



## Equality Information and Equality Objectives for South Stanley Junior School

### Equality Act 2010

### South Stanley Junior School's provision of the public sector equality duty

**Date: September 2018**

At South Stanley Junior School, we are committed to equality. We aim for every pupil to achieve their full 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 school's 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 school's 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 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 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

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

<b>Age</b>	Figures change – we comply with our equality duty.
<b>Disability</b>	70% of staff gave information of which 5% recorded a disability
<b>Gender reassignment</b>	We support any staff member towards gender reassignment.
<b>Marriage and civil partnerships</b>	Figures change – we comply with our equality duty.
<b>Pregnancy and maternity</b>	Figures change – we comply with our equality duty.
<b>Race / Ethnicity</b>	70% of staff gave information. Of those who gave information our staff comprises: White British: 100%
<b>Religion and belief / no belief</b>	70% of staff gave information. Of those who gave information, our staff profile comprises: 84% Christian 16% no religion
<b>Sex Male/Female</b>	74% Female 26% male
<b>Sexual orientation</b>	We support all staff members regardless of sexual orientation.

## Pupils:

Age	We have pupils aged from 7 to 11 year olds in our school.
Disability	Our numbers are so small, that it would not be appropriate to publish this information. We ensure that 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 that is run by the SEND and Inclusion Service.
Race/Ethnicity	White British – 99.45% Any other white background – 0.55%
English as an Additional Language (EAL)	0.55%
Religion and Belief/No belief	70% of pupils gave responses of which: 52% recorded having no religion or belief 44% recorded 'Christian' 4% recorded 'other'
SEND	22% of pupils are identified as having SEND
Sex –male/female	Male 49% Female 51%
Sexual Orientation	We support all pupils regardless of sexual orientation
Pupil Premium	63% pupils are eligible for pupil premium

**We will update our equality information at least annually**





## **Equality Objectives 2018 – 2019**

Our equality objectives are:

1. Help children gain a deeper understanding of different religions through visits, visitors, staff training, enrichment activities, resources and books
2. Help children gain a deeper understanding of different ethnicities and cultures through visits, visitors, resources and books
3. Extra-curricular activities – ensure equal attendance with a focus on protected characteristics

**We will update our equality objectives every four years and publish them on our school website.**

**We will review progress on these objectives annually and this paperwork will be held within school.**

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

Headteacher: E. Martin

Chair of Local Governing Body: D Wooff

Date: December, 2018



