

All Saints' CE(A) First School Public Sector Equality Duty

Our school is committed to equality both as an employer and a service provider:

- We try to ensure that everyone is treated fairly and with respect
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, staff, the church and through school council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome the emphasis in the OFSTED framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for free school meals
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects and girls in certain other subjects
- Pupils who have English as an additional language

- Pupils who are in Local Authority Care

The school has a series of policies that support this Equality Statement.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations between people who share a protected characteristic and people who do not share it.**

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010

At All Saints' we are strongly committed to ensuring that members of the school community do not become victims of unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010. We have a series of policies and procedures in place to support us with this. These include;

- Disability Scheme and Access Plan
- E-safety Policy
- Behaviour policy
- Anti-bullying and Harassment policy
- Race Relations/ Equality policy
- Exclusions Policy
- Safeguarding policy
- Safer Recruitment policy
- Community Cohesion Policy

- Central Record of Recruitment and Vetting checks
- Equal opportunity policy
- Flexible working policy
- Whistleblowing Policy
- Sex and Relationships Education Policy
- SEND Policy

Many of these policies are available on the school website. All policies are available from the school office.

The head teacher reports to the full governing body include reports as to the number of bullying or racist incidents that have been reported. There is also an update on the number of exclusions that may have occurred (none recently) and the number of children registered as having additional learning needs. All staff are given copies (or signposted to copies) of relevant policies as part of their induction. Policies are reviewed regularly following our Policy schedule as recommended by the department for Education.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

At our school, careful analysis of performance/attainment data is used to identify different groups within our school community. We are able to make comparisons and identify any group that may be achieving less well than other groups. We build in strategies to address such issues and these are included in the school development plan. The plan is reviewed annually and action plans developed accordingly. At our school, we monitor the impact of any strategies and interventions that we put in place to ensure that they are meeting the needs of our pupils.

The school has an accessibility plan and this too is reviewed regularly. A copy of this plan is available from the school office.

Fostering good relations between people who share a protected characteristic and people who do not share it.

For us, fostering good relations is a strength, and the atmosphere and ethos that is apparent on a day to day basis is remarked upon by visitors to our school. To maintain this, we use certain strategies to support us;

















































- Everyone in the school community is treated with respect and kindness. Our school vision and values are embedded within the daily life of our school. These are extended to our parents, the local community and any visitors.
- Our vision and values are based on our Christian distinctiveness as a church school.
- We believe an open door policy supports our vision and values.
- We offer a broad and balanced curriculum which reflects our own community and has a more global perspective too.
- Whole School and class worship.
- Celebratory events for all the major festivals
- Strong links with the church and the local community
- Strong links with other local schools (LEP) and our out of school club.
- Strong links with our partner school in Kenya.

Our School Community

- The school is an average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- A below-average proportion of pupils are eligible for support through the pupil premium. This is additional funding for pupils who are looked after by the local authority, known to be eligible for free school meals or have a parent serving in the armed forces.

- A number of outside agencies, such as social services, have recommended the school for pupils in need of extra support because of their backgrounds.
- In addition, the number of children in the school who are disabled or have additional needs is increasing significantly.

Pupil Numbers (March 2023)

Year Groups										
Year Group	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate	
Nursery 2	32	13 	19 	0 	11 	0 	2 	0 	6.4% 	
Reception	31	10 	21 	0 	11 	2 	2 	0 	4.1% 	
Year 1	44	29 	15 	0 	22 	3 	4 	0 	4.3% 	
Year 2	44	15 	29 	0 	25 	3 	9 	0 	3.9% 	
Year 3	44	25 	19 	2 	18 	5 	9 	0 	3.1% 	
Year 4	42	24 	18 	2 	20 	6 	10 	0 	2.9% 	

Ethnicity (March 2023)

Row Labels	Count
Any other Asian background	1
Any other White background	1
Traveller of Irish heritage	1
White - British	229
White and Asian	4
White and Black African	1
Grand Total	237

First Language (March 2023)

Row Labels	Count
English*	216
French	1
Tamil	2
(blank)	18
Grand Total	237

Key Pastoral Factors (March 2023)

Key Pastoral Factors

	Year N2		Year R		Year 1		Year 2		Year 3		Year 4		All Years	
Current Pupils														
Free School Meals			6.45%	2	6.82%	3	6.82%	3	11.36%	5	14.29%	6	8.02%	19
English as Additional Language									4.55%	2	4.76%	2	1.69%	4
Pupil Premium	15.63%	5	12.90%	4	6.82%	3	6.82%	3	13.64%	6	14.29%	6	11.39%	27
Medical Condition	15.63%	5	12.90%	4	18.18%	8	38.64%	17	22.73%	10	26.19%	11	23.21%	55
In Care									2.27%	1			0.42%	1
SEN Needs	6.25%	2	6.45%	2	9.09%	4	20.45%	9	20.45%	9	26.19%	11	15.61%	37
SEN Status	6.25%	2	6.45%	2	9.09%	4	20.45%	9	20.45%	9	23.81%	10	15.19%	36

Public Sector Equality Duty Objectives

Our objectives for 2023-24 are to narrow gaps in attainment for specific groups and to provide a curriculum that ensures all children make good progress. The objectives and success criteria are as follows:

Objectives

- QE1: Increase standards in writing, including boys and those with SEND, across the school by developing effective provision and monitoring of English leader, promoting strategies for teaching writing effectively and developing effective monitoring against national standards.

- QE2: Develop reading for purpose and pleasure strategies across the school, including SEND children, to increase children's vocabulary, comprehension and knowledge and improve focused teaching of comprehension
- LMS7: Continue to implement 'recovery' curriculum across the school. Identify children's 'gaps' and core recovery objectives, to ensure children's progress is rapid
- LMS3: Embed consistent SEN practices across the school, including tracking progress, measuring intervention impact, use of Insight to track progress.
- LMS4: Improve accessible resources and curriculum information for parents of SEND children, and all parents.

Success Criteria

- Staff have clear expectations for writing and this matches year groups. Planning monitoring and learning walks identify that this is the case. As a result teaching of writing is good and the vast majority of children make good progress.
- Progress for key groups of children is good.
- Text-based learning used to teach writing improves quality of writing vocabulary of all groups of children.
- All groups of children demonstrate motivation and pleasure in reading.
- Reading trawls, monitoring against tracker shows accurate teacher judgments and good standards of reading in all groups of children.
- Progress of SEND is similar to NON SEND within the school. Progress is in line or better than that of , MAT, LA or national
- Parents and stakeholders are more actively involved in school practice