All Saints Church of England Primary School

Playing our part in God's plan as we journey together to achieve the best for ourselves and others.

School Equality Policy
(Including Equality Information and Objectives)

Introduction

At All Saints Church of England primary School, we welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers. Our Christian Values of Love, Hope and Community underpin all we do in school - for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, gender reassignment, race, sex, maternity and pregnancy, religion or belief, sexual orientation and marriage and civil partnership (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

All Saints Church of England Primary School is a one form entry primary school in the heart of the bustling city of Winchester. The school takes predominately from the Highcliffe area of Winchester.

It currently has:

27.42% FSM

20.43% SEND

13% EAL

We have fourteen different languages other than English as a first language in school.

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their sex
- Whatever their gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

- Whether or not they have a connection with the forces community
- Whether or not they have refugee / asylum status
- Whether or not English is their first language

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made.
- Sex – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds.
- Age – we value the diversity in age of staff, parents and carers.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marriage and civil partnership – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Date approved by the Governing Body: November 2026

Date for policy review: November 2030

Equalities Information **Appendix A**

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *parent questionnaires*
- *involvement of the pupil school council*
- *staff survey*

Pupil-related data

The Census Data of October 2026 shows that All Saints has 171 pupils on roll. The vast majority of pupils are from White British backgrounds with English as a First Language. We have pupils with a variety of first languages and with English as an additional language - 11%. We seek guidance from EMTAS to help support our children and families where needed.

We have an overall school difference of 80 girls to 90 boys.
The number of pupils eligible for FSM currently is 26.3%
The number of pupils on our SEN register is currently 21% (EHCP 4.6%)
There are a range of after school clubs for children to attend each week-. We closely monitor attendance of different groups to ensure clubs are inclusive.
We have a very small percentage of service pupils currently.
School location deprivation is close to average.

End of Key Stage Two result by Gender 2025-2026

Subject 2025-2026	Attainment by Gender	School ARE	National ARE
Combined RWM	**% at ARE All**	70%	63%
	% at ARE Boys	75%	60%
	% at ARE Girls	68%	67%

Subject 2025-2026	Attainment by Gender	School ARE	National ARE
Reading	**% at ARE All**	73%	75%
	% at ARE Boys	75%	72%
	% at ARE Girls	73%	78%

Subject 2025-2026	Attainment by Gender	School ARE	National ARE
Writing	**% at ARE All**	80%	73%
	% at ARE Boys	75%	*Girl outperformed boys nationally by 11 percentage points*
	% at ARE Girls	77%	

Subject 2025- 2026	Attainment by Gender	School ARE	National ARE
Maths	**% at ARE All**	77%	75%
	% at ARE Boys	88%	76%
	% at ARE Girls	77%	74%

Attendance 2025-2026 by Gender

Attendance National 2025-2026		Attendance Whole School 2025-2026	
94.69%		95.87%	
Boys National	**Girls National**	**Boys School**	**Girls School**
94.75%	94.63%	95.88%	95.86%

Club attendance throughout 2026-2026	
Children in receipt of PPG who attended at least one club: 82%	Children on the SEND register who attended a club: 70%

Invites are sent home and children are encouraged to join a club.

Staff Data
Where schools have less than 150 staff, the Governing Body will not be required to publish information in relation to their staff.

Date of publication of this appendix: November 2026

Date for review and re-publication: November 2027

Equality Objectives **Appendix B**

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, sex, gender re-assignment, age, pregnancy and maternity, marriage and civil partnership, religion or belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- *parent questionnaires*
- *involvement of the student council*
- *pupil voice*
- *open door policy with available daily*

- *contact with different representatives of the community and professionals to support children and families*

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objectives 2026- 2030

1. To close the attendance gap by ensuring there is no significant difference in the rates of attendance of different groups of learners and attendance is above national.
   Actions:
   - Use of resources such as VYED report and LA Attendance Hubs to support our work
   - Working with individual families, use attendance contracts and other strategies to support persistent absentees or poor attendance
   - Work with other agencies to support families where attendance is a concern
   - Regular whole school promotion of the importance of consistent attendance through weekly newsletter, letters home, parents' consultations and attendance awards

2. Strengthen pupil voice for vulnerable and quieter pupils, building their confidence to express their views, seek support and recognise that their voice can bring about positive change.
   Actions:

   - Embed the Wellbeing Group (Year 6 peer mentors)
   - Work with staff on classroom strategies to include all children in the 'sharing process' - think-pair-share-approach, no hands-up questioning so participation is more equitable, ask pupils to share a partner's idea rather than their own
   - Work with children on what 'confidence' means
   - SLT to 'mentor' target group - with a chance to share learning and celebrate progress
   - Develop opportunities for a girls' sports teams
   - Pupil Conferencing – include 'quieter' voices and give opportunities for pupil voice

Date of publication: November 2026

Date for review and re-publication: October 2030

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site

Governance

SharePoint ID:	HRDOCID-561776108-84577
Version and date of publication:	V1.1 September 2018 V1.2 4 February 2021
Owner:	Education Personnel Services