



*'Let Your Light Shine'*

*(Matthew 5.v16)*

# **Equality Information and Equality Objectives**

**Approval Date: Spring Term 2022**

**Review Date: Spring Term 2023**

# OUR MISSION STATEMENT

## *'Let Your Light Shine'*

*(Matthew 5.v16)*

At St. Stephen's Church of England Primary School we are proud to be a Church School with a distinct Christian character and ethos. We promote a love of learning within a safe and secure environment, in which every child matters as a precious gift from God. We believe every child is unique, different and special.

Christian values and spirituality are at the heart of all aspects of school life. Our school's Christian ethos reflects mutual care and concern- where faith, love, hope and truth flourish. Our school is a place where children are able to establish and deepen their understanding of God through prayer and reflection in daily acts of Collective Worship and Religious Education.

We provide a creative and challenging curriculum in order to inspire and motivate our pupils. We want all our children to feel secure and happy, enabling them to reach their fullest potential. We believe that happy children learn well and we thrive on celebrating the achievements of all our pupils across all areas of learning.

We aim to create an environment where children develop the confidence to think for themselves; where pupil voice is at the heart of all decision making and where all children feel valued and respected.

Our school ethos is built on mutual tolerance and respect for all human beings, regardless of beliefs culture or race. Charity and caring for those in need is fundamental to our work in school. We are all children of God so we aim to treat others as we would like to be treated ourselves.

We work in partnership with governors, families; the wider community and our local Parish Church to ensure everyone has a voice in achieving the best possible education for our children.

Ultimately we are committed to excellence for all and through a process of continual reflection and evaluation we ensure that standards are continually raised and improved.

# *'Let Your Light Shine'*

*(Matthew 5.v16)*

*Our school motto encompasses all that we are about as a school.*

*'Let your light shine'*

*The motto incorporates three fundamental elements:*

*The light of the Gospel message of Jesus*

*The light of individual talents*

*The light of learning*

## **Equality Act 2010** **St. Stephen's CE Primary Schools' provision of the** **public sector equality duty**

We in St. Stephen's CE 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 schools 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 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 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** – 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.

**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.

**Pupils:**

Age	We have 215 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 We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any pupil towards gender reassignment.
Pregnancy and maternity	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	Our pupil profile comprises: White British, White and Black African, any other white background and any other ethnic group.
EAL (English as an Additional Language)	Our numbers are so small it would not be appropriate to publish this information
Religion and Belief / no belief	Our numbers are so small it would not be appropriate to publish this information
SEND	13.7% pupils identified with a Special Educational Need.
Sex – male/female	48% female 52% male

Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	37% pupils eligible for Pupil Premium

**We will update our equality information at least annually and publish on the school website.**

**Equality Objectives 2019 – 2022**

Our equality objectives are:

1. To educate around the subject of gender stereotypes through our curriculum delivery and educational visits/visitors.
2. To ensure positive role models and attitudes of inclusion and equality are embedded within our whole school culture for all of the protected characteristics.
3. To nurture empathy and understanding for all of the protected characteristics within our school community.

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

**We will review progress on these objectives annually and this paperwork will be 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

**Headteacher:** \_\_\_\_\_

**Chair of Governors:** \_\_\_\_\_

**Date:** \_\_\_\_\_