St Leonard's CE(A) First School

Public Sector Equality Duty

Developed in consultation with:

Teaching Staff
Governing Board

Adopted by the Governing Board:

Sep 2019

Signed: Mr Stephen Clancy
Date for review: Sep 2020

St Leonard's CE (A) First School

Public Sector Equality duty

Sep 2019

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, one of our core school values.
- We want to make sure that our school is a safe, secure and stimulating place for everyone to display their curiosity.
- 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 endeavour to provide this.
- 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 St Leonard's' 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
- Exclusions policy
- Anti-bullying policy
- Equality and diversity Policy
- Safeguarding policy
- Safer Recruitment 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 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.

<u>Foster good relations between people who share a protected characteristic and people who do not share it</u>

For us, fostering good relations is a strength and the atmosphere and ethos of a loving school family 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 love. 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 local NurseryTiny Tots.

Our School Community

- The school is a small first school.
- Most pupils are White British.
- The proportion of disabled pupils is below average and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with an EHCP of special educational needs is below 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.
- The number of children in the school who have additional needs is increasing significantly.
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Pupil Numbers (Sep 2019)

	Year R	Year 1	Year 2	Year 3	Year 4	All Years
Pupils of this school	5	6	8	9	9	37
Male	0%	100% 6	13% 1	44% 4	0% 0	29% 11
Female	100% 5	0% 0	87% 7	56% 5	100% 9	71% 26

Ethnicity (Sep 2019)

Ethnicity	Total
Any other Asian background	0
Information not yet obtained	0
Refused	0
White - British	37
White - Irish	0
White and Asian	0
White and Black African	0
TOTAL	37

Key Pastoral Factors (Sep 2019)

	All Years	%
Free School Meals	0	0%
English as an additional language	0	0%
Pupil Premium	0	0%
Medical condition	0	0%
Service children	0	0%
In care	0	0%
SEND Needs	10	27%
SEND Status	7	19%

Public Sector Equality Duty Objectives

Our objectives for 2019-2021 are to narrow gaps in attainment for specific groups and to provide clear pupil voice opportunities. The objectives are as follows:

Objectives/ Target Group		
To improve the achievement of vulnerable pupils with Social Emotional and Mental Health needs.	• Track children carefully. • Ensure delivery of effective quality first teaching. • Individual pupil targets. • Develop Nurture area with school pets. • Implement Drawing and Talking Intervention.	By Sep 2019
	• Establish Mental Health Lead in school. • Staff Mental Health training. • Commence school farm project to support pupils. • Plan regular well-being days. • Developing children's positive contribution through pupil leadership & pupil voice opportunities. • Use team of volunteers to support pupils with 1-1 time.	By Sep 2020
To support vulnerable families to raise aspirations and achievements for vulnerable pupils.	• DSL to chair cluster of schools DSL meetings to ensure consistent provision of services for families and raise all staff confidence in dealing with concerns in a positive way.	By Sep 2019
	• DSL to carry out Early help star outcomes Assessments where needed.	By Sep 2020
	• All staff equipped to meet the needs of pupils with more complex and/or specific needs through training and coaching.	By Sep 2021
To promote understanding of and respect for differences within all pupils.	• Annual Faith Trail and diverse visitors and visits planned for pupils. • Weekly diversity worship.	By Sep 2019
	• Develop PSHE and RSE Curriculum. • Establish anti-bullying ambassadors.	By Sep 2020
	• Connecting Classrooms project with cluster of schools. • Rights respecting schools award.	By Sep 2021