



Equality Act 2010 Schools' Provision of the Public Sector Equality Duty

We at West Cornforth 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 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.

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 a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of person 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 PSED cannot be delegated
- **continuous** – ongoing all academic year
- **record keeping–keep** notes and records of decisions

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.

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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	37 employees aged between 17 - 64
Disability	37 staff – 2.7% of staff record a disability. We ensure reasonable adjustments are made where possible, if necessary
Gender reassignment	No staff member. 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	37 staff - 100% White-British
Religion and Belief / no belief	We comprise of Christian, Church of England, Roman Catholic, Methodist, agnostic & other
Sex – male/female	37 staff - 34 female 3 male
Sexual orientation	We support all staff members regardless of sexual orientation

Pupils

Age	2 - 11
Disability	1 recorded disability
SEND	44 children 17.96%
Statements / EHCP's	3 with statements / EHCP's
Gender reassignment	We would support any pupil undergoing gender reassignment or questioning their gender but have none on record.
Marriage & civil partnerships	n/a
Pregnancy and maternity	We are/would comply with our equality duty and have planned to deliver education on site if and when required or offer a place at the Pregnant Schoolgirl Unit, DCC.
'Race' / ethnicity	221 White-British 5 Gypsy Roma 1 Traveller of Irish Heritage 6 Black African 3 White and Black Carribean 2 Any other Black background 2 Any other mixed background 4 Any other white background 1 Indian 1 Chinese 2 white and Asian
EAL	5 other languages spoken at home
Religion and Belief / no belief	Christian, Church of England, Roman Catholic, Methodist, Jehovah's Witness, agnostic, no belief and other
Sex – male/female	128 Female 120 male
Sexual orientation	We support all pupils regardless of sexual orientation
FSM	50%
Vulnerable groups of pupils whose prior attainment may be different from that of other groups	0 looked after children

Equality objectives are:

1. To continue to aim to narrow the gap between groups (Boys/Girls & FSM//FSM)
2. To address intolerance of differences between pupils
3. To ensure all parents/carers of pupils, including vulnerable groups, have access to information produced by school
4. To ensure all staff are appropriately trained to deal with racist, sexist and homophobic incidents, and be able to recognise and tackle other forms of bias and stereotyping

We will update our equality objectives every four years and will publish progress on them annually in our equality information

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 are more appropriate.

Headteacher: Kathryn Costello
Chair of Governors: Dennis Ramsey
Date: September 2023