Equality Information and Equality Objectives
For Durham Gilesgate Primary School

Equality Act 2010
Durham Gilesgate Primary Schools' provision of the public sector equality duty

Date: October 2022

We in Durham Gilesgate 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 public sector equality duty 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.

As we are only required to complete a staff profile if we have 150 or more members of staff this information has not been provided in order to ensure that no individual can be identified.

Staff

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 and maternity	Figures change – we comply with our equality duty.
'Race' / ethnicity	Figures change – we comply with our equality duty.
Religion and Belief / no belief	Figures change – we comply with our equality duty.

Sex – male/female	Figures change – we comply with our equality duty.
Sexual orientation	We support all staff members regardless of sexual orientation

Pupils:

Age	We have 164 pupils aged from 2 to 11 years old in our school.
Disability	100% pupils gave information. 18.9% of pupils recorded a disability. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	Whilst we would not initiate any action regarding social transition, we would support any pupil towards gender reassignment with the involvement of the parents /carers.
Pregnancy and maternity	We comply with our equality duty.
'Race' / ethnicity	100% parents gave information Our pupil profile comprises: White British 60.4%, Any other Asian Background 18.3% Any Other Ethnic 3.7% Any Other White 3.0% Any Other Black 1.2% Black British 0.6% Pakistani 0.6% Black African 0.6% Any Other Mixed 4.3% White Irish 0.6% White and Black Caribbean 1.2% Black Caribbean 0.6% Arab 1.2% Bangladeshi 0.6% Indian 1.2% Gypsy/Roma 0.6%
EAL (English as an Additional Language)	29.9% EAL The languages spoken within our pupil profile are: English, Arabic, Urdu, Chinese, Romanian, Hungarian, Farsi, Pashto, Dari, Yoruba, Malayalam. Tamil, Teluga, Thai, Spanish, Kannada, Lithuanian, Berber.
Religion and Belief / no belief	89.6% of parents gave information No Religion 45.1% Muslim 21.9% Christian 15.2% Church of England 3% Hindu 1.8%

	Other 1.2%
SEND	25.6% pupils identified with a Special Educational Need.
Sex – male/female	45.1 female 54.9% male
Sexual orientation	We support all pupils regardless of sexual orientation
Pupil Premium	57.3% pupils eligible for Pupil Premium

We will update our equality information at least annually

Equality Objectives

Our equality objectives are:

Equality Objective 1:- Professional Development

To ensure that all staff (including mid-day supervisors, cleaners etc) receive ongoing CPD in the Equalities Duty and the implications for school. Governors will be invited to this training or will attend alternative training as necessary ***To ensure that we comply with the Equalities Duty in full.***	
Action	Success Criteria
Update Professional Development for new mid-day supervisors so that they fully understand the school policy and expectations around equality.	Staff will be aware of the Equalities Duty and the impact that this has on them. All equalities related incidents will be reported in line with the school system.

Equality Objective 2:- Disability (SEND)

To ensure that children with SEN make good progress throughout the school from their respective starting points	
Action	Success Criteria
Tracking and use of assessment data will inform Pupil Progress meetings where SEN progress is discussed.	Pupils with SEND will make good progress from their staring points.

Teachers will have access to EP consultation to help them plan provision in the classroom for groups or individuals. Ensure that our Inclusion Strategy is published by December 2026 and that it addresses barriers to learning in order to ensure that children with SEND make good progress.	

Equality Objective 3:- Religion or belief

To ensure that all children, regardless of their religion or belief , are able to develop an understanding of World Religions and the similarities between religions. ***To ensure that all children have the opportunity to reflect and develop their understanding of spirituality.***	
Action	Success Criteria
Ensure that the SACRE curriculum is taught in full and that there is an appropriate balance between the World Religions. Ensure that there are opportunities to visit places of worship from non-Christian religions. Develop links so that faith members from World Religions are invited into school Embed the Jigsaw RE curriculum to support the local agreed syllabus	Monitoring will show that there is a balance of teaching from all World Religions. There will be planned opportunities to visit non-Christian places of worship.

Equality Objective 4:- Sex (Gender)

To ensure that the achievement of boys in English improves and that the difference between boys and girls diminishes	
Action	Success Criteria
Tracking and use of assessment data will inform Pupil Progress meetings where gender progress is discussed. Quality first teaching to ensure that boys are motivated to read and write. The use of targeted intervention, where and if needed.	Boys will make improved progress and difference between attainment for boys and girls will continue to diminish

Use PIM and intervention to hone in on gender differences	

Equality Objective 5:- Disadvantage

To ensure that the achievement of disadvantaged children increases so that the gap between the attainment of the disadvantaged group and non-disadvantaged group diminishes.	
Action	Success Criteria
Tracking and use of assessment data will inform Pupil Progress meetings where disadvantaged progress is discussed. Quality first teaching to ensure that underachieving disadvantaged children are a focus group in lessons. The use of targeted intervention, where and if needed. Review and align the Pupil premium Strategy and the Inclusion Strategy so that they complement each other.	Disadvantaged children will make improved progress and the difference between attainment between the disadvantaged and non-disadvantaged group will continue to diminish across each cohort as they progress through the school.

We will update our equality objectives every four years and will publish progress on them annually (These objectives were reviewed in September 2026)

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