

Equality & Diversity Policy

St Andrew's Church of England Primary School

We believe that 'Everyone is different. Everyone is special'. As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and, "Love your neighbour as yourself." Luke 10:27



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

Approved by:	TLIS	Date: 8/5/25
Last reviewed on:	May 2025 (Policy), June 2025 (Objectives)	
Next review due by:	May 2027 (policy & objectives)	

St Andrew's C E Primary School

Equality & Diversity Policy

This policy reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Race and Gender. It links to Oxfordshire's Equality & Diversity in the Workplace Policy [EqualityandDiversity-Schools.pdf \(oxfordshire.gov.uk\)](http://www.oxfordshire.gov.uk/equality-and-diversity-schools.pdf). This policy cross-references The Key model policy.

Through this policy St Andrew's Primary School will fulfil its public duty to have due regard to the need to:

- **eliminate unlawful discrimination,**
- **advance equality of opportunity, and**
- **foster good relations**

in connection with the protected characteristics of **disability, ethnicity, gender, religion, sexual identity, and where appropriate, age.**

The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors, parents, carers and visitors to our school.

Legal duties

As a school we welcome our duties under the Equality Act 2010. We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against, are given equality of opportunity and are free from direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. We will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

We are mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and our duty to publish equality Information – to demonstrate compliance with the general duty across its functions and prepare and publish equality objectives.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Good practice

1. We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.
2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
3. Through our policies and actions we undertake to ensure that every pupil is healthy, safe, able to enjoy and achieve in their learning experience, and able to contribute to the wider community.
4. We maintain the practice of logging incidents that discriminate against pupils or adults in our school with protected characteristics, and adhere to Oxfordshire's equalities policies.

Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by the following principles:

All members of the school community are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled, or have special educational needs
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender or sexual identity
- whatever their socio-economic background.

We recognise and respect diversity.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity and religion, so that different cultural backgrounds are celebrated and experiences of prejudice are recognised
- gender and sexual identity so that the different needs and experiences of pupils and adults are recognised
- and in addition, socio-economic background.

We foster positive attitudes and relationships and a shared sense of cohesion and belonging.

Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and nondisabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents

- mutual respect and good relations between all pupils and adults
- an absence of any harassment related to gender or sexual identity.

We observe good equalities practice in staff recruitment, retention and development.

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender or sexual identity and with full respect for legal rights
- relating to pregnancy and maternity.

We aim to reduce and remove existing inequalities and barriers.

In addition to avoiding or minimising possible negative impacts of our policies and practice, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist and taking positive action to reduce barriers for:

- those with disabilities and SEN
- people from different ethnic, cultural and religious backgrounds
- all and any pupils or adults
- children from different social and economic backgrounds.

This will include ensuring that school activities and uniform is affordable and that parents are not put under undue financial pressure. We will also ensure that extra-curricular activities are accessible to all and monitor the take up of extra-curricular activities.

We address prejudice and prejudice-related bullying.

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudice relating to sexual identity or gender differences.

We strive to ensure that society will benefit.

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of:

- people with and without disabilities;
- people of different ethnic, cultural and religious backgrounds;
- all pupils and adults;
- all sexual identities and genders.

Objectives

We formulate and publish specific and measurable equality objectives, (Appendix 1) based on the evidence we have collected, in relation to:

- disability

- ethnicity, religion and culture
- gender and sexual identity.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents.

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

Responsibility

The Governing Body is responsible for ensuring that:

- the school complies with all equalities legislation relevant to the school community
- the Equality & Diversity Policy is maintained and updated regularly
- procedures and strategies related to the policy are implemented
- racist incidents are monitored and appropriate action is taken in relation to all said incidents
- all school policies are considered from an equalities perspective
- all available school data is used to consider equalities issues and to ensure adjustments to school's policies and practices are made, including positive discrimination where necessary
- the views of the school community are sought with regards to this policy and its implementation
- its makeup is representative of the diverse community of the school.

The Head Teacher and Senior Management are responsible for:

- along with the Governing Body, providing leadership and vision in respect of equality and diversity
- overseeing the implementation of the Equality & Diversity Policy
- co-ordinating the activities related to equality and diversity
- ensuring that all who enter the school are aware of, and comply with, the Equality & Diversity Policy
- ensuring that staff are aware of their responsibilities and are given relevant training and support
- taking appropriate action in response to racist incidents, discrimination, victimisation or harassment against persons with a disability and sexual harassment or discrimination against any persons because of their age, ethnicity, sexuality/gender or religious belief/non-belief
- ensuring the visual environment, curriculum and resources of the school are reflective of the school's community in respect of diversity and difference
- securing and maintaining excellent teaching, learning and assessment for all pupils
- promoting and maintaining high expectations for all pupils

- striving to close any gaps in achievement between different groups with protected characteristics, through good quality classroom teaching and small group or one to one interventions where necessary
- actively seeking the views of the school community with regards to this policy and its implementation
- ensuring that there are good induction procedures for new children, including those who move school mid-year, and who may find school intimidating, challenging or inaccessible.

All Staff are responsible for:

- understanding and complying with the school's Equality & Diversity Policy
- contributing to the equality objectives attached to the policy
- making reasonable adjustments to ensure disabled pupils in their classrooms are not discriminated against
- promoting race and disability equality through the curriculum
- taking positive action to tackle disadvantage
- dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- ensuring the visual environment, curriculum and resources in their classrooms are reflective of the diversity of the school community and offer positive images of people with protected characteristics
- ensuring that the physical environment of the classroom and the curriculum is accessible to all children
- maintaining excellent teaching, learning and assessment for all pupils
- maintaining high expectations for all pupils
- striving to close any gaps in achievement between different groups with protected characteristics.

All Parents/Carers are responsible for:

- understanding the ethos of the school and supporting the school's Equality & Diversity Policy in relation to the education of their own children and their attitudes and treatment of other pupils and adults in the school
- informing the school if they become aware of any victimisation, harassment or discrimination in the school community.

All Pupils are responsible for:

- not discriminating against anyone in their school community and treating others as equals
- reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school
- understanding, valuing and celebrating diversity
- challenging stereotypes and prejudices.

Informing the community

We will ensure that the whole school community is aware of the Equality & Diversity Policy and our published Equality Information and Equality Objectives by:

- publishing the policy on the school's website
- making paper copies available in the school office for parents who do not have access to the school's website
- offering accessibility services to ensure this policy and other school policies can be translated into community first languages or Braille as necessary or requested.

Monitor and review

Every two years, we will review our Equality Objectives (Appendix 1) in relation to any changes in our school profile. Our Equality Objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body: May 2025

Date to be reviewed by the Governing Body: May 2027

Appendices

Appendix 1- Equality Objectives and commentary

Appendix 1

Equality Objectives and commentary

School admissions

Having reviewed information about the local community it appears the population of the school reflects the diversity of the community. Some families in the community may choose to send their children to other schools (eg: a Catholic Primary or private school). However, in the past 5 years school admissions have been mostly within the catchment and St Andrew's is oversubscribed. We do not require a specific objective at this time.

Attendance

The 2024 validated data demonstrates that attendance at St Andrew's is higher than national average. The small number of persistent poor attenders is a cause for concern, as often these are children that fall into the groups this policy seeks to protect and support (PP and SEND). Poor attendance is a barrier to equality of opportunity.

Equality Objective 1: Attendance

To reduce the amount of persistent absence of all children and in particular those with protected characteristics.

Why?

To ensure that the education of these children is interrupted as infrequently as possible and help them make good progress at school.

How?

The school will first and foremost build relationships with the families to understand what the barriers to attendance are. Through a bi-weekly inclusion meeting, the Headteacher, SENDCo and Home School Link Worker carefully track >90% attendance, decide on the best approach, depending on the barrier to attendance (medical, home situation, unauthorised holidays) and support the families accordingly. This may be through working with children remotely (medical barrier), home visits and targeted interventions/ special jobs for specific children (home situation) or parental contracts around attendance (unauthorised holidays). Where needed, St Andrew's will use the attendance and engagement service to seek support with specific families when thresholds are met.

Evidence?

Attendance records, professional reports, CPOMS records

Outcome?

Targeted support will result in improved attendance. Long-term habits will be established and attitudes to attendance will improve for the child and family.

Progress and attainment

Whilst there is no National progress measure across Key Stages at the moment (due to no statutory KS1 tests to compare to the statutory KS2 tests), the school measures progress through internal data. For children on the SEND register, this progress is tracked in smaller steps (e.g. Maths or Reading age); for the whole school, progress is tracked against levels of below (BLW), working towards standard (WTS), expected standard (EXS), greater depth standard (GDS). Attainment is

measured at EYFS (GLD), Year 1 (phonics screening), Year 4 (multiplication tables check) and Year 6 (Reading, Writing and Maths SATs). St Andrew's phonics, multiplication tables check and KS2 SATs is currently similar to or above National levels. GLD is similar to National levels but one which we still strive to improve. In addition, we want attainment of children with SEND and PP to more closely align to children without SEND/PP.

Equality Objective 2: Progress and attainment

To ensure that all groups of children (particularly SEN and PP) make good progress at St Andrew's. This is a school where children will progress in line with, or even above national expectations, and our aspiration is to reduce or eliminate gaps between groups of learners in our school.

Why?

The number of EHCPs is above national average, with a significant number of children on the SEN register. Our children's outcomes are above or in line with national overall; we aspire to ensure good or outstanding progress for this group. PP/LAC children remain a small but important group whose outcomes vary hugely year on year.

We want all children to make as much progress as possible, particularly vulnerable learners, through inclusive classroom teaching and specialist interventions to accelerate their progress.

How?

All adults have high aspirations. Pupils with SEND are supported so they make good progress, this includes the newly funded Enhanced Pathway provision. Senior leaders, class teachers and SENCO scrutinise the progress of disadvantaged learners. Governors focus on these specific groups. Where there are concerns about children's progress, additional advice and support is sought within and beyond the school and put into practice.

Evidence?

Progress data, attainment data, in-year data, Pupil Premium reports, CWCF reports, SEN reports

Outcome?

We would like our SEN and PP children to progress at least as well as other groups in our school.

Exclusions

There have been no permanent exclusions in the last five years. No pupils have received fixed-term exclusions in the last academic year. We do not require a specific objective at this time.

Prejudice-related incidents

Prejudice-related incidents are rare at St Andrew's, but where they occur, they are rigorously recorded and where necessary, followed up. We judge that there is currently no need for a specific equality objective related to these. Instead, we are keen that the school promotes the British value of mutual respect and celebrates diversity actively, through the curriculum, special events and days, such as the Festival of Faith.