

All Saints Infant School

Equality information and objectives

Annual Report 2025/26

Approved by Governing Body on:	9 th July 2026
Date of next review:	July 2027
Review cycle	Annual
Policy owner:	Headteacher
Location of policy	School website
Policy control record updated by Clerk to Governors	Yes
Date of last amendments	July 2026

Our school commitment

Under the requirements of the Equality Act 2010 ASIS is required to publish information to demonstrate 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.

At ASIS:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - ✦ age
 - ✦ disability
 - ✦ race including colour, nationality, ethnicity, or national origin
 - ✦ gender
 - ✦ gender identity (they have reassigned or plan to reassign their gender)
 - ✦ marital or civil partnership status
 - ✦ being pregnant or on maternity leave ✦ religion or belief
 - ✦ sexual orientation.
- We recognise that some pupils need extra support to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents/carers, and those of us who can be treated less favourably.

We welcome our duties:

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population,
- Outline how we have due regard for equality and how we promote community cohesion,
- Publish equality objectives to show how we plan to tackle any inequalities and improve what we do

Part 1: Information about the pupil population

Number of pupils on roll: **59**

Information on pupils by protected characteristics

- The Equality Act 2010 protects people from discrimination on the basis of protected characteristics.
- Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out day to day activities.'

Number of pupils with disabilities: **0**

Ethnicity

9 children (15%) are White British and 43 children (72%) are from ethnic minority backgrounds. The families of 7 children (12%) have chosen not to share ethnicity information. The family of 1 child (1%) refused.

Religion and belief

Christian	17
Hindu	6
Jewish	0
Muslim	9
No religion	8
Roman Catholic	1
Not stated	16
Refused	3
Total	60

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In

addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils in receipt of the pupil premium grant: 4

Pupils with English as an additional language (EAL): 37

Looked after children: 0

Part 2: How we have due regard for equality

The information provided here shows that we give careful consideration to equality issues in everything that we do in the school. We are committed to ensuring equality for all our pupils and staff and to meet our Public Sector Equality Duty we have in place the following:

- Policies for anti-bullying, exclusions, safeguarding, behaviour, staff pay and conditions, staff appraisal, CPD/staff development
 - Admission arrangements
 - Monitoring exclusions
 - Recording and dealing with any incidents of harassment and/or bullying
 - Relevant staff/governor training or meetings
 - Complaints Policy
 - Non-discriminatory employment practice
 - Staff code of conduct

Disability

Summary information:

Any children with disabilities would be monitored carefully and appropriate provision made to ensure that they have equal access to the curriculum. They would be supported in identified areas to ensure that their achievements were not compromised and appropriate resources would be provided to support their work.

We are committed to working for the equality of people with and without disabilities. To meet our duties under the Equality Act 2010 we have due regard to the need to:

Advance equality of opportunity by:

- regular monitoring of Special Educational Needs policy and Able, Gifted & Talented policy to ensure the needs of pupils are met
- use of specialised teaching assistants to meet the needs of individual pupils

- regular monitoring of recruitment practices
- consulting with and working alongside outside agencies to meet the needs of any pupils (i.e.
 - speech and language, occupational therapy, behavioural support team)
- meeting with parents/carers of pupils with particular needs, on a regular basis
- talking regularly with all our pupils to establish their needs, feelings etc
- ensuring all pupils are aware of the specific needs of others through PSHE, assemblies etc.

Foster good relations and community cohesion by:

- promoting our positive and inclusive ethos via assemblies, PSHE lessons and on our school website and Facebook page
- children can bring any concerns to the school council for discussion and follow up action
 - responding to any complaints or incidents of bullying promptly and effectively.
- ensuring communication with parents and carers is clear and effective
- encouraging and teaching children about the world and the different groups within it
- celebrating diversity and disability in PSHE and assemblies
- celebrating the achievements of all pupils both in and outside of school in weekly Celebration Assemblies.

We monitor the above by

- regular discussion in staff meetings and governor meetings;
- recording any instances of bullying of any pupils and ensuring follow up action is appropriate and effective
- speaking to children about feeling safe, bullying etc, and asking children what else they think the school could do to provide safer provision.
- ensuring the Headteacher and staff are always being available to speak to any concerned parent or carer –concerns logged and followed up
- monitoring playtimes and lunchtimes

What has been the impact of our activities?

The school's promotion of equality is good as recognised by Ofsted (2022)

'Pupils enjoy attending this friendly, caring and welcoming school. Staff support pupils to follow the school's motto of 'learning with love and laughter'. The school is a happy, safe place and staff and pupils treat each other with respect. Staff and pupils describe the school as one big family. One parent said: 'Over what has been a difficult few years, they have supported families very well. My child loves being at this school and is thriving.'

'All staff have high expectations for all pupils. Pupils are supported successfully to meet these high expectations. They are keen to do their best. Behaviour is exemplary. Pupils are focused and calm in class. They get on with each other very well during breaktimes, happily

*joining in with activities such as playing football or using the climbing frame.
Pupils know that adults will take appropriate action if bullying occurs'.*

*'The headteacher is currently acting as the special educational needs coordinator (SENCo).
She is knowledgeable and experienced. Teachers are well trained and take steps to ensure
that any additional needs that pupils have are identified quickly. They identify and
implement the help pupils need to access the curriculum and to keep up with their learning'.*

What do we plan to do next?

We are looking at opportunities within our curriculum to share our diverse culture further.

Ethnicity and race including English as an additional language (EAL) learners

Summary information:

We strive to ensure children from different ethnic groups have opportunities to reach their full potential.

We are committed to working for the equality of all ethnic groups. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- monitoring the progress of all our pupils through termly pupil progress meetings and taking appropriate intervention to address underachievement.
- involving parents to improve outcomes for particular individuals
- using outside agencies for support and advice for new children to the school, where relevant
- ensuring all job and training opportunities are judged on merit and skills
- ensuring all vacancies are filled through a rigorous recruitment process that ensures no bias, prejudice, or discrimination

Foster good relations and community cohesion by:

The school promotes the spiritual, moral, social, and cultural development of all pupils by:

- celebrating festivals in a wide range of religions,
- using culturally inclusive resources
- studying and celebrating art from a variety of cultures
- PSHE and citizenship programmes that recognise and celebrate diversity
- ensuring that a wide range of literature is available to pupils

We monitor the above by:

- consulting with children about what they have enjoyed studying in school
- ensuring assemblies are broad and balanced and reflect both the school and the wider community
- ensuring that books in our libraries and reflect personal choice, interest, and culture

What has been the impact of our activities? What do we plan to do next?

Our EAL children do equally as well as all other children by the end of KS1.

We will continue to monitor all children including those from different ethnic groups and to provide support as appropriate including appropriate intervention to support the acquisition of literacy and numeracy skills, through additional support groups and extension group work if necessary.

Religion and belief

Summary information:

We are a Church school but we recognise and celebrate all religious beliefs.

We are committed to working for the equality for people based on their religion, belief, and non-belief. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- ensuring support is provided for all children in the event of major life events.
- ensuring Religious Education is provided, a range of religions are studied and celebrated across the school.
- all job and training opportunities are judged on merit and skills and not by religion or belief
- all vacancies are filled through a rigorous recruitment process that ensures no bias, prejudice, or discrimination

Foster good relations and community cohesion by:

The school promotes the spiritual, moral, social, and cultural development of all pupils by

- providing a values-based education
- arranging visits to places of worship
- holding special assemblies celebrating religious festivals across a range of religions
- encouraging children to tell others about their special religious festivals
- ensuring that all children feel equally valued

- using culturally inclusive resources
- studying and celebrating art from a range of cultures
- ensuring that a wide range of literature is available

We monitor the above by

- consulting with children about what they have enjoyed studying in school
- ensuring assemblies are broad and balanced and reflect both the school and the wider community
- ensuring that books in school are well balanced to reflect a variety of religious beliefs.

By the transparency of processes involved in staff development, appraisal, and promotional opportunities, we ensure that:

- opportunities within the school carry no religious bias
- all members of the school feel valued irrespective of role or religious beliefs
- the school is vigilant in ensuring prejudice is immediately and appropriately addressed
- religious holidays and festivals for staff are respected in line with the school's Leave of Absence Policy

What has been the impact of our activities? What do we plan to do next?

Our children are able to share and discuss our school values and use them to guide how they behave in school.

We intend to continue with our values-based education ensuring that this is at the heart of everything we do as a school.

Gender and Sexuality

We are committed to working for the equality of women and men. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- monitoring the progress of girls and boys in order to address any gender-based issues of underachievement
- ensuring all job and training opportunities are judged on merit and skills and not by gender
- ensuring all vacancies are filled through a rigorous recruitment process that ensures no gender bias or discrimination

Foster good relations and community cohesion by:

Exercising transparency of processes involved in

- staff development and appraisal
- promotional opportunities

Ensuring that

- an ethos is promoted which values everyone regardless of gender and sexuality
- opportunities within the school carry no gender bias
- stereotyping is minimised and addressed

What has been the impact of our activities? What do we plan to do next?

We continue to promote an ethos that is not gender biased and is free of stereotyping.

Gender reassignment

We are committed to ensuring that staff who might undergo gender reassignment are protected from discrimination and harassment. To meet our duties under the Equality Act 2010 we would show we have due regard to the need to:

Advance equality of opportunity by:**Ensuring that**

- all job and training opportunities are judged on merit and skills and not by gender
- all vacancies are filled through a rigorous recruitment process that ensures no bias, prejudice or discrimination

Foster good relations and community cohesion by:**Transparency of processes involved in**

- staff development and appraisal
- promotional opportunities

Ensuring that

- an ethos is promoted which values everyone regardless of gender and sexuality
- opportunities within the school carry no gender bias
- stereotyping is minimised and addressed

Pregnancy and maternity

Summary information The school provides a programme of sex education that is age-appropriate for infant age children.

Sexual orientation

We are committed to combating discrimination faced by pupils and staff who are lesbian, gay, bisexual, and transgendered (LGBT). To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Advance equality of opportunity by:

- all job and training opportunities are judged on merit and skills and not by sexual orientation
- all vacancies are filled through a rigorous recruitment process that ensures no bias, prejudice or discrimination

Foster good relations and community cohesion by:

The transparency of processes involved in

- staff development and appraisal
- promotional opportunities

Ensuring that

- an ethos is promoted which values everyone regardless of gender and sexuality
- opportunities within the school carry no gender bias
- stereotyping is minimised and addressed
- the school addresses any actions of prejudice swiftly and effectively
- we are supportive of all staff in the school irrespective of sexual orientation and all staff feel equally valued

Age (in relation to staff only)

Summary information

The school does not take age into account in recruiting or retaining members of staff.

We are committed to working for the equality of men and women irrespective of age. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Eliminate unlawful discrimination by:

Ensuring that

- the age of a candidate is not taken into account during any part of the selection process
- all members of the school feel equally valued and supported irrespective of role, number of years in post or age
- the school is vigilant in ensuring age stereotyping is minimised and addressed
- the school addresses any prejudice promptly and effectively

What has been the impact of our activities? What do we plan to do next?

There are no plans to change the recruitment process. This will be regularly reviewed to ensure compliance

Marriage and civil partnership (in relation to staff only)

We are committed to working for the equality for people irrespective of marital status. To meet our duties under the Equality Act 2010 we show we have due regard to the need to:

Eliminate unlawful discrimination by:

Selection criteria for posts do not include reference to the marriage or civil partnership status of candidates. This is not taken into account during the selection process and interviewers are precluded from asking questions about this during the interview process.

What has been the impact of our activities? What do we plan to do next?

There are no plans to change the recruitment process. This will be regularly reviewed to ensure compliance.

Part 3: Consultation and engagement

We engage and consult with our pupils, staff, parents and carers and the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives, and improve what we do.

Our main activities for consulting and engaging include: staff meetings, Governors' meetings, family surveys, pupil surveys and parent consultation meetings.

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make decisions or changes to our policies. This means we consider the impact on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Part 5: Review of our equality objectives (for 2025/26)

The Equality Act 2010 requires us to publish one or more specific and measurable equality objective. We aim to address areas where we need to take action to improve equality and tackle disadvantages.

We will regularly review and publish progress made with our equality objectives.

Objective 1: To monitor and analyse attainment for all children, therefore ensuring that no individual child or groups of children are underachieving.

Data drops happened throughout the year ensuring that every child was on track to reach the targets set for them. Every child met their targets in 2026 – these were not necessarily at age related expectation (ARE).

Objective 2: To ensure all children have equal access to opportunity and therefore all attain to the best of their ability.

All children were given equal access to our curriculum – no children of statutory school age were on a part time timetable or suspended/excluded in 2025/2026.

Objective 3: To ensure all families are welcomed and included in school life – prioritising those who appear to find it challenging to engage for whatever reason.

Families from all faiths attend our weekly church service – including coming for coffee before the service begins.