



Equality Information and Equality Objectives for Newton Hall Infants' School

Equality Act 2010 Newton Hall Infants' Schools' provision of the public sector equality duty

Adopted: March 2021

Review: March 2022

We in Newton Hall Infants' 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.

Staff:

Age	Figures change - we comply with our equality duty
Disability	We ensure reasonable adjustments are made where appropriate
Gender reassignment	We support any staff member towards gender reassignment

Marriage and 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, Not specified
Sex - male/female	81% female 19% male
Sexual orientation	We support all staff members regardless of sexual orientation

Pupils:

Age	We have pupils aged from 4 to 7 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	Our pupil profile comprises: White British, Any Other Asian, Any Other Mixed, Any Other White, Black or Black British, Asian or Asian British and Any Other Ethnic Background
EAL (English as an Additional Language)	9.7% EAL The languages spoken within our pupil profile are: English, Farsi, Amazigh, Arabic, Mongolian, Russian, Malayalam, Urdu
Religion and Belief / no belief	Our pupil profile comprises: Christian, Church of England, Roman Catholic, Muslim, Islam, Atheist, Anglican None Given, No Religion
SEND	7.0% 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	13.3% pupils eligible for Pupil Premium

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

Equality Objectives 2021 - 2022

Our equality objectives are:

1. Continue to develop the curriculum to cover equality issues, tackle prejudice and promote community cohesion.
2. 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.
3. Consult and work in partnership with governors, parents, carers and other stakeholders, and local groups and organisations on equality objectives.
4. For all staff, including lunchtime supervisors, to be fully aware that a log of numbers of bullying, in particular racial, 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.
5. 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.

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

