



## Equality Information and Equality Objectives for Escomb Primary School

### Equality Act 2010

### Escomb Primary Schools' provision of the public sector equality duty

**Date: January 2023**

#### *Article 8 – You have the right to an identity which no one can take away*

As a Rights Respecting school we place the rights of the child and the articles detailed within the UNCRC at the heart of all we do. Article 2 states that '*the Convention applies to everyone; whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.*' We at Escomb 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.

#### **Legal framework**

We welcome our duties under the Equality Act 2010 and recognise these duties are essential to reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998 and the Public Sector Equality Duties 2010.

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 (Gender Identity)
- 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 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.

### **Guiding principles**

In fulfilling the legal obligations cited above, we are guided by nine principles:

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| <p><b>Principle 1: All learners are of equal value.</b></p> <p>We see all learners and potential learners, and their parents and carers, as of equal value.</p> |
| <p><b>Principle 2: We recognise and respect difference.</b></p>   |

Treating people equally (Principle 1 above) does not necessarily involve treating everyone the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

\*There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds. These are discussed at the end of the document.

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards people with disabilities, good relations between those with disabilities and those without, and an absence of harassment towards people with disabilities
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect between genders, and an absence of sexual, homophobic and transphobic harassment
- positive attitudes and understanding of those who are pregnant or during maternity.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

\*There are some areas where a school with a religious character can make exceptions on some certain prescribed grounds. These are discussed at the end of the document.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

**Principle 6: We consult and involve widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve all sectors of the school community.

**Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

**Principle 8: Objectives**

Every four years we formulate and publish specific and measurable objectives, based on the evidence we have collected. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

**The curriculum**

The contents of the school curriculum are exempt under the Equality Act 2010 to allow schools to explore a full range of issues, ideas and materials. However, the way in which we deliver the curriculum to our pupils remains subject to the Equality Act 2010.

We keep each curriculum area under review in order to ensure that teaching and learning reflect the guiding principles.

We aim to promote equality and provide opportunities to learn about equality issues across the school curriculum and all age groups. We will ensure all pupils develop an understanding of each of the protected characteristics at an age-appropriate level.

**Equality Information:**

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

**Pupils:**

|                         |   |
|-------------------------|---|
| Age                     | <i>We have pupils aged from 4 to 11 years old in our school.</i>  |
| Disability              | <i>Our numbers are so small it would not be appropriate to publish this information<br/>We ensure reasonable adjustments are made where appropriate.</i>  |
| Gender reassignment     | <i>We support any pupil towards gender reassignment.</i>  |
| Pregnancy and maternity | <i>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 &amp; Inclusion Service.</i> |
| 'Race' / ethnicity      | <i>Our pupil profile comprises: White British, WhiteAsian.</i>  |

|   |  |
|---|--|
| EAL (English as an Additional Language) | <i>0% of our school population has EAL</i><br><i>The languages spoken within our pupil profile are: English and Spanish.</i> |
| Religion and Belief / no belief         | <i>Our pupil profile comprises: Christian, Hindu &amp; no declared religion</i>  |
| SEND                                    | <b>14.3% of pupils are identified with a Special Educational Need, 1.5% are in possession of an EHCP</b>                     |
| Sex – male/female                       | <b>52% female</b><br><b>48% male</b>   |
| Sexual orientation                      | <i>We support all pupils regardless of sexual orientation</i>  |
| Pupil Premium                           | <b>18.3% pupils are eligible for Pupil Premium and 7.9% of pupils are currently eligible for FSM</b>                         |

We will update our equality information at least annually

### **Equality Objectives**

As a Rights Respecting school our equality objectives are defined within the articles of the UNCRC. We would like all members of our school community to develop their understanding of the following articles:

1. **Article 17 – all children have the right to access information, which is important for their wellbeing, from a wide variety of sources.** We aim to support all children in making reasoned and informed decisions and will ensure the information provided is fair, unbiased, non-stereotypical and reflects positive images
2. **Article 29 – all children have the right to an education which develops their talents and abilities to the full.** We aim to develop children's understanding of equal opportunities with regard to gender, ethnicity, culture and ability through our school curriculum
3. **Article 30 – all children have the right to practise their own language, culture and religion or any of their own choosing.** We aim to develop our knowledge and understanding of issues of anti-discriminatory practice and promote diversity and equality.
4. **Article 23 – children with a disability have the right to live a full and decent life with dignity and independence and to play an active part in the community.** We aim to embed positive attitudes to inclusion and equality within our school ethos.

### Ethos and organisation

We ensure the guiding principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

### Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and aim to comply with reasonable requests relating to religious observance and practice.

### Addressing alleged prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice. There is guidance in the staff handbook and behaviour policy on how alleged prejudice-related incidents should be identified, assessed, recorded and dealt with. Staff will receive training on how procedures should be implemented.

We take seriously the importance of recording the numbers, types and seriousness of alleged prejudice-related incidents at our school and how they are dealt with. We also investigate potential patterns and trends of incidents. Our incident figures are reported to the school governing body annually

### Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. An identified member of the governing body has a supporting role regarding the implementation of this policy.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- respond to alleged prejudice-related incidents that may occur
- incorporate the principles of this policy into the curriculum
- keep up-to-date with equalities legislation relevant to their work.

All pupils are expected to:

- respect others in both their language and actions;
- follow all of the relevant school policies and codes of conduct in line with the principles of equality and inclusion.

### **Communication**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers. Any new staff are made familiar with the policy and Equality Objectives for the school.

### **Staff development and training**

We ensure that all staff receive appropriate training and opportunities for professional development around equalities and also dealing with alleged prejudice-related incidents.

### **Review**

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

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: Mrs Wendy Gill**

**Chair of Governors: Mrs Jennifer Tremewan**

**Date: January 2023**