

## **Swarland Primary School, Northumberland**

### **Published Equality Information about the context of our school relating to the nine protected characteristics**

#### Equalities Statement

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against pupils or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Marriage and civil partnerships and age are also 'protected characteristics', but do not apply to our provision for students. Under the Act, the school is expected to comply with the Public Sector Equality Duty. This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups
- As a public organisation, we are required to:
- Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy
- Publish Equality Objectives which are specific and measurable

Our Equalities Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty.

Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

This is our published data about our school population and differences of outcome for groups with protected characteristics.

**The school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.**

Our school is a one form entry. However due to small cohort sizes we have a mixed Year 1 & 2 class and a mixed Year 3, 4, and a 5, 6 class. This class organisation changes depending upon cohort numbers each year.

Teaching and learning has a focus on engaging and responding to the needs of all pupils.

We currently have year groups where boys are significantly in the minority (29%) in Year One, Year Five (20%) and 0% in Year Six.

Fewer than 5 children are from Black Minority Ethnic (BME) backgrounds and no children speak English as their first language. There are no current trends in underachievement for these pupils.

Our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant (PPG) are reported on as a discrete group in order to demonstrate the effect of the PPG funding on closing gaps in attainment.

**The school has data on its composition broken down by types of impairment and special educational need.**

18% of our pupils are on the Special Educational Needs & Disability (SEND) register, and our school has clear protocols and targeted provision to support these pupils. Our Special Educational Needs & Disability Co-ordinator (SENDCO) role is a senior member of staff: Our teaching assistants provides interventions for this group. Further staff also deliver targeted interventions to this group.

Provision plans are in place for all SEND pupils. Provision mapping enables us to illustrate and map the interventions a child has had, the expenditure of the targeted interventions, and their impact on attainment.

The school's Behaviour for Learning strategy supports our SEND pupils to develop strategies and to self-regulate in order to get most from their time in lessons.

The school is an accessible building, with ramps. There is a current and recently updated accessibility plan which targets future actions needed.

**The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.**

In general, disabled children's achievement meets national expectations. There are 0 English As An Additional Language (EAL) pupils on roll at the moment, our BME heritage children achieve in line with their peers.

Boys achieve less well than girls in literacy areas of the curriculum for some cohorts .

**The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.**

The objectives we set that relate to attainment and closing gaps for vulnerable groups of children are set within the school's development plan. Objectives relating to disadvantaged children eligible for Free School Meals (FSM) are similarly given a high priority, although financial disadvantage is not a protected characteristic, it is a significant priority for our school.

We record and report instances of discriminatory language or bullying, and set equality objectives accordingly when we identify a need to incorporate anti-discriminatory practice into our teaching and learning.

### **Documentation and record-keeping**

Our school has a statement of overarching policy (equality policy) which is published to the web site, and there are references in the school improvement plan to gap closing and achieving equality of outcome for vulnerable learners.

There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings and staff meetings.

Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative, and keeps a record of the analysis and judgements which it makes.

### **Responsibilities**

The Headteacher has special responsibility for equalities matters.

The Chair of Governors has a watching brief for equalities matters.

### **Staffing**

The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally.

There is good equal opportunities practice in the recruitment and promotion of staff, both teaching, administrative and facilities staff.

### **Behaviour and safety**

There are clear procedures for dealing with prejudice-related bullying and incidents. The school annually returns a report on the number of racist incidents to the Local Authority. Surveys show that most pupils feel safe from all kinds of bullying. Our Local Authority has close working relationships with Stonewall (through the Education Champions Programme) and Show Racism the Red Card, our partners for anti-racist education.

### **Curriculum**

Focused attention is paid to the needs of specific groups of pupils, for example those who are registered as SEND, and there is extra or special provision for certain groups, as appropriate.

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.

There are activities across the curriculum that promote pupils' spiritual, moral, social and cultural development.

The school takes part in nationally recognised initiatives and award schemes, for example: Anti-bullying week and awards, Northumberland Healthy Schools Award.

In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical

gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.

### **Consultation and involvement**

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.

The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.

## **Part Two: Objectives**

### **Narrowing gaps**

1. To continue to narrow the gap in attainment between our free school meal and non-free school meal children. This is done by effectively using the pupil premium in a range of strategies. See Pupil Premium.
2. To continue to narrow the gap between our SEND and non SEND children by providing quality intervention programmes for these children as appropriate.

### **Fostering Good Relations**

1. To promote and enhance global community cohesion and a sense of shared belonging in school. We plan to develop a rich curriculum to support our children to learn about the broader multicultural context of the world, of which some pupils have limited experience by Summer 2020.
2. To promote spiritual, moral, social and cultural development through the teaching of our curriculum, with particular reference to issues of equality and diversity by reviewing the Religious Education (RE) curriculum by September 2021.

### **Further Equality Objectives**

1. To challenge discriminatory and homophobic language should it arise through a Personal Social Health Economical Education (PSHE) programme of work. Revise and implement a new programme Sept 2020.

## Part Two: Objectives Reviewed February 2019

### Narrowing gaps

3. To continue to narrow the gap in attainment between our free school meal and non free school meal children. This will be done by effectively using the pupil premium in a range of strategies. See Pupil Premium.

*There is still a gap between FSM and non FSM children. This is not due to lack of progress but rather all groups of children are being challenged to reach their full potential and so all children are making progress. Our FSM children are making good progress from their starting points.*

4. To continue to narrow the gap between our SEND and non SEND children by providing quality intervention programmes for these children as appropriate.

*There is still a gap between SEN and non SEN children remains the same. This is not due to lack of progress but rather all groups of children are being challenged to reach their full potential and so all children are making progress. Our SEND children are making progress from their starting points.*

### Fostering Good Relations

3. To promote and enhance global community cohesion and a sense of shared belonging in school. We plan to develop a partnership with a school in a contrasting country to learn about the broader multicultural context of the world, of which some pupils have limited experience by Summer 2019.

*The partnership with a contrasting school dissolved. However we found global community cohesion was achieved much more successfully through a designed curriculum with cultural topic exploration each Summer term. This has had a much wider and lasting impact on children's knowledge and tolerance of other cultures across the globe.*

4. To promote spiritual, moral, social and cultural development through the teaching of our curriculum, with particular reference to issues of equality and diversity by creating a new curriculum RE curriculum on a rolling programme introduced September 2017.

*The new curriculum has been designed to give children breadth and depth of spiritual, moral, social and cultural development. The roll out of the first two year plans has had a positive impact on children's attitudes, tolerance and skills which are being tracked and monitored by school leaders. This now needs further reviewing as we move from first to primary school status.*

### Further Equality Objectives

2. To challenge discriminatory and homophobic language should it arise through a PSHE programme of work. Revise and implement Sept 2017 on a rolling programme..

*New stories challenging stereotypes and age appropriate texts have been introduced successfully. 100% of KS2 children have had the opportunity to take part in Show Racism Red Card Workshop. Impact has been there have been no racist or homophobic incidents reported in the academic year.*

*New PSHE guidelines need to be used to inform new PSHe scheme of work ready for statutory requirements.*

To be reviewed In Summer Term 2018

| <b>Revision Record of Issued Versions</b> |                      |                |  |
|---|----------------------|----------------|--|
| <b>Author</b>                             | <b>Creation Date</b> | <b>Version</b> | <b>Status</b>  |
| Louise Fletcher                           | 26.3.13              | 1.0            | Pending Governor consultation                                      |
|   |                      |                |  |
| <b>Changed by</b>                         | <b>Revision Date</b> |                |  |
| School                                    | 26.3.13              | 2.0            | Draft adapted version for consultation with staff and trade unions |
| School                                    | 26.3.13              | 3.0            | Final version for publication                                      |
| School                                    | 18.5.16              | 3.0            | Reviewed by Governors, no changes made.                            |
|   | 5.4.17               | 3.1            | Revised statistics.<br>Reviewed objectives.                        |
| School                                    | 26.3.18              | 3.2            | Objectives reviewed and updated.                                   |
|   | 6.2.19               | 3.1            | Updated  |