



Equality Information and Equality

Objectives for

Howletch Lane Primary School

**Equality Act
2010**

Howletch Primary Schools' provision of the public sector equality duty

Date: October 2022 Review date: October 2023

We believe that every member of our school community should feel valued, respected, and treated as an individual. Our school motto "Working together, achieving together" encapsulates this and we strive to ensure our school is inclusive for all.

At Howletch Lane Primary School we 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 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 & Governors:

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 & Civil Partnerships	Figures change – we comply with our equality duty
Pregnancy & Maternity	Figures change – we comply with our equality duty
‘Race’/Ethnicity	100% White British

Religion & Belief/No Belief	0% staff gave information
Sex – Male/Female	90% female 10% 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 school
Disability	1% of pupils recorded a disability We ensure reasonable adjustments are made where appropriate
Gender Reassignment	We support any pupil towards gender reassignment
Pregnancy & Maternity	We comply with our equality duty and have planned to deliver education on site or offer a place at the Young Parent Group run by the SEND & Inclusion Service if and when required.
'Race'/Ethnicity	Our pupil profile comprises 98% White British. Other ethnic groups include Asian, White European, Black African, Chinese and Dual Heritage.
EAL – English as an Additional Language	Total Pupils 360 1% EAL
Religion & Belief/No Belief	17% gave information: 71% Christian, 24% No Belief, Muslim 1%, Hindu 3%, Buddhist 1%, Sikh 1%
SEND	20% pupils identified with a Special Educational Need
Sex – Male/Female	51% pupils male 49% pupils female
Sexual Orientation	We support all pupils regardless of sexual orientation
Pupil Premium	30% pupils eligible for Pupil Premium

We will update our equality information at least annually

Equality Objectives

Our equality objectives are:

1. To increase pupils' awareness of different family and relationship structures and their understanding of these.
2. To increase pupils' awareness and understanding of other cultures.
3. To ensure the opinions of all are heard, regardless of age, in the life of the school

**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 (EHRC) 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.'

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