



Pulford School Equality Statement

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination and any other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below: nine 'protected characteristics' these are: age; disability; gender reassignment [transgender]; marriage / civil partnership; pregnancy / maternity; race; religion and belief (and having no belief); sex (gender) and sexual orientation.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives

Our mission and ethos statements reflect our Christian heritage and intent. We provide an excellent education within a Christian context. Each child is treated as an individual and we respect everyone's opinions, faiths, races and gender.

We aim:

- To provide a broad, well-taught curriculum, enabling all pupils to develop at their own pace and reach their full potential academically, physically, socially and spiritually
- To develop children's curiosity, imagination, love of learning and sense of fun.
- To create a happy, supportive and safe environment where children can become friends, learn to help each other and gain a greater understanding of community and celebrate diversity.
- To foster self-discipline and independence, teaching children to make good choices and take responsibility for their actions.

Pulford School has a robust Diversities and Equalities policy, published on the website. This should be read in conjunction with the accessibility strategy; the disability equality scheme; racial equality policy; policy for dealing with racist incidents. All policies have an equal opportunities message attached to them: 'All young people will be treated equally regardless of disability, race, creed or gender'. All recruitment of staff is carried out with due reference to equality legislation. Data is scrutinised with diligence with governors and the School Improvement partner to ensure that we are compliant with equality legislation. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

In 2019 there were 276 students on roll including the nursery. Of these 96% speak English as a first language. Examples of other languages spoken are Chinese; Italian; Polish; French; Romanian; Russian Shona; Filipino and Yoruba. There is an approximate 50/50 split of girls and boys. Attendance is generally good with 96% of children attending over 90% of sessions. SEND and Pupil Premium data are published yearly in separate reports on the website. The school pays due regard to equality considerations whenever significant decisions are made or policies developed.

Our objectives for the period 2022-2026 are:

Objective	Action taken towards achieving these objectives.
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity	Our outstanding SIAMS inspection 2016 confirms that achieved this objective are striving to maintain and enhance this objective. The school holds a gold RE Quality Mark. The RE co-ordinator works hard to ensure these high standards are maintained. The school runs Church trails and has a range of visitors to the school. The school has an active Diversity group which has provided the school with books to promote diversity.
To narrow the gap between boys and girls in maths	Data tends to show cohort related trends which will continue to be monitored. 35% of pupils to work at greater depth in maths. The school is following the maths Mastery approach.
To narrow the gap between those pupils with protected characteristics and those without in the achievement of a good level of development in the Early Years Foundation Stages. The school is now the most ethnically diverse school in Leighton Buzzard.	The school has 45 in a year group -the reception classes are split into two smaller groups with a high adult: pupil ratio in order to give all children the best possible start. Data is monitored regularly in conjunction with governors and the School Improvement Partner. Post covid tutoring groups and catch-up funding has been monitored for impact on these children.
To increase the membership of vulnerable pupils in lunchtime and out-of-school clubs and activities, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act	The Forest School plays an important role in physically, socially and spiritually providing equal opportunities for all. Pupil premium and SEND funding contribute as well as subsidising trips and clubs as needed to contribute to this objective. Some lunchtime clubs are not charged for in order to increase access for all. 100% of children to attend Forest School.
Develop a robust response to Parent Voice gathered through Parent View. Specifically parent feedback/ definitions diversity	Parents and staff have been involved in this initiative which has been well received and is ongoing.

Please view our policies on Diversities and Equalities on our Policy page on the website.



“Growing God’s family through faith, hope and love, dedicated to realising the full potential of each other.”