



# Kirk Merrington Primary School

## Equality Information and Objectives

### Kirk Merrington Primary School's provision of the Public sector equality duty

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We at Kirk Merrington Primary School are committed to equality. We aim for every pupil in our school 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 before and after school activities, trips and residential.

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 person who do not share it;
- ✚ Encourage person 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 and 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:

This is a summary profile of the school.

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.

#### Pupils

Age	We have pupils aged from 4 to 11 years old in our school
Disability	2% of our children are recorded as having a disability. We ensure reasonable adjustments are made where appropriate
Gender reassignment	We are an inclusive school community and support any pupil exploring their gender identity
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
Pupil Premium	15% of pupils are eligible for pupil premium
'Race'/ethnicity	100% of pupils gave information. Our pupil profile comprises: <ul style="list-style-type: none"> <li>✚ White British</li> <li>✚ Black African</li> <li>✚ White Other</li> <li>✚ Other mixed background</li> </ul>
EAL (English as an Additional Language)	0% are EAL.
Religion and Belief/no belief	Our pupil profile comprises of: <ul style="list-style-type: none"> <li>✚ Christian</li> <li>✚ Other Religion</li> <li>✚ No Religion</li> </ul>
SEND	18% of our pupils identified with a Special Educational Need
Sex – male/female	47% - Male 53% - Female
Sexual orientation	Our school community is inclusive regardless of sexual orientation






## Staff

Age	Figures change – we comply with our equality duty
Disability	We ensure reasonable adjustments are made where appropriate
Gender reassignment	We are an inclusive school community and support any staff member who is exploring their gender identity
Marriage & Civil Partnerships	Figures change – we comply with our equality duty
Pregnancy and maternity	Figures change – we comply with our equality duty
'Race'/ethnicity	Our staff profile comprises: 100% White British
Religion and Belief/no belief	Our staff profile comprises; Church of England, Christian and no belief
Sex – male/female	27 staff – 93% (female) 7% (male)
Sexual orientation	Our school community is inclusive regardless of sexual orientation

## **We will update our equality information annually**

### **Equality Objectives:**

Our equality objectives are:

-  To ensure that teaching and curriculum materials, resources and displays promote diversity in terms of race and ethnicity.
-  To enhance the ethos, curriculum, school resources and planning for visits and visitors in order to address gender stereotypes, gender identity and sexual orientation.
-  To work towards diminishing the difference between attainment and progress of different groups, linked to the protected characteristics.
-  To ensure all staff are confident in identifying, recording and reporting all forms of prejudice related incidents and bullying.
-  To work towards equal attendance at after school clubs with a focus on protected characteristics.

**We will update our equality objectives every four years and will publish them on our school website.**

## **Inclusion**

To ensure positive role models and attitudes of inclusion and equality are embedded within our school culture when considering disability and identified groups e.g. service children

**We will review progress on our equality objectives annually, this is recorded and held with school.**

We will 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 student 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

Head Teacher: Nicola Murray

Chair of Governors: Pippa Procter

Review Date: March 2026