

Emmaville Primary School



Equality Statement, Information and Objectives

Provision of the Public Sector Equality Duty.

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The 2010 Equality Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

Equality of opportunity is at the heart of Emmaville Primary School's vision. We want all of the pupils and people in our school to be successful. The Equality Act covers all aspects of school life and by following the principles of the act, we can ensure that no pupils or groups of people will be at a disadvantage.

Statement of Intent for Supporting Equality

At Emmaville we are committed to equality and we welcome our duties under the Equality Act 2010 to:

- eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- advance equality of opportunity;
- foster good relations in respect to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

Through avoiding discrimination and promoting equality, the pupils' achievement and progress will improve, regardless of their circumstance and background.

We recognise that these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they 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.

Our school is therefore committed to anti-discriminatory practice, to promote equality of opportunity and to value diversity, this will apply to all children, families, staff and others using the school facilities. We will give relevant and proportionate consideration to the public sector equality duty.

At Emmaville, we try to ensure that everyone is treated fairly and respectfully. We want to make sure that our school is a safe and secure place for everyone. We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same.

The Act uses the term '**protected characteristics**' to refer to a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics 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)

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 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** – considered before they are implemented
- **rigour** – open-minded and rigorous analysis, including parent/pupil voice
- **non-delegation** – the Public Sector Equality Duty (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.

Diversity of the school population - Pupils:

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| Age | We have pupils aged from 2 to 11 years old in our school. |
| Disability | We ensure reasonable adjustments are made where appropriate. As part of the SEND information report there is a school accessibility plan. |
| Gender reassignment | We support any pupil towards gender reassignment. |
| Pregnancy and maternity | We comply with our equality objectives. |
| 'Race' / ethnicity | Our Pupil profile comprises: White British, Gypsy/Roma, White East European, White and Black Caribbean, White and Black African, White and Asian, Pakistani, Any other Black background, Japanese. |
| EAL (English as an Additional Language) | 3 pupils are considered as EAL |
| Religion and Belief / no belief | Our pupil profile comprises of: <ul style="list-style-type: none">• No religion• Christian• Muslim |
| SEND | 72 pupils identified with a Special Educational Need. |
| Sex - male/female | 2- to 11-year-old pupils (Autumn term 2022) Male pupils: 243 Female pupils: 231 |
| Sexual orientation | We support all pupils regardless of sexual orientation |

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| Pupil Premium | 16% pupils eligible for Pupil Premium |
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We will update our equality information at least annually

Equality Objectives

Our equality objectives are:

1. To address negative misconceptions and stereotypical views of religions and cultures.
2. To educate around the subject of gender stereotypes through our curriculum delivery and educational visits/visitors.
3. To ensure positive role models and attitudes of inclusion and equality are embedded within our school culture when considering disability.

We want to improve the knowledge, skills and attitudes to enable our pupils to appreciate and value difference and diversity, for example, increasing understanding between pupils from different faith communities.

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

We will review progress on our equality objectives annually; this is recorded and 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