



# Equalities Statement and Objectives

Completed by: Mrs M Norris

Date Implemented: September 2024

Review date: September 2025 (Objectives reviewed every 4 years)

# Equality Information and Equalities Objectives Statement

## Stanley Crook Primary School

### Equality Act 2010

Stanley Crook Primary School's provision of the public sector equality duty

#### Opening statement

Stanley Crook Primary School is committed to equality. It is the aim of school that every pupil fulfils their potential and achieves their best outcomes irrespective of their background or personal circumstances.

School embeds principles of fairness and equality across the curriculum, in Values assemblies, acts of collective worship, during break and lunchtimes, in pastoral support, in before and after-school clubs and activities and during educational visits and residential trips.

We welcome our duties under the Equality Act 2010 and have due regard across our general duties of the need to:

- Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Fostering good relationships between persons who share a relevant protected characteristic and persons who do not share it.
- Advancing equality of opportunity 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. School will give relevant and proportionate consideration to the public sector equality duty.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

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

Age, Marriage and Civil Partnership are NOT protected characteristics for the school's provisions for pupils.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

We have **due regard** to advancing equality of opportunity, including 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 need of persons who share a protected characteristic 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 take into account 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/ pupil voice
- **Non-delegation** – the PSED cannot be delegated
- **Continuous** – ongoing all academic year
- **Record-keeping** – keep notes and records of decisions & meetings

## Legislation

- We welcome our duty under the Education and Inspections Act 2006 to promote cohesion.
- We welcome our general duty under the Equalities Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.
- We welcome the emphasis in the Ofsted framework on the importance of diminishing differences in achievement which affects, amongst others:
  - pupils from certain cultural and ethnic backgrounds;
  - pupils who belong to lower-income households;
  - pupils who are disabled;
  - pupils who have special educational needs;
  - boys in certain subjects, and girls in certain other subjects.

## Summary Statement

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful
- Always treating all members of the school community fairly
- Developing an understanding of diversity and inclusion and the benefits it can have
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values
- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

## **Dealing with prejudice and celebrating diversity**

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others
- Celebratory of diversity
- Eager to reach their full potential
- Inclusive
- Aware of what constitutes discriminatory behaviour

The school's employees will not:

- Discriminate against any member of the school community
- Treat other members of the school community unfairly

The school's employees will:

- Promote diversity and equality
- Encourage and adopt an inclusive attitude
- Lead by example
- Seek training if they need to improve their knowledge in a particular area

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days
- Inviting guest speakers to talk to pupils about diversity
- Incorporating lessons about diversity into the curriculum

## Equality Information

This Equality Information is a summary pupil profile of the school. The information for pupils has previously been collated via the data collection sheets, which has been completed by parents/ carers. Information is then updated as and when required using the Arbor App.

School maintains confidentiality and works to principles of GDPR and data protection. Information is published in a way so that **no** pupil can be identified.

### Staff Equality Profile

School employs less than 150 staff members and is therefore not required to publish staff data. The school uses any data collected about staff demographics in order to inform policies, decisions and the objectives detailed in this document.

### Pupil Equality Profile

|  |   |
|--|---|
| Age  | School has pupils aged from 4 to 11 years old.  |
| Disability – A person is disabled under the Equality Act 2010 definition if they have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on their ability to do normal daily activities. | Numbers are so small, it would not be appropriate to publish this data. Reasonable adjustments are made where appropriate.  |
| EAL (English as an Additional Language)  | 0.8%  |
| Gender Reassignment (Gender Identity)  | We are an inclusive school and support any pupil exploring their gender identity.   |
| Pregnancy and Maternity  | We comply with our Equality Duty and have planned to deliver education on site if required or to offer support via the Young Parent Group, coordinated within the SEND and Inclusion Service. |
| Pupil Premium (Although this isn't a protected characteristic under the Equality Act, school feels that it is an important aspect of our school profile)   | 16.4%<br>FSM – 13.2%<br>PPG+ - 3.1%   |
| Race (Ethnicity)   | Numbers are so small, it would not be appropriate to publish this data.   |
| Religion and Belief  | Numbers are so small, it would not be appropriate to publish this data.   |
| SEND   | 17%<br>13.3% SEND Support<br>3.7% EHCP  |
| Sex (Gender)   | 47.6% Boys<br>52.4% Girls   |
| Sexual Orientation   | School is inclusive of all pupils regardless of sexual orientation.   |

## Equality Objectives

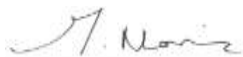
- To prepare and embed a curriculum programme to support children's understanding of gender identity and sexual orientation and different types of families
- To improve participation in extra-curricular clubs and activities for all groups of children and particular those with protected characteristics, so that there is greater inclusion and equality.
- To develop and embed a whole-school Equality calendar which will influence the whole-school curriculum and the assembly programme and ensure pupils develop an understanding of Equality and the Equality Act 2010, as they move through school.

School will update these equality objectives every four years and publish them on our school website.

We will review the progress of these objectives annually and this paperwork will be held in school as part of the wider School Improvement Plan.

### Closing statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.



Headteacher



Chair of Governors

