



FIVE STONES

Learning Federation

Five Stones Learning Federation

Equality Information and Objectives

'Vision:

"Life in all its fullness"

Our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of, 'life in its fullness' (John 10v10)

Adopted: September 2020

Reviewed: September 2021

Review: September 2022



Equality Act 2010

Five Stones Learning Federation's provision of the public sector equality duty

We, in St. Michael's C of E Primary, 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 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.

We will have **due regard** to advancing equality of opportunity includes 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 person 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 characteristics 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

The protected characteristics for the schools provisions are:

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Age and marriage and civil partnership are NOT protected characteristics for the schools provisions.

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:

Age	Figures change - we comply with our equality duty.
Disability	We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We ensure reasonable adjustments are made where appropriate.
Marriage & civil partnerships	Figures change - we comply with our equality duty
Pregnancy and maternity	Figures change - we comply with our equality duty
'Race' / ethnicity	Our staff profile comprises: White British
Religion and Belief / no belief	Our staff profile comprises: Christian, Church of England, Roman Catholic, Methodist, Agnostic
Sex - male/female	25 staff - 84% (21) female 16% (4) male
Sexual orientation	We support all staff members regardless of sexual orientation

Pupils

Age	We have pupils aged from 3 to 11 years old in our school.
Disability	Our numbers are so small it would not be appropriate to publish this information.
Gender reassignment	We support any pupil towards gender reassignment.
'Race' / ethnicity	100% pupil gave information 99% - White British 1% - White British African Our pupil profile comprises: White British, White British African
SEND	14% of pupils identified with a Special Educational Need.
Pregnancy and maternity	We are/would comply with our equality duty and have planned to deliver education on site if and when required or offer a place at the Pregnant Schoolgirl Unit, DCC.
EAL	No children at present who have English as an additional language
Religion and Belief / no belief	100% pupil gave information Our pupil profile comprises: 47.6% - Christian 43.9% - No Religion 8.4% - Other

Sex - male/female	45% (48) female 55% (59) male
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	12%

We will update our equality information at least annually

Equality Objectives

Our equality objectives are:

1. To continue to aim to narrow the gap between groups of pupils including disadvantaged
2. To address intolerance of differences between pupils [behaviour]
3. To ensure all parents/carers of pupils, including vulnerable groups, have access to information produced by school
4. To ensure all staff are appropriately trained to deal with racist, sexist and homophobic incidents, and be able to recognise and tackle other forms of bias and stereotyping.

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