

# ST ANDREW'S CE PRIMARY SCHOOL

## EQUALITIES SCHEME and OBJECTIVES

<b>Policy Number</b>	A09
<b>Target Audience</b>	All staff
<b>Approving Committee</b>	Executive
<b>Last Review Date</b>	March 26
<b>Next Review Date</b>	March 27
<b>Policy Author</b>	MP

<b>Version Control</b>			
<b>Version No</b>	<b>Date Approved</b>	<b>Reviewed By</b>	<b>Changes</b>
V1	Sept 14	Curric	LGBT information added
V2	Oct 16	Exec Committee	Updated figures
V3	Sept 19	MP	Figures updated and minor amendments to wording
V4	27 Jan 21	Exec Comm	Equalities Objectives added
V5	10 <sup>th</sup> Mar 21	Exec Comm	Minor edits recommended by the Exec Comm
V6	Jan 22	Exec Comm	Updated figures in tables
V7	25 <sup>th</sup> Jan 23	Exec Comm	Updated figures in tables
V8	20 <sup>th</sup> Sept 23	Exec Comm	Updated figures
V9	25 Sept 24	Exec Comm	Updated and amended
V10	March 25	FGB	Updated progress towards the Equality objectives
V11	March 26	FGB	Updated progress. Objectives remain the same

### School Mission Statement

St. Andrew's Church of England Primary School is a happy, safe and welcoming environment where everyone is valued. Our Christian faith is central to moral development, mutual respect

and an appreciation for the cultural diversity within our community. It is our intention to provide opportunities for every child to succeed and to strive towards excellence in everything they do.

We are a family, our strength is in our love and respect for one another.

Together we can achieve our goal.

## 1. INTRODUCTION

The single public sector equality duty requires schools to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

This Scheme deals with the school's provisions of the Equality Act 2010 which prohibit schools from discriminating against, harassing or victimising:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils
- staff

Schools have had obligations not to discriminate against people with protected characteristics under the Gender Equality Act, the Race Equality Act and the Disability Discrimination Act. This Equalities Scheme harmonises the previous equality legislation and brings together previous documentation and expectations. The overall objective of our school's Equality Scheme is to provide a framework for us to pursue our equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members. Partners and contractors are also expected to abide by the policy. St Andrew's believes that avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life.

### Our Equality Objectives

- 1. Implement reasonable adjustments for all staff and pupils with disabilities to better meet their needs**

Annual Review of Progress	
Why was this objective chosen?	Evidence of progress
This objective was chosen because we have pupils and staff with disabilities or	It has always been our intention that people/children with disabilities are integrated into our school community.

<p>conditions that could possibly fall within the Equality Duty.in our school. St Andrew’s has a good record of integrating pupils and staff into the full life of the school.</p>	<p>We discuss suitable reasonable adjustments with the SMT and staff or pupils’ parents at the appropriate point of support. Progress towards this objective is monitored frequently. <b>Examples of adjustments made:</b></p> <ul style="list-style-type: none"> <li>• Hearing impaired child has a phonax hearing system purchased by school</li> <li>• Visually impaired child has I Pad provided and particular step edges are taped yellow</li> <li>• Staff who are off on long term sick with illnesses that may come under the Equality Act are referred to Occupational Health for advice on reasonable adjustments that can be made to improve accessibility to work</li> <li>• Children with SEND are offered and supported with appropriate resources and adaptations</li> </ul>
--	---

**2. Train appropriate governors and staff involved in recruitment and selection on equal opportunities and non-discrimination.**

Annual Review of Progress	
Why was this objective chosen?	Evidence of progress
<p>This objective was chosen to ensure that all recruitment procedures are fair and provide equal opportunities to people with any of the protected characteristics.</p>	<ul style="list-style-type: none"> <li>• LA Safe Recruitment training has been used to fulfil this requirement</li> <li>• Protected characteristics education has been added to the PSHE curriculum scheme for children</li> <li>• Prior to the last inspection the HT delivered protected characteristics training to staff to raise awareness and prepare staff for inspection</li> <li>• Governor training in safer recruitment has been implemented</li> <li>• The HT has delivered awareness training to staff on restrictive interventions</li> </ul>

**3. To promote cultural understanding and awareness of different religious beliefs and customs**

Annual Review of Progress	
Steps being taken	Evidence of progress
<p>This objective was chosen because St Andrew’s sits at the heart of a community in</p>	<ul style="list-style-type: none"> <li>• Our faith as a C of E school is Christian but we feel that it is imperative that we teach children an understanding and</li> </ul>

Boothstown that is predominantly white.	<p>tolerance of other faiths and cultures whilst maintaining the denominational character as a Christian church school.</p> <ul style="list-style-type: none"> <li>• Our new SACRE scheme covers every other faith</li> <li>• The new scheme has reduced the Christian element and introduced a deeper study of other faiths</li> <li>• Other Faith traditions are taught within the RE scheme and also celebrated through assemblies</li> </ul>
---	--

**The responsible body for ensuring that St Andrew’s School meets its Equalities Duty is the Governing Body.**

This Equalities Scheme shows how the school will protect all pupils within the school who are vulnerable because of their protected characteristics.

**In terms of this scheme protected characteristics are:**

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnerships
- Pregnant or on Maternity Leave
- Race
- Religion or belief
- Sex
- Sexual orientation

The people covered by the School Equalities Scheme are:

- Prospective **pupils** (in relation to admissions arrangements).
- **Pupils** at the school (including those absent or temporarily excluded).
- **Former pupils** (if there is a continuing relationship based on them having been a pupil at the school).
- **Staff** (in relation to their roles in school)

St Andrew’s recognises that under the Equalities Act it is unlawful to discriminate in the following ways:

- Direct discrimination (including discrimination based on perception or association).
- Indirect discrimination.

- Discrimination arising from disability.
- Failure to make reasonable adjustments (for disabled people).

We recognise that under the Equalities Act it is unlawful to Harass or Victimise members of the school community because of their protected characteristics.

We recognise that it is lawful to take positive action to ensure that a member of the school community are not discriminated against, harassed or victimised because of a protected characteristic.

The school has collected the following information in relation to protected characteristics.

## 1. Main Priorities

Standards

Vision

Pupil/staff Health and Well Being

Management

Curriculum

Ethos

### 1a. How well do pupils within the protected characteristics achieve?

The achievements of pupils with disabilities, including those with Special Needs are analysed and evaluated in the same way as pupils with no special needs or disabilities.

Pupils with protected characteristics perform well at St. Andrew's. This information is reported on to the GB in the form of an annual assessment report in the Spring term each year. On the whole, all pupils attain well at St Andrew's.

In 2025 when compared to national (all) pupils our SEN pupils didn't perform as well in reading, writing and maths but this is not a historical picture. We have to be mindful of the fact that SEN numbers are fairly low (7/57) in 2025. Low figures can often distort the picture.

Detailed assessment data is available for:

Boys/Girls

Disabilities (inc SEN)

Race (inc Ethnicities)

### 1b How well do pupils within the protected characteristics participate?

All pupils participate in activities at St. Andrew's. The participation of pupils with protected characteristics in the wider life of the school is monitored by the leadership team.

### 1c How do we develop the diversity agenda and engage with the wider community?

The School Improvement Plan ensures targets are implemented that cover the diversity agenda. **We demonstrate and are successful in promoting an approach to inclusion which is part of an overall improvement strategy** based on the development of:

- An inclusive ethos
- A broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation; and

- High expectations and suitable targets for all pupils.

Targets are set for all pupils and opportunities are made available for pupils with disabilities to partake in all school activities. Off-site trips are risk assessed prior to the trip to ensure pupils with disabilities have access

### **1d How do we ensure that staff receive appropriate training on Equalities and Diversity Issues?**

Training is planned in line with school priorities. The equality agenda is discussed via staff meetings and briefings.

## **2. Making it Happen**

### **2a Views of those consulted during the development of the Equalities Scheme**

Information is gathered from a range of people associated with the school and is used in school policies, the school development plan, setting priorities and monitoring outcomes. The information is needed to allow the school to plan for the future so that the needs of the community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained.

We have also gathered information about recruitment, development and retention of employees. Please see our full school policy documentation for further information.

#### **2b i) *Views of the disabled community***

Not available

#### **ii) *Views of parents***

Questionnaires were sent to parents initially

Informal feedback is given by parents at varying intervals i.e. parents' evenings, meetings/discussions with staff

#### **iii) *Views of children***

Pupil questionnaires were used to collect this information and feedback via the school council or class/assembly discussions

#### **iv) *Views of other agencies***

Not available

#### **v) *Views of Governors***

Through GB meetings

### **2c Admissions**

The admissions authorities for maintained schools in England must comply with the Schools' Admissions Code produced by Department for Education which sets out the law relating to school admissions. Local authorities have an important role in monitoring compliance with the Admissions Code and are required to report annually to the Schools' Adjudicator on the fairness and legality of the admissions arrangements for all schools in their area, including those for whom they are the admissions authority.

The Admissions arrangements do not discriminate against, harass or victimise pupils:

- in deciding who is offered admission as a pupil
- in deciding the terms on which you offer to admit the pupil
- by not admitting the young people with protected characteristics as pupils.

At St. Andrew's, our admission policy is reviewed by the LA and any changes to this policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

## **2d Provision of Benefits Services and Facilities.**

At St Andrew's we don't discriminate against a pupil in the provision of education or access to any benefit, facility or service. The Governing Body of St Andrew's School are responsible for ensuring there is no discrimination in relation to education or access to any benefit, facility or service.

St Andrew's school does not discriminate against, or victimise a pupil:

- in the way we provide education for our pupils
- in the way in which we afford the pupil access to a benefit, facility or service
- by not providing education for the pupils
- by not affording the pupils access to a benefit, facility or service
- by subjecting the pupil to any other detriment.

Equally we ensure that our pupils with protected characteristics are not harassed through the provision of benefits, services and facilities.

At St Andrew's we review all policies covering the provision of benefits, services and facilities which could include (but not exclusively).

- Extra-curricular Activities
- Leisure activities
- Afterschool and homework clubs.
- Sports activities.
- School trips,
- Library Policy
- IT facilities.
- School Uniform
- Work Experience
- Examinations
- Charging
- Behaviour and Discipline

At St Andrew's, all benefits, services and facilities policies are reviewed regularly by the governing body and any changes to these policies are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

## **2e Exclusion From School**

St Andrew's School complies with *Improving Behaviour and Attendance: Guidance on exclusion from schools and Pupil Referral Units* by the Department for Education (DfE) ([www.education.gov.uk](http://www.education.gov.uk)), and will comply any subsequent guidance which sets out the law relating to exclusions. St Andrew's School understands that the exclusions guidance makes it clear that pupils should only be excluded from school as a last resort and that exclusions should only be made on grounds of a pupil's behaviour.

St Andrew's school recognises that it has a duty to disabled pupils to make reasonable adjustments to its procedures if needed. This will be reviewed on a case by case basis but may include:

- disregarding behaviour which is a direct consequence of their disability
- making reasonable adjustments to manage such behaviour
- considering alternative, more appropriate punishments, and
- ensuring that a disabled pupil is able to present their case fully where their disability might hinder this.

At St Andrew's Exclusion Policy is reviewed regularly by the governing body and any changes to the policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

All exclusions of pupils with protected characteristics are reported to the Chair of Governors at the time and an analysis of those exclusions is included in the Head Teachers Report to governors termly.

## **2f Complaints**

The governing body of St Andrew's School has a complaints procedure as required under section 29(1) of the Education Act 2002 to deal with all complaints relating to the school. St Andrew's School recognises that it is usually in everyone's best interests to attempt to resolve disputes without the need for legal action, should we receive a complaint relating to discrimination because of a protected characteristic the complainant would in the first instance be encouraged to go through the complaints process.

In general complaints about specific issues which are not resolved at school level should be made to the following:

Claims about permanent exclusions from schools maintained by LAs, including community schools, voluntary-aided and voluntary-controlled schools and foundation schools and Academies	Education Appeal Panels / Independent Review Panel at the LA
Admission decisions for schools maintained by LAs, including community schools, voluntary-aided and voluntary-controlled schools and foundation schools and Academies	Education Appeal Panels at the LA
All other claims (including all claims against independent schools) in England	First-tier Tribunal (Special Educational Needs and Disability)

At St Andrew's School the Complaints Policy is reviewed bi-annually by the governing body and any changes to the policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

All complaints by parents of pupils with protected characteristics or the pupils themselves are reported to the Chair of Governors at the time and an analysis of those complaints is included in the Head Teacher's Report to governors termly.

### **2h Links with the School Improvement Plan**

At St Andrew's the philosophy of the school reflects an understanding of the requirements of the Equalities Legislation. All actions within the School Improvement Plan will be impact assessed to ensure that no action taken through the SIP will discriminate, harass or victimise pupils with protected characteristics

### **3. Accessing / reporting and reviewing the Equalities Scheme**

This scheme is reviewed and revised every three years. We will report, via the relevant reporting requirements, on aspects highlighted by the scheme.

#### **3a Publishing**

The scheme will be published on the school website and available on request from the school office.