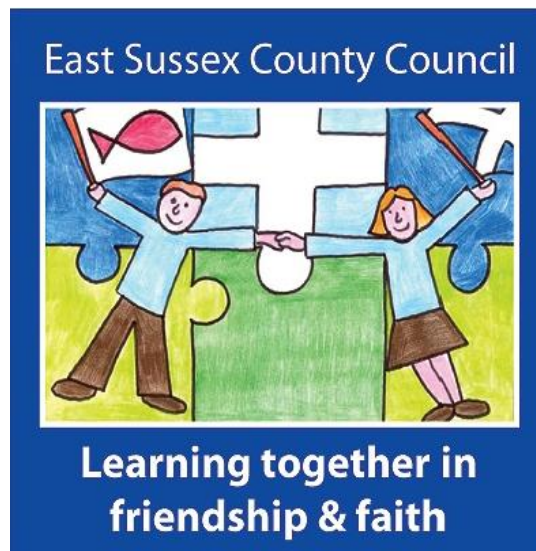


# ST. ANDREW'S C.E. INFANTS' SCHOOL

## PUBLIC SECTOR EQUALITY DUTY POLICY



Reviewed March 2026

## **Public Sector Equality Duty at St. Andrew's CE Infants'**

### **This Duty has 3 elements:**

In carrying out their functions public bodies are required to have 'due regard' when making decisions and developing policies, with the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics- between people who share a characteristic and people who do not share it.

Having due regard to the need to advance the equality of opportunity is defined further in the Equality Act 2010.

Having due regard to the need to:

1. Remove or minimize disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low

In order to help schools in England to meet the general equality duty there are two specific duties that they are required to carry out:

These are;

- i. To publish information to demonstrate how they are complying with the Equality Duty.
- ii. To prepare or publish one or more specific and measurable equality objective.

As a school we need to ensure:

\*When making a decision or making an action we must assess whether it may have implications for people with protected characteristics

\*We should consider equality implications before and when developing policy not as an afterthought and we need to keep it under review

\* We should consciously consider each aspect of the duty

\*We should assess the risk and extent of any adverse impact that may result from a policy or decision and the ways in which the risk may be eliminated before adoption of a proposed policy

\*The equality duty has to be integrated into the carrying out of a school's functions.

At St Andrew's CE Infants' we have looked at comparisons between differing groups of pupils for some years. We are keen, as our ADP shows, to close the gap between groups of pupils and ensure that all our pupils succeed, making progress from their starting points.

### **Participation in school activities**

The equality duty provides a framework for identifying pupils needs.

At St. Andrew's inclusion is key. We ensure that our curriculum provides first hand opportunities for all our pupils. We plan school visits carefully, ensuring children's differing needs are met. All children are included in any curriculum / club / and will have opportunities for a trip activity.

We encourage a range of visitors to schools - e.g a drummer who involves all pupils with playing musical instruments- notably drums, a representative from 'Just right' to demonstrate to pupils that a full life can be lived despite a range of disability. Jaws and Claws who bring in a variety of animals for FS pupils to hold, stroke and discuss. We have a therapy dog into school each week facilitated by our SENCO and loved by many visitors.

### **Ensuring pupils engage effectively in learning**

At St. Andrew's CE Infants' our experienced staff are adept at developing different strategies to meet the different needs of pupils. Our SENCO has applied and been successful in gaining the IQM, Inclusion Quality Mark to demonstrate our commitment to adaptive teaching and learning so ALL pupils can flourish as learners. We were awarded this in July 2025. We have used Provision Map as a part of our recording processes and as a part of DCAT we are looking to use further opportunities on INSIGHT. Interventions are monitored by our SENCO and our new sensory room and Busy bees space offer a calm, child-centred environment to include pupils in school life within a smaller group rather than a whole class. Our SENCO liaises with parents, outside agencies and class teachers, touching base with INA's throughout the week.

### **Bullying**

Bullying is rare at St Andrew's CE Infants', however it is vital to ensure that we have clear consistent procedures in place to support each member of our school community.

Our Anti-Bullying policy is in place and is reviewed annually. Through it we have ensured the Church of England's message of the importance of each of our pupils' enjoying the 'fullness of life'(John 10 v 10)and being able as our vision notes to ' Learn together in friendship and faith'.

At St. Andrew's C.E. Infants' School we take all forms of conflict, friendship problems, and bullying behaviour seriously.

Our aims are:

- To provide a safe and secure environment for all students in our care.

- To create a happy and positive learning environment in which both family/carers and staff work together for the welfare of our pupils.
- Everyone is mutually valued and respected regardless of gender, race, age, beliefs and ability.
- To encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.

At St. Andrew's C.E. Infants' School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given a fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

### Exclusion

Exclusion is rare at St Andrew's and is very much a last post, when pupils or adults safety is severely compromised. When a child is showing particular needs, risk assessments are constructed by the SENCO and HT, which are shared with the pupil's parents.

As a school, through liaising closely with school Governors, employing extra staff, using a range of strategies and intensive adult time and care, we have very few fixed term or permanent exclusions, we value working closely with parents and not giving up!

### The equality duty can help improve teaching and learning in schools

#### Policy making

Each subject lead when forming their policy considers the breadth of the curriculum and what it offers each group of learners. It is a part of our school ethos that all children are involved and benefit from each learning activity, making progress on a daily basis. The duty prompts three questions:

1. Do our policies remove or minimize disadvantages suffered by pupils with particular protected characteristic?
2. Do we need to adopt different approaches for different groups of pupils?
3. Is there any way we can encourage these groups of pupils to become more involved with the school or open up opportunities they wouldn't otherwise enjoy?

At St. Andrew's CE Infants' we adopt a range of teaching and learning strategies with the purpose of engaging all our pupils. We actively encourage a wide range of pupils to our free clubs, especially in Year 2. We have before and after school clubs which offer a range of activities at a reasonable cost (we subsidize pupil premium families). This is completely inclusive before and after school club facility.

### Supporting effective partnerships

It is important that positive relations are fostered between pupils, and our local communities. E.g our school choir has travelled out to different venues to share their singing. They visit their local church, town centre and nearby rest homes at least annually.

We act here to include, involve, engage, inspire and challenge. However, we need to ensure that each policy, each curriculum activity, each lesson is fully accessible for all pupils.

Reviewed by our Governing Board and Head Teacher Mrs C Meakins March 2026