Tanfield Lea Community Primary School

Equality Information and Equality Objectives
Equality Act 2010

Opening Doors, Enriching Lives

Tanfield Lea Community Primary School's Provision of Public Sector Equality Duty

Head Teacher – Mark Temple
Chair of Governors – Andrew Gladstone-Heighton

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We, in Tanfield Lea 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 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 Public Sector Equality Duty (PSED) cannot be delegated.
- **continuous –** ongoing all academic year.
- **record-keeping –** keep notes and records of decisions and 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** can be identified.

Pupils

Age	We have pupils aged from 2 to 11 years old in our school.
Disability	Our numbers are so small it would not be appropriate to publish this information. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	0% currently. We will support any pupil towards gender reassignment.
Pregnancy and maternity	0% currently. 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	White British - 93.6% White and Black African – 0.6% Bangladeshi – 0.3% Black African – 0.3% Indian – 1.21% Other Ethnic Group – 0.3% Other Mixed Background – 0.3% Other White Background – 2.42%
English as an Additional Language (EAL)	4.85% EAL. The languages spoken within our pupil profile are: Bengali, Bulgarian, Hindi, Lithuanian, Portuguese (Brazil), Punjabi, Romanian (Moldovian/Moldovan), Spanish (Castilian), Tamil, Tigrinya.
Religion and Belief/no belief	No Religion – 82.5% Other Religion – 0.3% Christian – 14.8% Hindu – 0.9% Muslim – 0.9% Sikh – 0.6%
SEND	19.4% pupil identified with a Special Educational Need or Disability.
Sex – male/female	43.9% female 56.1% male
Sexual orientation	We support all pupils regardless of sexual orientation.
Pupil Premium	42.7% pupils eligible.

We will update our equality information at least annually.

Equality Objectives
Our equality objectives are:

- To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.
- To provide an environment that welcomes, protects and respects diverse people.
- To ensure that all students are given the opportunity to make a positive contribution to the life of the school.
- To increase pupil awareness and understanding of issues in different communities and cultures.

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.