



Mellor St Mary CE Primary School

Believing, Learning and Sharing Together

Mellor St Mary CE Primary School Public Sector Equality Duty 2024-25



'I praise you, for I am fearfully and wonderfully made.' (Psalm 139:14)

At Mellor St Mary CE Primary School we believe that each and every one of us are special because we are made in the image of God and we must avoid at all cost diminishing the dignity of any individual to a stereo type or a problem.

Our teaching and learning ethos is underpinned by the scripture '*For with God nothing shall be impossible*' (Luke 1:37) and we believe that every child has the right to reach their full potential, no matter what their starting point in life may be. This policy has been created to ensure that all our pupils are able to reach their full potential by living life in all its fullness.

This document provides information on how Mellor St Mary Church of England Primary School ensures that it meets its statutory **Specific Equality Duties**.

Schools are required by the **Public Sector Equality Duty** to publish information about Equalities.

The information required to be published and analysed must be linked to the three aims (General Duties) of the Public Sector Equality Duty and these are as follows;

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

The Equality Act 2010 identifies the following areas as protected characteristics.

- Age
- Disabilities
- Gender reassignment
- Marriage and Civil Partnerships (but only in request of eliminating unlawful discrimination.)
- Pregnancy and Maternity.
- Race (including ethnic or national origins, colour and nationality.
- Religion and belief.
- Sex. • Sexual Orientation.

Information on who comes to our school.

The information below shows the makeup of our pupils in relation to the protected characteristics. Additional information taken from Lancashire CC LSIP document

Gender	Mellor St Mary % 2018-19 Census	Mellor St Mary % 2019-20 Census	Mellor St Mary % 2020-21 Census	Mellor St Mary % 2021-22 Census	Mellor St Mary % 2022-23 Census	Mellor St Mary % 2023-24 Census	Mellor St Mary % 2024-25 Census
Boys	46	42	44	45	49	70	73
Girls	54	58	56	55	51	74	65

Ethnicity	Mellor St Mary % 2018-19 Census	Mellor St Mary % 2019-20 Census	Mellor St Mary % 2020-21 Census	Mellor St Mary % 2021-22 Census	Mellor St Mary % 2022-23 Census	Mellor St Mary % 2023-24 Census	Mellor St Mary % 2024-25 Census
Any other Black background	0	0	0	0	0	0	0
Any other mixed background	0.7	0	0	0.7	0.7	0.69	0.72
Bangladeshi	0	0	0	0	0	0	0
Black African	0	0	0	0	0	0	0
Black Caribbean	0	0	0	0	0	0	0
Indian	4.9	5.04	7.1	6.3	5.7	4.83	7
Gypsy Roma Traveller	0	0	0	0	0	0	0
Other Asian	9.9	9.4	9.3	9.0	9.9	9.6	10.8
Other Ethnic group	0	0	0	0	1.4	1.38	1.4
Pakistani	4.2	5.04	6.4	6.9	7.8	8.97	8.6
Refused	0	0	0	0	0	0	0
White-British	76.8	77.7	74.3	72.9	73.8	71.77	69
White Other	0	0	0	0	0	0.69	0.72
White and Asian	2.1	2.2	1.4	2.8	0	1.38	0.72
White and Black Caribbean	0.7	0	0	0	0	0	0
White and Black African	0.7	0.7	1.4	1.4	0.7	0.69	1.04

Religious Belief	Mellor St Mary % 2018-19 Census	Mellor St Mary % 2019-20 Census	Mellor St Mary % 2020-21 Census	Mellor St Mary % 2021-22 Census	Mellor St Mary % 2022-23 Census	Mellor St Mary % 2023-24 Census	Mellor St Mary % 2024-25 Census
Christian CE	62	60	56	52.8	49	46	47
Christian RC	4.2	4.3	6.4	7.6	7.1	8.5	6.5
Hindu	2.1	2.2	2.1	2.1	2.8	2.1	2.5
Muslim	18.3	19	21	21.5	22	22.3	26.28
No Religion	5.9	12	12	13.2	13.5	16	17
Other Religion	2.1	2	2	0.7	2.8	2.1	0.72

None stated	1.4	0.7	0	2.1	2.8	3	
Special Educational Needs	Mellor St Mary % 2018-19	Mellor St Mary % 2019-20	Mellor St Mary % 2020-21	Mellor St Mary % 2021-22	Mellor St Mary % 2022-23	Mellor St Mary % 2023-24 Census	Mellor St Mary % 2024-25 Census
No Special Educational Need	93.66	90.6	91.4	93.7	89.4	90.97	87
SEND Support	6.34	8.6	8.5	5.6	8.5	6.25	9.4
SEND Statement or EHC	0	0.7	0.7	0.7	2.1	2.78	3.6

Primary Profile of need Needs of SEND Support or Statemented / EHC.	Mellor St Mary % 2018-19	Mellor St Mary % 2019-20	Mellor St Mary % 2020-21	Mellor St Mary % 2021-22	Mellor St Mary % 2022-23	Mellor St Mary % 2023-24	Mellor St Mary % 2024-25
Autistic Spectrum Disorder				2.08	1.41	0.69	3.6
Behaviour, Emotional and Social Difficulty, Mental Health				1.38	1.41	1.39	7.2
Hearing Impairment							0.72
Moderate Learning Difficulty					1.41	1.39	
Multisensory Impairment							
Physical Disability	0.7	0.7	0.7	0.7	0.7	0.69	0.72
Profound and Multiple Learning Difficulty							
Speech, Language and Communication Need	2.8	4.3	5.7	1.38	3.55	5.56	3.62
Specific Learning Difficulty	2.1	4.3	2.1	1.38	2.13	1.08	2.17
Severe Learning Difficulty							
Other Difficulty / Disability	0.7					0.69	
SEN Support but no specialist assessment of type of need	1.4				0.7		3.62
Visual Impairment							

Free School Meals	Mellor St Mary % 2018-19	Mellor St Mary % 2019-20	Mellor St Mary % 2020-21	Mellor St Mary % 2021-22	Mellor St Mary % 2022-23	Mellor St Mary % 2023-24	Mellor St Mary % 2024-25 Census
Not Eligible for Free School Meals	95.7	95.6	90	89	89.4	86.1	86.9
Eligible for Free School Meals	4.2	4.3	10	11	10.6	13.9	13.1

Attendance and Absence School Census	Spring 2018 %	Summer 2018 %	Autumn 2018 %	Spring 2019 %	Summer 2019 %	Autumn 2021 %	Spring 2021 %	Summer 2022 %	Autumn 2022 %	Spring 2023 %	Summer 2023 %	Academic year 2019-20	Academic year 2020-21
Authorised absence as % of total	1.86	2.03	1.84	1.71	2.65	1.77	3	3.96	3.27	3.32	1.81	Data not	Data not

<i>sessions possible</i>												collect ed due to forced school closure COVID 19	collect ed due to forced school closure COVID 19
<i>Un authorised absence as % of total sessions possible</i>	0.14	0.53	0.57	0.17	0.97	0.71	0.34	0.68	0.54	1.02	1.65		
<i>Overall (authorised plus unauthorised) absence as percentage of total sessions possible.</i>	2.0	2.55	2.41	1.88	3.61	2.48	3.34	4.64	3.81	4.33	3.46		
	<i>Jan Census</i>	<i>May Census</i>	<i>Oct Census</i>	<i>Jan Census</i>	<i>May Census</i>	<i>Oct Census</i>	<i>Jan Census</i>	<i>May Census</i>	<i>Jan Census</i>	<i>May Census</i>	<i>June</i>		

Attendance and Absence School Census	Autumn 2023 %	Spring 2024 %	Summer 2024 %	Autumn 2024 %	Spring 2025 %	Summer 2025 %	Autumn 2025 %	Spring 2026 %	Summer 2026 %
<i>Authorised absence as % of total sessions possible</i>	1.84	1.71	2.76	3.17	2.67	4.35			
<i>Un authorised absence as % of total sessions possible</i>	0.57	0.17	1.8	1.76	1.46	1.58			
<i>Overall (authorised plus unauthorised) absence as percentage of total sessions possible.</i>	2.41	1.88	4.56	4.93	4.13	5.93			
	<i>Oct Census</i>	<i>Jan Census</i>	<i>May Census</i>	<i>Oct Census</i>	<i>Jan Census</i>	<i>May Census</i>	<i>Jan Census</i>	<i>May Census</i>	<i>June</i>

Analysis of the School Population

The school is a smaller than average primary school with 144 children on role in 2023-24. Presently there are smaller percentages of children eligible for free school meals, from minority ethnic groups and from families where the first language is other than English. A lower than national percentage of pupils are identified as having special needs and the school's deprivation indicator is lower than national. Stability, that is the number of children moving from and to school, is very high (there is little movement).

How Mellor St Mary C.E. Primary School Meets the General Duties *Our School Equality Objectives*

1. To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act

At Mellor St Mary Church of England Primary School the implementation of our Public Sector Equality Duty with regards to discrimination, harassment and victimisation consist of:

Governors being responsible for:

- Ensuring the school adopts and reflects the relevant equality legislation
- Ensuring that the school Public Sector Equality Duty and its procedures are followed

The Head Teacher being responsible for:

- Ensuring the Public Sector Equality Duty and its procedures are followed.
- Ensuring the Public Sector Equality Duty is readily available and that the governors, staff, pupils, and their parents and guardians know about it.
- Producing regular information for staff and governors about the School Equality Objectives and how they are working.
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out.
- Taking action in cases of harassment and discrimination against members of any protected group.

All staff being responsible for:

- Racist, homophobic and other hate-incidents.
- The recognition and tackling of bias and stereotyping.
- The promotion of equal opportunities including Black Lives Matter.
- The avoidance of discrimination against anyone and, in particular, members of protected groups.
- The need for keeping up to date with the law on discrimination.
- The opportunity for taking up training and learning opportunities.

Attitudes that promote discrimination are challenged and staff seek to achieve this with all stakeholders including pupils by both example and active promotion. Examples of this are the teaching of issues surrounding bullying, emotional skills groups and one-to-one mentoring.

The school deals with discriminatory incidents seriously and parents are informed of the action taken. Incidents are shared with all staff who are involved with the pupils and in some cases this leads to a referral to the LA Pupil Access Team. Any racist incidents are recorded in line with the Lancashire Council Guidelines. No Incidents were recorded in the last year.

The school has made no fixed term or permanent exclusions over the last school year. The school works with the local authority on the policy of managed moves which endeavours to prevent permanent exclusions by moving pupils between schools within the local authority as an alternative.

2. To advance equality of opportunity between people who share a protected characteristic and those who do not

Despite the average intake at Mellor St Mary for pupils with SEND, pupils with English as not their first language and those from the highest level of socio-economic deprivation, all being significantly lower than national averages, Mellor St Mary Church of England Primary School is an inclusive school and we provide excellent access to education with the achievement and attainment of all pupils being promoted. The Headteacher works closely with staff in each key stage to ensure equality of opportunity for all protected

groups. The school strives to improve equal opportunities. Examples of this work can be seen in the School Development Plan, regular monitoring of teaching and learning, individual support plans, staff training and continuous professional development, and the encouragement of multi-cultural trips and visits. Identification is seen as a key element to ensuring equality of opportunity. The school employ regular analysis of data from the earliest stages of education, screening for common specific learning difficulties and the opinions of staff at all levels as the main strategies in the identification of special educational needs. As a part of this the school is beginning to develop an in year admissions procedures that will give all pupils a good start at the school and identify new pupil's needs. Intervention is targeted in response to the identification. The SENCO liaises closely with each class teacher. This allows for flexible planning that can respond quickly to changes in the pupil's needs. All children are tracked on a regular basis and school sets high expectations for all pupils to achieve and progress regardless of their original starting point.

3. To foster good relations between people who share a protected characteristic and those who do not

The school fosters good relations between pupils through its collective worship, PHSE/Relationship curriculum and pastoral provision. The school has developed strong links with the local community and is now expanding this into other areas. We always seek to involve parents and families from the start of their connection with the school and this work is continued throughout the school. Events are held throughout the year which reflect the cultures of various communities as well as those that reflect British culture. The school also provide termly parent/teacher evenings as well as many in year opportunities to celebrate the myriad of skills and talents which are linked to individuals from all different backgrounds.

Participation, Engagement and Satisfaction with our Equalities Practices

We are constantly trying to improve how we develop our Public Sector Equality Duty and objectives. Working with the School Council, Staff, Parents and Governors we are constantly trying to ensure aspirations and opinions about every child's progress as well ensuring equal pupil access are being addressed in an effective and timely manner. The Public Sector Equality Duty has been presented to the Senior Leadership Team and the Governing Board.

Workforce-staffing and training

Mellor St Mary has a diverse workforce and governing board. Information on the school's employees can be found in the Workforce Census whilst information relating to Governors can be found on the school website. This information is produced annually and is scrutinised by the school leadership and governors.

The school provides CPD for staff at all levels that support staff with equality issues.



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