

**NORHAM
ST. CEOLWULF'S
C OF E SCHOOL**



Equality Statement

Document monitoring and evaluation

This policy has been officially adopted by the Governing Body.

Version History		
Version	Date	Description
Initially adopted	Sept 2022	Adopted by Governing Bodies

Approval & Authorisation			
	Name	Job title	Date
Approved by	Gary Hilton	Head Teacher	Sept 2022
Approved by	Dougie Watkin	Chair	Sept 2022
Date of next review			Aug 2023



Equality Statement

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

The statement was prepared with support from NCC lead.

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 2 & 3 class and a mixed Year 3 & 4 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.

Fewer than 10 children are from BME backgrounds and all 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 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.

16% of our pupils are on the SEND register, and our school has clear protocols and targeted provision to support these pupils. Our SENDCO role is a senior member of staff: 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.

School has detailed plans to support children in their return to full time schooling from national lockdown, with focus on closing the gaps in relation to academic achievement, social and emotional well-being and physical progress.

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.

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 3 EAL pupils on roll at the moment, our BME heritage children achieve in line with their peers as a group.

Boys achieve less well than girls in literacy areas of the curriculum for some cohorts and outperform girls in numeracy 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 are similarly given a high priority, although financial disadvantage is not a protected characteristic, it is a significant priority for schools.

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 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 body 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 and administrative.

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 pupils feel safe from all kinds of bullying.

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 narrow the gap in attainment between our free school meal and school meal children. This will be done by effectively using the pupil premium in a range of strategies. See Pupil Premium information.
2. To continue to narrow the gap between our SEND and non-SEND children by providing quality intervention programmes for these children as appropriate.
3. To narrow the gaps created due to the disruption caused by the Covid pandemic in relation to academic achievement and emotional/physical well-being.

Developing Citizens of the future

1. To promote and enhance local community cohesion and a sense of shared belonging in school. We plan to develop a partnership with community agencies across the locality including schools in Scotland and the North East to learn about the broader multicultural context of the world by Summer 2023.
2. To promote spiritual, moral, social and cultural development through the teaching of our curriculum, with particular reference to issues of equality and diversity as delivered through the teaching of our core Christian values.