



# TIMOTHY HACKWORTH PRIMARY SCHOOL

**'Respectful and resilient; being the best that we can be.'**

## Equalities Information and Objectives

### CRC Article 8: The right to a unique identity.



Date policy approved/adopted:	<b>November 2020</b>
Next review date:	<b>November 2021</b>
Approved by:	<b>Governors November 2020</b>
Head Teacher signature:	<i>L. Boulton</i>
Chair of Governors signature:	<i>P. Crook</i>

## **Equalities Information and Objectives**

**CRC Article 29: All children have the right to be the best that they can be.**

**Date of Policy:** November 2020

**Review Date:** November 2021

### **Our School Vision**

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

### **Mission Statement (written by children):**

We would like our school, which reflects British values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

## **Equality Information and Equality Objectives**

### **For Timothy Hackworth Primary School**

### **Equality Act 2010**

### **Timothy Hackworth Primary School's Provision of the Public Sector Equality Duty**

**Date: 19<sup>th</sup> November 2020**

We, at Timothy Hackworth 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 characteristics 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 can be identified.

### **Pupils**

Age	We have pupils aged from 2 to 11 years old in our school.
Disability	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	99.8% of parents and carers gave information.  Our pupil profile comprises: White British, Pakistani, Gypsy Roma, Gypsy, Any Other White Background, Any Other Ethnic Group, Other Black Background, Other Asian Background.
EAL (English as an Additional Language)	0.88 EAL  The languages spoken within our pupil profile are:  English, Polish, Tamil, Urdu
Religion and Belief / no belief	99.8% of parents and carers gave information  78.7% - No religion  19.8% - Christian  0.44% - Buddhist  0.44% - Other  0.21 – Hindu  0.21 – Muslim
SEND	68 pupils identified with a Special Educational Need.
Sex – male/female	202 female  253 male
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	198 pupils eligible for Pupil Premium

**We will update our equality information at least annually.**

## **Equality Objectives**

Our Equality Objectives are:

1. As a Rights Respecting School, we would like our whole school community to further develop and further build upon their knowledge and understanding of Article 30 of the Convention of the Rights of the Child.

‘Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.’

2. As a Rights Respecting School, we would like our whole school community to further develop and further build upon their knowledge and understanding of equality of opportunities in relation to gender and employment, supported by Article 29 of the Convention of the Rights of the Child.

‘Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.’

**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 documentation 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

**Head Teacher: Mrs. L. Boulton**

**Chair of Governors: Mrs. P. Crook**

**Date: November 2020**