

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 classes. 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 (20%) in Year Five and in the majority – Reception (79%).

Fewer than 5 children are from Black Minority Ethnic (BME) backgrounds and no children speak English as their second 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.

20% 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 and maths 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

We have year groups of pupils who have a combination of protected characteristics and vulnerabilities which can contribute to a difference in attainment and progress between them and other children (boys, girls, disadvantaged, those in receipt of pupil premium, those on our SEND register).

To use evidence based interventions and targeted support to improve attainment and progress from their starting point for these groups of children.

Fostering Good Relations

To promote pupils spiritual, moral, social and cultural development through appropriate curricular opportunities, with particular emphasis on promoting equality and diversity.

Further Equality Objectives

We recognise the context of Morpeth and the relative lack of opportunity our pupils experience to engage with role models from minority communities (LGBT, BME, disabled people, different faiths) and the important role we as a school can play in opening up the children's lives to the wider context of the UK beyond rural Northumberland.

To be reviewed May 2024

Revision Record of Issued Versions			
Author	Creation Date	Version	Status
Louise Fletcher	26.3.13	1.0	Pending Governor consultation

Changed by	Revision Date		
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. Reviewed objectives.
School	26.3.18	3.2	Objectives reviewed and updated.
	6.2.19	3.1	Updated
	30.3.20	3.2	Updated statistics. Objectives reviewed and updated. Some roll over due to school closure due to Covid-19.
	11.5.21	3.3	Reviewed objectives