**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 2025**

**Date for policy review: * October 2029 (Appendix A)**

** NOTES:*

*All schools must re-publish equality information contained in Appendix A annually.*

*All schools must review their equality objectives (contained in Appendix B) four years after publication, but are encouraged (in accordance with principle 9) to review progress towards these objectives annually having reference to relevant aspects of the annual equality information,.*

*However, this policy statement should not require such regular review and governors should schedule a cycle of 4 years, coinciding with the review of objectives. However, a shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.*

**Equalities Information** **Appendix A**

*NOTE: Governors may also wish to refer to the Governors workbook to support them to consider what information should be published.*

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 2025 shows that All Saints has 186 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 - 13%. We seek guidance from EMTAS to help support our children and families where needed.

We have an overall school difference of 93 girls to 93 boys.
The number of pupils eligible for FSM is 27.42%
The number of pupils on our SEN register is 20.43% (EHCP 4%)
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 inclusion.
We have a very small percentage of service pupils currently.

End of Year 6 SATs results – July 2025

| Subject | School | National provisional |
|---|---|---|
| **Reading** | 90% | 75% |
| **Writing** | 76% | 72% |
| **Mathematics** | 86% | 74% |
| **Grammar, punctuation & Spelling** | 93% | 73% |
| **Science** | 79% | 82% |
| **RWM Combined** | 66% | 62% |

| **Disadvantage** ***-FSM -LAC/ PLAC -SEND -SERVICE*** | **EYFS** | **Phonics** | **KS2 combined** | **KS2 Reading** | **KS2 Writing** | **KS2 maths** |
|---|---|---|---|---|---|---|
| **2023** | 4/8 50% | 5/10 50% | 4/12 33% | 6/12% 50% | 4/12 33% | 7/12 58% |
| **2024** | 4/13 31% | 5/8 63% | 5/12 42% | 8/12 67% | 7/12 58% | 5/12 42% |
| **2025** | 5/11 45% | 3/12 25% | 3/10 30% | 7/10 70% | 4/10 40% | 8/10 80% |

**Date of publication of this appendix:** *October 2025*

**Date for review and re-publication:** *October 2026*

*NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.*

**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*

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

Objectives 2022 - 2026

1. To ensure that all pupils can achieve their full potential by identifying barriers to learning and ensuring individuals receive the targeted support they need to make progress

2. To promote a deep awareness, understanding and appreciation of the diversity of our local, national and global communities; and ensure our curriculum and resources reflect the lived experiences and heritage of our pupils

**Date of publication: January 2022**

**Date for review and re-publication: *October 2026***

*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

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