



St Andrew's Primary School

Equality Duty – Compliance with Single Equality Duty (SED)

Last review Summer: 2024
To be reviewed Summer 2026

“Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, gender or sexuality” Archbishop Desmond Tutu February 2004

At St. Andrew's Church of England Primary School we believe that all should feel welcomed, valued and nurtured as part of our community. This inclusion is essential preparation for our children so they can make a positive contribution to life in the multi-cultural, multi-faceted world in which we live. Our Christian values, hope, peace, wisdom, forgiveness, service and friendship are part of the core values which underpin all our work and practice and are central to our Christian ethos.

St. Andrew's aims to provide an environment where all feel valued and free from discrimination, reflecting the world in all its rich diversity. We are committed to promoting the understanding of the principles and practices of equality - treating all those associated with our school as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively promote an anti-bullying stance which includes making explicit the unacceptability of racist, disablist and homophobic remarks. In fact, we actively seek to combat all forms of negative discrimination.

Within the umbrella of inclusion, we understand that, as individuals, children and adults alike all require some form of support. We recognise for some this may be specific and sometimes require the help of professionals and outside agencies. The school has worked hard to be as accessible as possible. However, should any individual encounter any difficulties with our provision we would actively seek to support them.

At St. Andrew's we provide a broad and balanced curriculum that is accessible to all children, recognising individual needs and working in close partnership with parents, carers and other professionals. We plan our curriculum to extend our children's knowledge and experience of Christianity as a global faith and of and other religions, cultures, languages and celebrations. We ensure that our curriculum echoes the diversity of our society. Our curriculum planning, the resources we select and the behaviour we expect reflect the commitment from staff, parents/carers and volunteers to actively include all our children.

Educational inclusion is about equal opportunities, for all children, whatever their age, gender, ethnicity, attainment and background. It ensures particular attention to the provision made for the achievement of different groups of pupils within a school. We are aware that specific groups of children are more likely to under-achieve and/or suffer discriminatory practice than others within our society.

These groups include:

- girls and boys; transgender children;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- pupils where family members are in prison;
- pupils who need support to learn English as an additional language (EAL);

- pupils with disabilities;
- pupils with special educational needs;
- gifted and talented pupils;
- children 'looked after' by the local authority;
- other groups of children (such as sick children, young carers and children under stress, children from single parent families, children with parents/carers with drug or alcohol dependency issues, children with same sex parents/carers);
- any pupils who are at risk of disaffection and exclusion.

At St. Andrew's we are committed to constantly monitoring, evaluating and reviewing our practice to ensure that the entire school community and, in particular, all our pupils:

- make good progress and achieve
- are able to learn effectively without interference and disruption
- are treated respectfully
- receive additional help according to their needs
- have access to a broad and balanced curriculum
- feel safe, secure and happy within the school setting

We take seriously our legal duties regarding discrimination. When drawing up this policy we felt that, whilst this is a stand-alone document, equality permeates all aspects of school life and this document should therefore be read in conjunction with other policies – see schedule below.

1. How we eliminate discrimination and other conduct that is prohibited by the Act:

As a matter of course, St. Andrew's staff are reminded about the compliance and importance of the Single Equality Duty and ensure that all work undertaken complies and promotes equality of access and participation for all. Our policies and procedures demonstrate compliance with the Duty.

2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it:

Our policies and procedures articulate how we remove or minimise disadvantages that could be suffered by particular groups (for example, our Anti-Bullying Policy outlines measures to approach homophobic bullying). Below are the Gender, Race and Disability Schedules for targeted work / Equality Objectives throughout St. Andrew's Primary School.

Cultural and race equality:

| Action | By whom | By when | Expected Outcomes |
|---|---|-------------------|--|
| Continuation of tracking ethnic minority groups in all aspects of their achievement, attendance and extra-curricular participation. | Headteacher English and maths coordinators | Ongoing each term | Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of ethnic minority groups is monitored and is equal to or above whole school percentage. |
| Continue to use PSHE teaching and resources to reinforce school ethos of equality, tolerance and understanding of all people. | All staff | Ongoing | Ensure children continue to develop their levels of tolerance and understanding of all cultures and races. |
| Continue to use RE topics, including Judaism, Sikhism, Islam, Christianity and Hinduism to further develop | All staff Monitored by RE coordinator in scrutiny of | Ongoing | Ensure children continue to develop their understanding of all cultures and religions. |



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| understanding and respect for all religions. | work/pupil interviews | | |
| Continue to develop links/understanding of schools from different countries / cultures. | All staff | Ongoing | Ensure children continue to develop their understanding of all cultures and religions. |
| Continue to monitor all racist incidents and to report any incidents to the LA and governing body as necessary. | All staff | Ongoing Reported to full governing body each term. | Continued excellent levels of racial tolerance and understanding |
| To conduct pupil interviews relating to cultural awareness | RE coordinator | To be conducted and analysed regularly | To continue to monitor the level of cultural awareness. |

Gender Equality:

| Action | By whom | By when | Expected Outcomes |
|---|---|------------------------------------|--|
| Continuation of tracking both genders in all aspects of their achievement and attendance. | Headteacher English and maths coordinators | Ongoing each term | Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of both genders is monitored and is equal to or above whole school percentage. |
| Continue to use the PSHE curriculum to reinforce school ethos of equality, tolerance and understanding of all people. | All staff | Ongoing | Ensure children continue to develop their levels of tolerance and understanding of all. |
| Continue to ensure subjects are equally accessible and promoted to both genders and monitor extra-curriculum participation is representative of both genders. | Monitored by all staff – ensure both genders are involved in team sports. | Ongoing | Ensure both genders have equal access and promotion to all areas of the curriculum and extended curriculum. |
| Continue to monitor all sexist incidents and report any incidents to the governing body as necessary. | All staff | Report to governing body if occur. | Continued excellent levels of gender tolerance and understanding. |

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| Ensure that all adverts re. new positions are unbiased and promote gender equality. | Headteacher SBM | Ongoing | The equality of opportunity between men and women is promoted for all vacancies. |
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Disability Equality:

| Action | By whom | By when | Expected Outcomes |
|---|----------------------------------|----------------------|--|
| Continuation of tracking all abilities including children with SEN, in all aspects of their achievement and attendance. | Headteacher SENDCo | Ongoing each term | Ensure provision and achievement for all groups is at expected or beyond standard. Ensure attendance of all SEN children is monitored and is at least at expected levels. |
| Continue to use the PSHE curriculum to reinforce school ethos of equality, tolerance and understanding of all people | All staff | Ongoing | Ensure children continue to develop their levels of tolerance and understanding of all. |
| Continue to ensure subjects are equally accessible and promoted to all regardless of any disabilities. Monitor extra-curriculum participation is representative of all abilities. | Monitored by all staff | Ongoing | Ensure all abilities have equal access and promotion to all areas of the curriculum and extended curriculum. |
| Continue to monitor all incidents relating to persecution and report any incidents to the LA and governing body as necessary. | All staff | Ongoing | Continued excellent levels of disability inclusion awareness. |
| Continue to ensure persons with any disability are portrayed in a positive light throughout the school. | All Staff | Ongoing | Displays and work in school portray persons with disabilities in a positive light. |
| Ensure that access to every physical area of the school is appropriate for all persons in school regardless of any disability or alternative is provided due to limitations of access to the first floor. | Headteacher Governing Body | Ongoing | Health and safety audits show all areas as fully accessible or, dependant on disability, in consultation with the disabled person an acceptable alternative is provided. |

As is highlighted above, our data tracking and target setting ensures that all 'groups' (e.g. gender, free-school meals, race etc.) are examined as a matter of course. Any discrepancies are highlighted and appropriate measures are put into place to minimise and/or improve the academic achievement of any 'group' (for example, small group tuition is currently being provided to specific FSM children to assist progress).

3. Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it:



As highlighted in the schedules above, and particularly within curriculum policies, our thorough work in promoting tolerance, respect and understanding of those people with disabilities, those with differing cultures etc. is effective in fostering good relationships. Our work with neighbouring schools, multi-faith approaches, PSHE work and links with schools from other cultures and countries provides the pupils with experiences to help them develop these relationships.