



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.

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 regularly monitor and analyse pupil achievement and progress by race, gender, economic background (PPG) and disability and act on patterns in the data that require additional support for pupils
2. Focus on those arriving in school as low attaining, particularly with speech and language needs
3. Build a curriculum which reflects modern Britain and all of its Diversity

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.

Support colleagues within the school community.

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

Parents/Carers

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.

Pupils

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 though 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.

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:

Behaviour and Anti-bullying policy

SEND policy

Admissions 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	7	9	16	11	20	12	16
Female	15	21	14	15	10	18	16
Single Reg	22	30	30	26	30	30	32
Total Pupil Numbers	22	30	30	26	30	30	32
Male	91						
Female	109						
FSM	0	1	5	1	4	3	5



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

Count of Ethnicity

Gender

Ethnicity	Female	Male	Grand Total
Any other mixed background	3	3	6
Any other White background	5	1	6
Bangladeshi	0	0	0
Black- African	1	0	1
Chinese	0	0	0
Indian	1	1	2
White - British	95	85	180
White and Black African	2	0	2
White and Black Caribbean	0	0	0
White Asian	0	0	0
Any other Asian	1	0	1
Grand Total	109	91	200

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: December 2022



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):

Objective 1: Pupil related: raise aspiration and narrow the achievement gap for all groups including children in care, by ensuring increased opportunities and participation in all aspects of school life.

Objective 2: Promote and respect all cultures by ensuring the school environment and visual displays reflect the diversity of the school community. The school carefully selects and promotes a number of role models positively in lessons, displays and discussions. We take part in annual events such as Black History Month, Deaf Awareness Week to raise awareness of issues around race, disability and gender.

Objective 3: We will secure and retain an effective, efficient and representative workforce that enables us to deliver against the educational priorities; raising standards and closing the attainment gap. We will encourage increased representation of underrepresented groups through Governors, Staff Parent Association, staffing, visitors and visits at all levels.

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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.