



Equality Information and Equality Objectives for Shotley Bridge Primary School

Equality Act 2010

Shotley Bridge Primary Schools' provision of the public sector equality duty.

Date: 29.09.20

We in **Shotley Bridge Primary School** are committed to equality. We aim for every pupil to fulfil their potential no matter what background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must, under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

√ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.

√ Advance equality of opportunity between persons who share relevant protected characteristic and persons who do not share it;

√ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty,

The protected characteristic for the schools' provision are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not pupils)
- Marriage and Civil Partnerships (only applicable to staff, not pupils)

Age and marriage and civil partnerships are NOT protected characteristics for the school provision for pupils.

We will have due regard to the advancing equality of opportunity making serious consideration of the need to

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;

- Take steps to meet the needs of persons who share a protected characteristics that are different from the needs of persons who do not share it;
- Encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disproportionately low.

We will consider the six Brown principles of ‘due regard’

- Awareness – all staff know and understand what the law requires
- Timeliness – implications considered before they are implemented
- Rigour – open-minded and rigorous analysis, including parent and pupil voice
- Non-delegation – the PSED can not be delegated
- Continuous – ongoing all academic year
- Record-keeping – keep notes and records of decisions & meetings

We welcome the opportunity to be transparent and accountable. To this end we will fulfil the specific duties of the Act by:

Publishing our equality information

Publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

Equality Information

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.

Staff & Governors

Age	Figures change – we comply with our equality duty
Disability	No staff gave information. 0 % of staff recorded a disability We ensure reasonable adjustments are made where appropriate
Gender reassignment	We support any staff member towards gender reassignment
Marriage & Civil partnerships	Figures change – we comply with our equality duty
Pregnancy & Maternity	Figures change – we comply with our equality duty.
‘Race’ / ethnicity	No staff gave information
Religion and Belief/ no belief	No staff gave information
Sex – male/female	We comply with our equality duty.
Sexual orientation	We support all staff members regardless of sexual orientation

Pupils:

Age	We have pupils from 4 to 11 years old in school.
Disability	Our numbers are so small it would not be appropriate to publish this information. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any pupil towards gender reassignment
Pregnancy and maternity	We comply with our equality duty
‘Race’ / ethnicity	Our numbers are so small it would not be appropriate to publish this information.

EAL (English as an Additional Language)	2.3% EAL The languages spoken within our pupil profile are: English, Polish, Romanian, Greek and Japanese
Religion and Belief / no belief	77.3% parents gave pupil information Of this percentage 55.3% - No religion 41.8% - Christian 0.7% - Muslim 0.7% - Sikh 1.6% - Other
SEND	14 Pupils identified with a Special Educational Need 0 % in Early Years 4.2 % in Year 1 - 6
Sex – male/female	49.4% Girls 50.6% Boys
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	14.5% pupils eligible for Pupil Premium

We will update our equality information at least annually.

Equality Objectives

Our equality objectives are:

1. To address gender stereotypes through the curriculum, outdoor play, visits and visitors. This will be monitored through the changes in pupil behaviours and attitudes.
2. To encourage an understanding of different cultural backgrounds through the curriculum, resources, visits and visitors.
3. To increase empathy and understanding of different age groups within our school community.
4. To provide training for all staff and Governors on equality and diversity.

We will update our equality objectives every four years and will publish progress on them annually. (November 2020)

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

'To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.

Though the Act refers to 'Race', the use of ethical/cultural origin, background or heritage is often more appropriate.

Headteacher: Mr M Bell

Chair of Governors: Mrs J Doran

Date: September 2020