

## **Equality Information and Equality Objectives for St Margaret's CE Primary School**

Matthew chapter 5, verse 14 to 18 “You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.” At St. Margaret’s we are committed to encouraging all to flourish, so that their light may shine.

We at St Margaret’s CE Primary School are committed to equality.

We aim for every pupil to fulfil their potential no matter what their 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. As we are a Church of England school, these principles also reflect the guidance provided by The Church of England Education Office in 2017 ‘Valuing all God’s children’.

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 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 characteristics that are different from the needs of persons who do not share it;
- encourage persons who share a 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 & meetings

The protected characteristics for the schools 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:**

Age	Figures change – we comply with our equality duty
Disability	0% of staff record a disability
Gender reassignment	We would support any staff member undergoing gender reassignment
Marriage & civil partnerships	Figures change – we comply with our equality duty
Pregnancy and maternity	Figures change – we comply with our equality duty
‘Race’ / ethnicity	83% recorded as White-British, British, White or White-English
Religion and Belief / no belief	20 staff gave information. Religions include Christianity, Church of England, Catholic or Roman Catholic, and no religion. 25% Record Church of England as their religion or belief
Sex – male/female	53 staff - 87% female 13% male
Sexual orientation	We support all staff members regardless of sexual orientation

### **Pupils:**

Age	Pupils are aged between 4-11
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Disability	0.2% record a disability
Special Educational Needs	8% with a SEN Support Plan or EHCP
Statements	0.76% with an EHCP
Gender reassignment	We would support any pupil undergoing gender reassignment or questioning their gender
'Race' / ethnicity	64.9% White-British 35.1% Record another ethnic background
English Additional Language	17.4%
Religion and Belief / no belief	48.7% recorded Christianity. Other religions/belief include: No religion, Islam, Hinduism, Judaism, Sikhism and Buddhism. We are inclusive of all religions and beliefs and comply with our equality duty
Sex – male/female	54% Female 46% Male
Sexual orientation	We support all pupils regardless of sexual orientation, and any pupils questioning their sexual orientation
Pupil Premium	5%
Vulnerable groups of pupils whose prior attainment may be different from that of other groups	We support all vulnerable groups

Equalities Objectives: November 2024 - November 2028			
Objective	Why?	We Will	Review
Children will gain an awareness and understanding of the diversity of religious and non-religious traditions.	To continue to build on previous work raising awareness of different religions to support the development of children's knowledge and understanding as pupils join our school.	Review the delivery of the curriculum and continue to strengthen connections within our local community through working in partnership with others.	<b>November 2025 update:</b> The RE coordinator is revising the curriculum to ensure a balanced representation of world faiths across all year groups.
To ensure that our reading curriculum incorporates examples of literature from a range of ethnic backgrounds and includes characters representative of a range of races.	To ensure the books available to pupils will be more varied with an increased representation of authors and characters from different backgrounds.	Review the current texts available within school and source the new material.	<b>November 2025 update:</b> The English coordinator is reviewing school books. As we relocate the KS2 library, we will begin purchasing new titles to ensure diversity and representation.
To foster good relations, we aim to avoid demands in school that identify or highlight the affluence of families.	Due to the diverse nature of our catchment, we are aware that some children are aware of their family's comparative wealth.	Ensure school expectations, policies and activities' financial demands placed upon families will be assessed and negated.	<b>November 2025 update:</b> We actively promote the use of second-hand uniform, have stopped requesting food contributions for school parties, and remind parents that donations for events such as non-uniform days are entirely voluntary

## Previous Equality Objectives (2020-2024)

1. To increase pupils' awareness of different family and relationships structures and their understanding of these.

Why: The majority of pupils have limited experience of different and family relationship structures.

We will: Implement and further resource the statutory roll out of the RSE Programme within the spirit and guidelines laid out in the Church of England's 'Valuing All God's Children' document, to develop understanding of different family structures and promote tolerance and respect.

2. To continue to develop pupil awareness and understanding of different religions and ethnicities.

Why: Pupils come from a variety of ethnic backgrounds and a wide range of religious beliefs are represented.

We will: Continue to foster good relationships between all in our community and beyond, through developing and deepening our links through partnership work both nationally and internationally.

3. To ensure the opinions of all are heard, regardless of age, in the life of the school.

Why: Pupil voice is vital to both pupil well-being and pupils' development as active citizens.

We will: develop and extend pupil voice in decision making and school improvement through the School Council, pupil interviews and pupil focus groups.

### **Examples of our work to promote equality in 2021 to 2024:**

- ***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***
- ***All subject leaders have been requested to impact assess subject policies against equality principles***
- ***Interfaith Day (May 19<sup>th</sup> 2021)- children remotely took part in a discussion with varying faith leaders***
- ***Investment in Smart Council to allow School Council to continue during Covid***
- ***Multi-agency meetings to ensure provision for children with disabilities is effective***
- ***SLA with EWEL Team to ensure effective support for children with disabilities***
- ***Staff training to support children with their mental health***
- ***Restorative justice training for all teaching staff and lunchtime supervisors***
- ***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 (annual)***
- ***Staff Thrive training***
- ***SEN resources purchased to support children with disabilities***
- ***All parents surveyed annually about accessibility***
- ***Staff training relating to support for specific needs***
- ***Purchase of resources to support children with specific needs***
- ***Attendance at sporting events specifically for children with disabilities***
- ***Attendance of RSE lead at regular training and network meetings***
- ***Termly update to governors regarding equality and accessibility***
- ***All children with EHCP and/or disability offered a place in school during lockdown***
- ***Regular welfare calls during lockdown made to ensure continued engagement of all children in their learning***
- ***Performance management for co-ordinators to record pupil voice in curriculum subjects.***
- ***Parents surveyed annually regarding SEN provision***
- ***Governors meet pupil focus groups annually in the summer term***
- ***Further parental consultation regarding RSE Policy/ curriculum***
- ***Arts Week 2022-Diversity- respecting oneself and others***
- ***Multi-faith Week (March 23)***
- ***India project- 32 children and 16 staff travelled to partners school in Rajkot (22-23)***
- ***Arts Week- India- celebration of project***
- ***Participation in the Durham County Pupil Voice survey***
- ***Participation in the Durham Resilience Programme***
- ***School Council, Eco Team***