



**Equality Information and Equality Objectives
For Staindrop CE Primary School**

**Equality Act 2010
Schools' provision of the public sector equality duty**

(September 2026/7)

Our vision is founded on St Luke's Parable of the Sower. We are the rich soil that enables our children to develop deep roots and flourish. We aim to ensure that everyone grows to fulfil their potential. Our school provides an environment rooted in Christian values where learning, laughter and friendship are at the heart of everything we do.

Through God's love, we are the rich soil where roots grow and seeds flourish. Luke 8:4-15

We in Staindrop CE 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 school's provisions are:

- Age (only applicable to staff, not pupils)
- Disability
- Gender Reassignment
- Marriage or Civil Partnerships (only applicable to staff, not pupils)
- Pregnancy and maternity
- Race
- Religion or Belief
- Sex
- Sexual orientation

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 3 to 11 years old in our school.
Disability	0% 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	182 pupils gave information. Our pupil profile comprises: White British, White-Asian British, White and Black African, White and Black Caribbean and Any other Asian background.
EAL (English as an Additional Language)	0.55% EAL
Religion and Belief / no belief	43% of pupils gave information Our pupil profile consists: Christian, Muslim, Hindu, no religion.
SEND	11% of pupils are identified as SEND
Sex – male/female	51.7% Male 48.3% Female
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	25 pupils 13.7%

We will update our equality information at least annually

Equality Objectives 2026-27

Our equality objectives are:

1. To ensure that teaching and curriculum materials, resources and displays promote diversity in terms of race and ethnicity.
2. To enhance the ethos, curriculum, school resources and planning for visits and visitors in order to address gender stereotypes, gender identity and sexual orientation.
3. To work towards diminishing the difference between attainment and progress between boys and girls.
4. For all staff, including lunchtime supervisors, to be confident in identifying, recording and reporting all forms of prejudice related incidents and bullying, according to school procedure.

We will update our equality objectives every four years and will review progress on them annually, reviews will be recorded in the school development plan.

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