



Stanley Crook Primary School

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OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

Equalities Statement and Objectives

Completed by: Mrs M Norris

Date Implemented: September 2026

Review date: September 2030 (Objectives reviewed every 4 years)

Stanley Crook Primary School is committed to improving outcomes for all pupils



SCHOOL
MEMBER



Equality Information and Equalities Objectives Statement

Stanley Crook Primary School

Equality Act 2010

Stanley Crook Primary School's provision of the public sector equality duty

Equality Information and Objectives Statement

Opening Statement

Stanley Crook Primary School is committed to equality and inclusion. It is the aim of the school that every pupil fulfils their potential and achieves their best outcomes irrespective of their background, circumstances or personal characteristics.

The school embeds principles of fairness, inclusion and respect throughout the curriculum, assemblies, acts of collective worship, playtimes, lunchtimes, pastoral support, extra-curricular activities, educational visits and residential experiences. We strive to ensure that every member of our school community feels valued, respected and able to participate fully in school life.

We welcome our duties under the Equality Act 2010 and have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These duties apply to pupils, staff, governors, volunteers, parents, carers and visitors.

We will not discriminate against, harass or victimise any member of our community because of their:

- Sex
- Age (staff only)
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership (staff only)

Age, marriage and civil partnership are not protected characteristics in relation to pupils.

We aim to promote pupils' spiritual, moral, social and cultural development, placing particular emphasis on equality, diversity, respect and inclusion. We are committed not only to eliminating discrimination but also to increasing understanding and appreciation of diversity within our school and wider society.

Advancing Equality of Opportunity

In fulfilling our Public Sector Equality Duty, we have due regard to the need to:

- Remove or minimise disadvantages experienced by people who share a protected characteristic.
- Take steps to meet the needs of people who share a protected characteristic where those needs differ from others.
- Encourage participation in activities where representation is disproportionately low.

We recognise the importance of the six Brown Principles of Due Regard:

Awareness

All staff understand the requirements of equality legislation.

Timeliness

Equality implications are considered before decisions are implemented.

Rigour

Decision making is informed by evidence, consultation and careful consideration.

Non-Delegation

Responsibility for the Public Sector Equality Duty remains with the school and governing body.

Continuous Process

Equality considerations are ongoing throughout the year.

Record Keeping

The school maintains records of decisions, actions and monitoring activity.

Legislation

This statement reflects our duties under:

- The Equality Act 2010
- The Public Sector Equality Duty
- The Education and Inspections Act 2006
- Relevant Department for Education guidance

The school is also committed to promoting community cohesion and ensuring equality of opportunity for all members of the school community.

Summary Statement

We believe that the best outcomes are achieved when diversity is valued and individual needs are recognised.

We are committed to:

- Treating all members of the school community fairly and with respect.
- Promoting equality, diversity and inclusion.
- Developing understanding of different cultures, experiences and perspectives.
- Providing an inclusive curriculum that is accessible to all pupils.
- Encouraging compassion, respect and open-mindedness.
- Challenging stereotypes, discrimination and prejudice whenever they occur.
- Ensuring barriers to participation and achievement are identified and addressed.

We are committed to providing an environment in which everyone can thrive and achieve their full potential.

Dealing with Prejudice and Celebrating Diversity

The school does not tolerate prejudice-related incidents, discrimination, harassment or bullying of any kind.

Pupils are encouraged to be:

- Respectful of others.
- Inclusive and welcoming.
- Understanding of diversity.
- Aware of discriminatory behaviour and its impact.
- Confident in challenging unfairness and prejudice.

Staff are expected to:

- Promote equality and diversity.
- Model inclusive behaviour.
- Challenge discriminatory language or actions.
- Seek professional development where additional knowledge is required.

Throughout the year the school celebrates diversity through:

- Curriculum opportunities.
 - Assemblies and themed awareness events.
 - Educational visits and visitors.
 - National and international awareness days.
 - Pupil leadership opportunities.
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Equality Information

Stanley Crook Primary School regularly reviews equality information to help identify priorities and ensure that equality of opportunity is promoted effectively.

Information is collected through admissions data, school records, attendance information, pupil voice, parental engagement and attainment information, whilst maintaining confidentiality and complying with data protection legislation.

Where the number of pupils within a particular characteristic is very small, information will not be published in order to protect confidentiality.

The school uses equality information to:

- Identify barriers to learning and participation.
- Inform school improvement priorities.
- Support inclusive practice.
- Monitor the impact of provision for different groups of pupils.
- Review progress towards equality objectives.

As the school employs fewer than 150 employees, there is no statutory requirement to publish workforce equality data. Workforce information is nevertheless considered when reviewing policies and practices.

Equality Objectives (2026-2030)

The following objectives have been identified following consideration of the school's equality information, pupil outcomes, participation data and the needs of the school community.

Objective 1: Equality of Participation and Inclusion

To improve participation in extra-curricular activities, educational visits, residential experiences, pupil leadership opportunities and wider school events for all groups of pupils, particularly those who are disadvantaged, have SEND, are disabled or share protected characteristics.

Success Criteria

- Participation data is monitored annually.
 - Any identified participation gaps are addressed through targeted action.
 - Representation of vulnerable groups in enrichment activities increases over time.
 - Pupil voice demonstrates that children feel included and able to participate fully in school life.
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Objective 2: Inclusive Curriculum and Understanding of Diversity

To further develop and embed an inclusive curriculum and whole-school equality programme that promotes understanding, respect and appreciation of diversity, including protected characteristics, different family structures, disability, race, religion or belief, sexual orientation and gender reassignment.

Success Criteria

- An annual Equality Calendar is implemented and reviewed.
 - Equality and diversity are represented across the curriculum and assembly programme.
 - Pupils demonstrate an age-appropriate understanding of equality, diversity and inclusion.
 - Prejudice-related incidents remain low and are addressed effectively.
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Objective 3: Equality of Opportunity and Outcomes

To monitor and reduce identified differences in attendance, attainment, progress and wider outcomes for vulnerable groups, including disadvantaged pupils, pupils with SEND and disabled pupils, ensuring all pupils have the opportunity to achieve their full potential.

Success Criteria

- Attendance, attainment and progress data are reviewed regularly.
 - Appropriate interventions are implemented where gaps are identified.
 - Governors receive annual reports on equality outcomes.
 - Evidence demonstrates that barriers to achievement are identified and effectively addressed.
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Monitoring and Review

These Equality Objectives will be published on the school website and reviewed annually.

The school leadership team and governing body will monitor progress through:

- Attendance data.
- Attainment and progress information.
- Participation and enrichment data.
- Behaviour and safeguarding information.
- Pupil, parent and staff voice.
- School self-evaluation and improvement planning.

Objectives will be formally reviewed and renewed every four years.

Closing Statement

Stanley Crook Primary School is committed to creating a community where every individual is valued, respected and able to thrive. We recognise that equality is an ongoing commitment and we will continue to work towards removing barriers, promoting inclusion and ensuring that all members of our community have the opportunity to succeed.

Prejudice is not tolerated and we remain committed to building a safe, respectful and inclusive environment for all.

