation and guidance

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis



- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Responsibility

We believe that promoting Equality is the whole school's responsibility:

The designated senior member of staff with overall responsibility for all equality and diversity matters at Andrews' Endowed CE Primary School is the Headteacher.

The role of the Designated Person is to:

- Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.
- Ensure that Andrews' Endowed CE Primary School complies with equality legislation;
- Ensure all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented;
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business with Andrews' Endowed CE Primary School;
- Ensure that all staff are aware of and follow the School's policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities;
- Take 'all reasonable steps' to prevent discrimination, harassment and victimisation from taking place;
- Take responsibility for recording, managing and analysing incidents of discrimination, harassment and victimisation in accordance with Andrews' Endowed CE Primary School's policies, procedures and guidance.



School Community

Responsibility

Governing Body

Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. Ensuring that staff have access to appropriate training and resources.

Head Teacher

As above including:

Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all of the school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record report, and respond appropriately to prejudice related incidents.

Senior Leadership Team

To support the Head as above

Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.

Teaching Staff

Help in delivering the right outcomes for pupils.

Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.

Design and deliver an inclusive curriculum.

Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.

Non -Teaching Staff

Support the school and the governing body in delivering a fair and equitable service to all stakeholders.

Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated.



Parents/Carers

Support colleagues within the school community.

Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.

Pupils

Take a role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Supporting the school to achieve the commitment made to tackling inequality.

Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

Local Community Members and Visitors

Play a part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these

Take a role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality Policy and equality objectives by publishing them on the school's website.

Addressing Prejudice Related Incidents

At Andrews' Endowed CE Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school think deeply and feel proud of their identity showing strength with participating fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the



positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Andrews' Endowed CE Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

What we do to eliminate discrimination, harassment and Victimisation?

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to use facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils -designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation or gender reassignment.

Behaviour, Exclusions and Attendance

The school takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns. We work to support the families and provide support from external agencies when and if required.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality: - prejudices around disability and special educational needs - prejudices around race, religion or beliefs - prejudices around gender and sexual orientation. Staff are made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

What we do to promote equality of opportunity between different groups?

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.



- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits prior to entry into EYFS
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Our school has accessibility plans.
- We take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.
- We recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law.
- We monitor our curriculum to help to prepare pupils for life in modern Britain.
- We work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding collective worships dealing with relevant issues.

Working with our local community. This includes school trips and activities based around the local community such as Carol Service for the residents at The Lawn, completing inclusion sports at Treloars', Teddy Bear Picnics with the local nursery.

Encouraging and implementing initiatives to deal with developing relationships between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds.

Monitoring



- Our attainment records, including attainment and progress of vulnerable groups are monitored at Governor level
- Attendance data is scrutinised at Governor level, with specific regard to vulnerable groups
- Data regarding exclusions and behaviour is scrutinised at Governor level
- We have a rolling programme for reviewing school policies
- The implications for equalities in new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- Review relevant feedback from parent questionnaires and parents' evening,
- Secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from the children and groups of children from the School Council
- Ensure that we secure responses and feedback at Governing Body Level

Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer our Governing Body strives to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.



Publishing the policy

Once approved by the governing body, this policy will be published on the school website. A paper copy is held by the Headteacher and a further copy is available on the staffroom noticeboard and staff Google Drive.

The Headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the full governing body at Andrews' Endowed CE Primary School at least every 4 years.

Complaints

Complaints arising from the operation of this policy will be dealt with in line with Andrews' Endowed CE Primary School's complaints procedure.

Links to other documents

Please also see:

Human Rights Act 1998

- Education and Inspections Act 2006
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Admissions Policy



- Complaints Procedures Policy
- Grievance Policy
- GDPR Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy



Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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;
- We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- Focus groups
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations
- involvement of the student council
- parent questionnaires
- staff survey

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils of this school							
Male	14	15	7	11	15	13	18
Female	10	14	15	21	14	15	7
Single Reg	24	29	22	32	29	28	25
Total Pupil Numbers	24	29	22	32	29	28	25
Male	93						
Female	96						
FSM	1	2	1	3	3	3	4



English as additional language	5	0	1	3	6	1	2
Pupil Premium	1	2	2	3	5	3	4
Medical Condition	0	1	4	5	6	4	2
Service Children	0	0	0	0	1	0	0
SEN Needs	1	1	1	4	4	5	9
SEN Status	1	1	1	4	4	5	9

Count of Ethnicity

Gender

Ethnicity	Female	Male	Grand Total
Any other mixed background	3	2	5
Any other White background	2	1	3
Bangladeshi	0	1	1
Black - African	4	0	4
Black – Ghanaian	2	0	2
Indian	0	1	1
White - British	80	85	165
White – English	1	0	1
White and Black African	1	0	1
White and Black Caribbean	0	1	1
African Asian	3	1	4
Any other Asian	1	0	1
Grand Total	97	93	189

Staff data



Where schools have less than 150 staff, the Governing Body is not required to publish information in relation to their staff, but they may still choose to do so, provided it does not allow for individuals to be identified.

At Andrews' Endowed CE Primary School we still require the information on the characteristics of our workforce to enable us to consider the impact of policies and practices on particular characteristics and to determine whether objectives need to be set in relation to the workforce.

Quantitative data we consider in this area includes:

- race, disability, gender, age distribution of the workforce (this will be available from SAP)
- data on recruitment by protected characteristic (e.g. at application, shortlisting and appointment stage)
- data on access to training by protected characteristic
- grievances and/or disciplinary matters by protected characteristic
- leavers by protected characteristic
- results of staff satisfaction surveys

Qualitative information

The school publishes various policies on the school's internet site

<https://www.andrewsendowed.co.uk/>

These policies evidence the school's commitment to the principles outlined in the equalities policy.

Qualitative information for publication on the website includes:

- school policies such as the behaviour policy, anti-bullying policy
- a note about how the school monitors equality issues in everyday school life
- detail about particular initiatives undertaken in the school
- and where possible, the impact of this initiative (e.g. increases in attainment)
- information about aspects of the curriculum which promote tolerance, friendship and an understanding of different cultures
- details about collective worships which deal with relevant equality related issues
- views of the student council



Date of publication of this appendix: January 2025



Equality Objectives

Appendix B

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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

We consider how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation).

We also involve staff, pupils, parents and others in the following ways:

- Parent questionnaires
- Parent workshops
- Pupil questionnaires
- Involvement of the school council

Having referred to and analysed our equality information, all previous objectives have seen progress.

We have set ourselves the following objective(s):

1. To Close the Achievement Gaps

Regularly monitor and analyse pupil progress and attainment data across race, gender, economic background (PPG), and disability. Use this analysis to implement targeted interventions and reduce achievement gaps, ensuring all pupils have equal opportunities to succeed.

2. To Encourage Pupil Voice in Promoting Equality

Establish opportunities for pupils to discuss and influence school practices regarding equality and diversity. For example, create a pupil equality council or conduct regular surveys to understand their perspectives on inclusion.

3. To Support the Wellbeing of All Pupils and Staff

Develop and implement a wellbeing strategy that addresses the mental health and emotional needs of all pupils, including those with SEND, EAL, or from disadvantaged backgrounds. Provide targeted pastoral support where necessary.

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NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.