



### ***Equality Information and Equality Objectives***

*We at Laurel Avenue 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 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 which includes making serious consideration of the need to:*

- ◆ *remove or minimise disadvantages suffered by persons who share relevant protected characteristic that are connected to that characteristic;*
- ◆ *take steps to meet the needs of persons who share a protected characteristic that is different from the needs of persons who do not share it;*
- ◆ *encourage persons who share 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 Public Sector Equality Duty cannot be delegated*
- ◆ *continuous – ongoing all academic year*
- ◆ *record-keeping –keep notes and records of decisions and meetings.*

*The protected characteristics for the school's 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**

|                                       |   |
|---------------------------------------|---|
| <i>Age</i>                            | <i>Figures change – we comply with our equality duty</i>                            |
| <i>Disability</i>                     | <i>22 Staff gave information<br/>0% staff record a disability</i>                   |
| <i>Gender Reassignment</i>            | <i>We would support any staff member undergoing gender reassignment</i>             |
| <i>Marriage and Civil Partnership</i> | <i>Figures change – we comply with our equality duty</i>                            |
| <i>Pregnancy and Maternity</i>        | <i>Figures change – we comply with our equality duty</i>                            |
| <i>Race/Ethnicity</i>                 | <i>22 Staff gave information<br/>100% staff record White-British</i>                |
| <i>Religion and Belief/No Belief</i>  | <i>22 Staff gave information<br/>Religious include Christianity and no religion</i> |
| <i>Sex – male/female</i>              | <i>22 Staff<br/>86% female and 14% male</i>   |
| <i>Sexual Orientation</i>             | <i>We support all staff members regardless of sexual orientation</i>                |

### **Pupils**

|                            |  |
|----------------------------|--|
| <i>Age</i>                 | <i>Pupils are aged between 3-11</i>  |
| <i>Disability</i>          | <i>32% Special Educational Needs 3% EHCP</i>   |
| <i>Gender Reassignment</i> | <i>We would support any pupil undergoing gender reassignment or questioning their gender</i>     |
| <i>Race/Ethnicity</i>      | <i>88% recorded White British<br/>5% recorded Any Other Ethnic Group<br/>4% recorded Chinese</i> |

|  |  |
|--|--|
|  | <i>Other race/ethnicities recorded are Black African, White and Asian, Any other Asian, Any Other White Background and Gypsy/Roma<br/>13% recorded English Additional Language</i>             |
| <i>Religion and Belief/No Belief</i>   | <i>72% recorded no religion<br/>22% recorded Christianity<br/>Other religions/belief Hinduism and Muslim. We are inclusive of all religions and beliefs and comply with our equality duty.</i> |
| <i>Sex – male/female</i>   | <i>45% Female 55% Male</i>   |
| <i>Sexual Orientation</i>  | <i>We support all pupils regardless of sexual orientation, and any pupils questioning their sexual orientation</i>   |
| <i>Free School Meals</i>   | <i>50%</i>   |
| <i>Vulnerable groups of pupils whose prior attainment may be different from that of other groups</i> | <i>We support all vulnerable groups</i>  |

### **Equality Objectives (2016-2020)**

*These relate to:*

*Fostering good relationships*

*Enhancing equality of opportunity*

*Promoting understanding of discrimination*

- ◆ *Further develop our work in fostering good relationships linked to age, disability and religion.*
- ◆ *Further enhance the curriculum to cover equality issues, tackle prejudice and promote community cohesion.*
- ◆ *Ensure that teaching and curriculum materials reflect positive images of disabled people, men and women in non-stereotypical roles, gay men and lesbians, and people from a wide range of ethnic and cultural backgrounds.*
- ◆ *Further promote understanding of discrimination through education, curriculum and resources linked to the protected characteristics of ethnicity, sexual orientation and gender identity.*
- ◆ *Consult and work in partnership with governors, parents, carers and other stakeholders, and local groups and organisations on equality objectives and keep a record of all consultations in order to assess impact.*
- ◆ *For all staff, including lunchtime supervisors and coaches, to be fully aware that a log of numbers of bullying, in particular racial and homophobic, may reflect good recording rather than a high level of bullying, and to continue to log and record all forms of bullying according to school procedure.*
- ◆ *For pupils' attitudes towards cultural diversity in different religions, ethnic and socio-economic groups locally, nationally and globally to be shown in their interest in exploring, gaining understanding and showing respect.*

*Examples of our work to promote equality:*

- ◆ *Subject policies have been impact assessed against equality principles by staff.*

- ◆ *All parents have been surveyed about accessibility to ensure that potential discrimination because of disability is eliminated. Responses have been sent to parents who queried or commented upon equality issues. Office staff assist any parent/carer requiring alternative letter formats etc.*
- ◆ *All staff employed by the school have been requested to record information about their age, race/ethnicity, religious beliefs and disability and information has been collated.*
- ◆ *Subject Leaders continue to analyse achievement data of boys/girls, SEN and other vulnerable groups.*
- ◆ *Amongst other focus days/weeks/assemblies, the occasions of Chinese New Year and other major religious festivals, Christmas, European Day of Languages celebrated diversity and multi-culturalism*
- ◆ *School Sports Leaders*