

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.

Foster 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 (Jan 2016)

	Year N2		Year R		Year 1		Year 2		Year 3		Year 4		All Years	
Pupils of this school	38		43		41		41		42		37		242	
Male	44.74%	17	55.81%	24	53.66%	22	53.66%	22	57.14%	24	35.14%	13	50.41%	122
Female	55.26%	21	44.19%	19	46.34%	19	46.34%	19	42.86%	18	64.86%	24	49.59%	120

Ethnicity (Jan 2016)

	Total
Any other Asian background	1
Refused	1
White - British	234
White - Irish	1
White and Asian	2
White and Black African	1
{None}	2
Total	242

Key Pastoral Factors (Jan 2016)

	All Years	
Free School Meals	4.13%	10
English as Add'l Language	0.83%	2
Pupil Premium	13.64%	33
Medical Condition	22.73%	55
Service Children	0.83%	2
In Care	0.83%	2
SEN Needs	9.50%	23

Entitlement to Free School Meals

5.6% of our pupils are entitled to Free School Meals.

Public Sector Equality Duty Objectives

Our objectives for 2015-16 are to narrow gaps in attainment for specific groups and to provide creative outdoor learning opportunities to ensure all children have can access the curriculum in a way that matches their learning needs. The objectives and success criteria are as follows:

Objectives

- Maintaining and improving the progress of pupils in vulnerable groups through targeted interventions.

- Continue to monitor and improve attendance including for vulnerable groups of children, including developing shared LEP attendance procedures
- Providing high quality CPD to all staff to understand outdoor curriculum provision
- Continuing to improve creative outdoor learning experiences across the curriculum for all children
- Developing the school curriculum to embed regular outdoor learning opportunities in all year groups and throughout the curriculum
- Checking closely that interventions are having the desired effect and changing the type of support quickly when it is not working

Success Criteria

- Regular and planned for outdoor learning opportunities exists in all year groups across the curriculum
- Evaluations of planning, and audits show that outdoor learning has increased.
- All key stages have medium term plans which link content and skills which meet the needs of all learners
- Interventions are closely matched to need and show measurable impact.