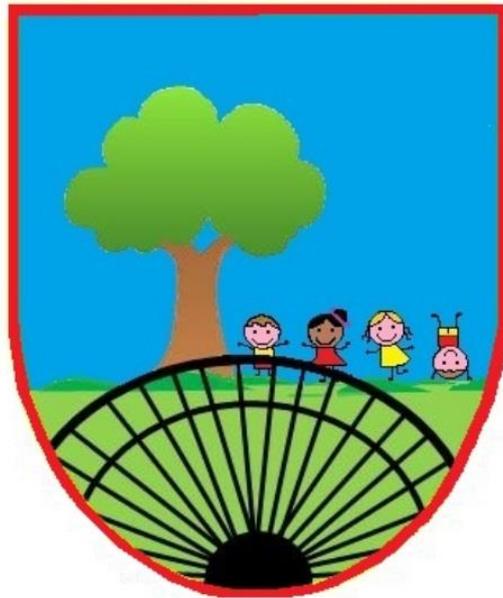


# Shilbottle Primary Equalities Information

Shilbottle Primary

Fun, Respect & Friendship



April 2023

## **Shilbottle Primary School**

### **Published equality information about the context of our school (2023)**

#### **Published objectives 2021-2025**

This is our published information (April 2023) about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It includes information about the work we do to promote equality and challenge discrimination. It also details our equality objective for the above period.

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

The school is a small, inclusive village primary school in the Alnwick Partnership in Northumberland. Our ethos and aims are encapsulated by our school motto: 'Fun, Respect & Friendship – Every Child Matters to Us'. Relationships are exceptionally strong, and parents and the wider community have a very positive view of the school and how inclusive it is, and how well equality is promoted.

We teach children about their rights and the school's values, about respect for one another and the wider communities to which they belong. We celebrate individuality and the unique talents and characteristics of each child. Our school promotes and teaches the children to understand pluralistic British values.

Shilbottle is an area with very few opportunities for local children to encounter the linguistic, ethnic and cultural diversity of the wider UK context; however a broad and balanced curriculum enhanced by experiences, visits and visitors help us to broaden pupils' understanding of the world beyond their community and consequently our pupils have a respectful understanding of difference and can articulate why people should be treated fairly and equally.

Our disadvantaged pupils in respect of whom we receive the [Pupil Premium Grant](#) are reported on as a discrete group in order to demonstrate the effect of the additional funding on diminishing the differences in outcomes for eligible pupils compared with their peers. We use the funding effectively to offer academic support and guidance (when it is needed), using evidence-based approaches. The funding is also used to offer social and emotional support to children. We also subsidise access to some of our school visits, experiences and swimming. During a recent Ofsted inspection (January 2023) it was noted that the strategy for identifying barriers to success for our disadvantaged learners is clear and successful.

Objectives relating to children eligible for Free School Meals have a significant priority for schools, in spite of financial disadvantage not being a protected characteristic in law. Many eligible pupils also have additional protected characteristics, for example disability, gender imbalance in a year group.

We recognise that a priority for the school is to raise standards, and to focus on high aspirations and expectations for everyone. Treating every child with respect is at the core of how we achieve this; to achieve the inclusive culture we have, we individualise learning, maintain a calm and purposeful environment and talk openly about the importance of respecting one-another and challenging stigma and discrimination should we encounter them.

We represent, discuss and welcome family diversity and the positive aspects of individuality. We challenge any perception that family diversity may be uncomfortable for some members of the community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to protect them from discrimination. We audit resources and displays, letters home and the language we use for bias. We are developing the capacity of the entire workforce to embody the school's inclusive ethos of valuing and caring for other people.

We aim for all pupils to reach or exceed their potential; academically, physically and socially in an atmosphere where they can acquire skills, values and attitudes that will equip them well for life in modern Britain. This can be seen in the range of extra-curricular activities the school offers to enrich and extend the experiences children in a rural community can enjoy, and we also focus on building confidence, resilience and aspiration.

Our [school uniform](#) guidance is flexible and inclusive, and the policy does not discriminate against any child based on gender, race, disability, financial circumstances, gender reassignment or belief.

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

Our school has clear protocols and targeted provision to support these pupils who require additional learning or emotional support.

Leaders at this school are determined that pupils with SEND will achieve and identify any needs swiftly. The right support is put in place promptly to help those pupils to survive.

The school is an accessible building, with ramps, an accessible toilet and wheelchair accessible routes on the ground floor.

We use data on inequalities of outcome and involvement when setting objectives for achievable and measurable accessibility improvements. These are outlined in the school's accessibility plan.

We record and report instances of discriminatory language or bullying, and we tackle these in accordance with guidance within Keeping Children Safe in Education and the Ofsted framework. We can report racist incidents to the LA using the [online form](#). We

have extensive records on the CPOMS system which also move from school to school with a child.

Staff and governors have awareness of the Prevent duty and recognise the relationship between hate crime and extremism. Teaching staff welcome open discussion and debate with children in order to dispel myths and misconceptions, discuss current affairs and discriminatory perspectives.

We recognise that most pupils may have limited opportunities to experience the wider UK and urban contexts outside Northumberland and prioritise a programme of Personal Development which includes meeting diverse role models and visitors to broaden understanding of the plural, multicultural, multi-faith context of modern Britain. The school calendar of events makes use of the opportunities there are to develop wider cultural awareness and social capital. This includes a 3-day visit to London for Year 6 pupils within the partnership and visits to school from people of different faiths.

The school records data about religion and belief when it is provided by parents or carers through our data collection mechanism. This enables us to state with confidence that we are inclusive and sensitive with regard to pupils' religions and belief, if they have been shared.

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

Our school has a statement of overarching equality principles published to the web site.

The school aims to extend children's understanding of fostering good relations and challenging discrimination in a practical context through the work we do on promoting friendship, dealing with feelings and feeling safe to share concerns with adults. The ethos of the school supports and underpins our commitment to the values of democracy, tolerance and mutual respect.

### **Responsibilities**

All members of staff have responsibility for equalities and for meeting equality objectives.

All staff take responsibility for anti-bullying good practice.

### **Staffing**

There is good equal opportunities practice in the recruitment and promotion of staff.

### **Behaviour and safety**

There are clear procedures for dealing with prejudice-related incidents.

The school annually receives a report on the number of racist incidents sent to the Local Authority, which governors discuss in the autumn term.

When appropriate, we can engage with Northumbria Police's Community Engagement Team to demonstrate our integrity in supporting those with protected characteristics from vulnerability to hate crime and extremism.

School council members are advocates for their peers, and we know from our meetings that the majority of pupils feel safe from all kinds of bullying.

### **Curriculum**

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

The school ensures that children learn in an age-appropriate way to value and access their rights and those of other children.

There are activities across the curriculum, including PSHE and assemblies to promote pupils' spiritual, moral, social and cultural development and to help them to experience values and develop the concept of global citizenship.

### **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 in respect of the Equality Act.

We consult parents and carers through surveys and contact them through the school website. The school communicates via Class Dojo and Parentmail. We are able to respond quickly to any concern raised about perceived inequality, unlawful discrimination or harassment.

### **Part Two: Objective**

Schools and other public sector organisations subject to the Public Sector Equality Duty (PSED) must, in the exercise of their functions, have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation and 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.

## **Fostering Good Relations:**

### **Preparation for life in modern Britain**

Action: The main equalities challenge we recognise, and address is that of broadening the awareness and experiences of children who spend most of their lives in an almost monocultural context in a rural county with no city, motorway or university, and more sheep than people. A sense of isolation and insularity has also been an inevitable consequence affecting the lives of children during the years of Covid restrictions that have occurred during the period covered by this equality objective (extended by the EHRC from 2021-25). Children have had fewer social interactions, some are still affected anxiety, emotional health challenges, reduced resilience and challenges in dealing with issues as diverse as personal responsibility, disappointment, change and transition.

### **Specific**

Our objective is to ensure that children are well prepared as respectful and responsible citizens to live comfortably in their own community and also in the wider context of modern Britain.

This focus is an opportunity for the school to demonstrate excellence in key areas of the Ofsted framework namely: Behaviour and Attitudes; the creation of a positive learning environment, where high levels of respect for others are visible and Personal Development, where pupils have 'interest in and respect for, different people's faiths, feelings and values' and social skills that equip them for '...working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds'

We achieve this by offering a diverse and well –planned curriculum, complemented by rich and enabling experiences which include residential visits, rugby, gardening clubs, computer coding clubs. We are investing in our outdoor areas to enable children can enjoy developing resilience and risk taking through team games and exploration.

### **Measurable**

Personal, social health and economic education (PSHE) is compliant with the recently introduced (2021) revised curriculum. It underpins and strengthens work about equality, diversity and inclusion and the changing context of British identity.

Emerging societal issues inevitably influence the PSHE curriculum as a spiral, responsive resource that addresses issues such as power imbalances in relationships, online digital safety, gender equality or the language of equality, for example.

We will reflect and include any changes introduced when this curriculum is reviewed in 2023 and when the proposed DfE transgender guidance for schools is developed and introduced.

Religious understanding will be extended and explored, through visitors to school from religious and faith leaders, weekly collective worship opportunities and the range and scope of the curriculum as led by the SACRE.

The school, children and their families have become very much more aware of and proactive in developing solutions for those who find themselves in a position of food insecurity during the current cost-of-living crisis. This aspect of community action has been vital to sustaining local communities in recent years. It provides us and the children with a new and very real context for exploring the concepts of social change, charity, community action and collective responsibility.

Intercultural learning: we will remain focused on challenging concepts of insularity and actively seek opportunities to engage with partners and

*This objective replaces the previous equality objective set in April 2016.*

*Progress towards the objective will be reviewed annually, and it will remain our objective until April 2025, when it is due to be refreshed.*