



Compliance with the Public Sector Equality Duty

September 2026

At William Tyndale Primary School we aim to ensure that everyone is treated fairly and respectfully. We aim to make our school a safe and secure place for everyone and for no one to experience less favourable treatment or discrimination because of:

- Their age;
- A disability;
- Their ethnicity, colour or national origin;
- Their gender;
- Their gender identity (they have reassigned or plan to reassign their gender);
- Their marital or civil partnership status;
- Their being pregnant or having recently had a baby;
- Their religion or belief;
- Their sexual identity and orientation.

We welcome our duties to promote community cohesion (under the Education and Inspections Act 2006) and to eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010).

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

a. Eliminating discrimination

- We have a school behaviour policy that has high expectations for good behaviour and discipline with clarity about procedures across the school. This policy includes an anti-bullying section which clearly gives the definition of bullying and outlines procedures should any bullying occur.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. We keep a record of all such incidents, the numbers of which are reported annually to the Governing Body, and notify those affected of what action we have taken.

- We have an SEND Policy that outlines the provision the school makes for pupils with special educational needs.
- We have an accessibility plan that demonstrates how accessible the school is to all children and adults. We have carried out accessibility planning for disabled pupils that increases the extent to which disabled pupils can participate in the curriculum and improves the physical environment of the school.
- Our admission arrangements are fair and are laid out in our Admissions Policy.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practice.
- We have procedures for addressing staff discipline, conduct and grievances.
- In Reading, Writing and Maths combined, William Tyndale Primary School performs better at expected than the National Average or Islington Average. From looking at school data children from an Ethnic Minority Background and children with English as another language are making good progress and achieving well. School data also shows that children with Special Educational Needs make good progress throughout the school.

b. Advancing equality of opportunity and fostering good relations

Disability

We are committed to working for the equality of people with and without disabilities. We:

- Support disabled learners and staff by meeting their individual needs;
- Take steps (reasonable adjustments) to ensure that disabled pupils are not put at a disadvantage compared to other pupils. These include the use of specialist equipment, planning academic interventions to support disabled pupils;
- Involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than with people acting on their behalf;
- Provide a curriculum that supports all pupils to understand, respect and value difference and diversity;
- Enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience;
- Ensure that the curriculum has positive images of disabled people;
- Hold termly Pupil Progress Meetings to evaluate individual pupil progress and attainment; from this a provision map is drawn up in order to provide support where it is needed; and
- Ensure that there are effective interventions to support pupils with SEND. E.g. we provide in-school Speech and Language Therapy and work with outside agencies to engage Occupational Therapy, Child and Adolescent Mental Health support and Educational Psychologist support.

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups. We:

- Monitor the attainment and progress of all our pupils by ethnicity;
- Set targets to improve the attainment and progression rates of any particular groups of pupils identified;
- Involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups;
- Link with groups, organisations and projects in the local community;
- Develop a curriculum that supports all pupils to understand, respect and value difference and diversity;
- Ensure all pupils to learn about the experiences and achievements of different communities and cultures;
- Ensure that the curriculum challenges racism and stereotypes;
- Organise celebrations and special events, for example we have held international weeks;
- Ensure that the curriculum is supported by resources that provide a range of positive images that reflect the diverse communities of modern Britain; and
- Compare ourselves to other schools locally and nationally, expecting that our children will do as well as if not better than other children. We work closely with parents, providing interpreters when necessary.

Gender

We are committed to working for the equality of all pupils. We:

- Monitor the attainment of all our pupils by gender;
- Identify and address barriers to the participation of boys and girls in activities e.g. extra-curricular activities;
- Encourage both male and female parents and carers to be involved in the work of the school and contribute to their children's learning and progress;
- Ensure we respond to any sexist bullying or sexual harassment in line with the school policies;
- Encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes through our SRE provision in years 2, 4 and 6; and
- Ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.

Religion and belief

We are committed to working for the equality for people based on their religion, belief and non-belief. We:

- Take every opportunity to promote the spiritual, moral, social and cultural development of all pupils and strategically plan events, such as international events and assemblies;
- Provide a curriculum which embraces RE & PSHCE and which supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values;
- Use our curriculum to teach pupils to develop respect for others, including people with different faiths and beliefs, which helps to challenge prejudice and discrimination;
- Arrange class trips to local faith buildings/communities which provide pupils with a means to learn about each other's religions and beliefs; and
- Deal with all bullying and harassment on the basis of faith and belief and tackle prejudices around racism and xenophobia, including those that are directed towards religious groups and communities.