Equality Information and Equality Objectives
Equality Act 2010
St Helen Auckland Community Schools' provision of the public sector equality duty

St Helen Auckland Community Primary School

Date Sept 26

Headteacher J Elmes

Chair of Governors L Harris

We in St Helen Auckland Community Primary School are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her 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 a 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 characteristics for the schools' provisions 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 partnership are NOT protected characteristics for the schools' provisions for pupils.

We will 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 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/pupil voice
- **non-delegation –** the PSED cannot 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 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	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 and maternity	Figures change – we comply with our equality duty.
'Race' / ethnicity	Figures change – we comply with our equality duty.
Religion and Belief / no belief	Figures change – we comply with our equality duty.
Sex – male/female	Figures change – we comply with our equality duty.
Sexual orientation	We support all staff members regardless of sexual orientation

Pupils:

Age	We have pupils aged from 2 to 11 years old in our school.
Disability	As our numbers are 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 and have planned to deliver education on site if and when required, or offer a place at the Young Parent Group run by the SEND & Inclusion Service.
'Race' / ethnicity	Figures change – we comply with our equality duty.
EAL (English as an Additional Language)	Figures change – we comply with our equality duty.
Religion and Belief / no belief	Figures change – we comply with our equality duty.
SEND	45 (23.2%) pupils identified with a Special Educational Need.
Sex – male/female	Figures change – we comply with our equality duty.

Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	49.1% pupils eligible for Pupil Premium

We will update our equality information at least annually <u>Equality Objectives</u>

Our equality objectives are:

1. To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.

2. To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.

3. To continually consider how well the school ensures equality of opportunities for all its pupils.

4. To narrow the gap between boys and girls at the end of Key Stage 2.

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

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 ethnic/ cultural origin, background or heritage is often more appropriate