

Norham St Ceolwulf’s

Controlled C of E First School

**Published equality information
about the context of our school.**

**Equality objectives for the period 2020-2024**

Date adopted: October 2020



**Norham St Ceowulf’s Controlled C of E First School**

This is our published information (October 2020) about our school population and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It also explains how we promote good equalities practice and work to eliminate discrimination or inequality. The objectives we have set are based on this context and are at the end of this document.

**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**

Norham is a small, rural, C of E controlled first school.

We teach children about their rights, 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.

Norham is not a culturally diverse area, and it is rare that we have pupils who speak a first language other than English.

Objectives relating to children eligible for Free School Meals have a high priority for schools, although financial disadvantage is not a protected characteristic, it is a significant priority for this school. The effects of the global pandemic significantly increased the number of disadvantaged pupils at our school.

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 funding on diminishing the differences in outcomes for these students compared with their peers. We use the funding effectively to offer interventions, and to 'poverty proof’ school life by providing PE kits and water bottles for every child and ensuring that an affordable uniform is accessible to all children. As 50% of our pupils now qualify for this additional support, it has become a significant priority for the school.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families

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 keep them safe from discrimination. We audit resources and displays, letters home and the language we use to ensure that we consciously use inclusive language. We work to develop the staff team to articulate the school’s inclusive ethos based on values of responsibility, Christian belief and caring citizenship. Our values are that children will be:

*Nurtured, Outward looking, Respectful, Happy, Achieving, Motivated*

Our school uniform policy is flexible and the guidance does not discriminate against any child on the basis of gender, race, disability, gender identity or belief.

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

Our school has clear protocols and targeted provision to support these pupils who are on the SEND register. A link to the [SEND local offer](http://www.norham.northumberland.sch.uk/web/special_educational_needs_and_disabilities/238075) is on the school web site.

The school is an accessible building, with a ramp, accessible toilets and wheelchair accessible routes.

The school offers a graduated approach and makes anticipatory adjustments for children with SEND.

We use uses data on inequalities of outcome and involvement when setting objectives for achievable and measurable improvements. These are outlined in the school’s accessibility plan which can be found on the web site. The school’s accessibility plan has more specific detail about the ways in which we are working to improve access to the environment, curriculum and printed information for pupils with disabilities.

We record and report instances of discriminatory language or bullying. We ensure that school is a safe environment and that the features of good, safe relationships and safe friendships are regularly promoted and discussed as part of the school’s culture.

We recognise the limited opportunities many of our children have to experience the wider UK and urban contexts that exist outside Northumberland and prioritise a programme of learning including visits and visitors to broaden understanding of the wider multicultural, multi-faith context of Britain. Through the diocese, we have a direct link to be able to visit a synagogue in Newcastle upon Tyne to further develop the work we do to promote understanding and mutual respect. In addition to visits and visitors (when safe) connected to religion and belief, the school also tries to ensure that older pupils visits a city (Edinburgh or Newcastle) during their time with us.

The school records data about religion and belief if it is provided by parents. This enables us to say with confidence that we are inclusive of pupils’ religion and beliefs.

**Documentation and record-keeping**

Our school has a statement of overarching equality policy which is published to the web site.

**Responsibilities**

* All staff have responsibility for promoting equality.
* All staff have responsibility for anti-bullying work.

**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 bullying and incidents.

Pupil and parent surveys and focus groups show that 100% of pupils feel safe and know how positive behaviour leads to a culture without bullying.

**Curriculum**

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 to promote pupils’ spiritual, moral, social and cultural development.

**Consultation and involvement**

We collaborate with local and national programmes and make links to well established cultural, religious and statutory partners who support our ambitions for equality

**Part Two: Objectives**

1. **Diminishing Difference: Gender equality**

Action:

We recognise that we have an opportunity to challenge the aspirations and role models visible to our pupils, to influence the way they see their own futures and potential career pathways.

We will consistently and deliberately challenge gender stereotypes; for example that it’s OK for boys to cry when they are sad, or not only dads travel long distances for work, not only men drive tractors.

Topic work in the curriculum will stretch the children’s understanding of the wider world. There will be a deliberate effort to introduce successful and significant role models who are different from white, middle class men.

Critical thinking, media awareness and positive role models will all play their part in helping the school to help pupils understand that they need not be limited by traditional and outdated gender expectations.

Initiatives such as Commando Joe’s will also build resilience, character, risk taking and confidence in all pupils equally.

Expected evidence of impact:

* Pupils will articulate the freedoms and opportunities they realise are open to them.
* Girls with higher aspirations and confidence to visualise themselves gaining equality in their careers and independence.
* An absence of gender stereotyping in school.

**2. Fostering Good Relations**

Action**:** Global and national equality

Action: We recognise the geographical and social context of Norham and the relative lack of opportunity our pupils experience to engage with role models from minority communities (LGBT, BAME, disabled people, people of different faiths). We recognise the important role that the school can play in opening up the children’s lives to the wider context of the UK beyond rural Northumberland, in preparing them for adult life and an appreciation of the wider diversity of the UK and beyond.

Through the curriculum, PSHE and assemblies we will continue to extend the range of opportunities the children have to engage with themes such as family diversity, global learning, human rights, disability equality, anti-discriminatory language and behaviour, tolerance and mutual respect and the role of the bystander.

Topic work in the curriculum will be balanced, so that if, for example, pupils learn about Florence Nightingale, they will also learn about Mary Seacole.

Expected evidence of impact:

* Increased awareness of equality and justice articulated by staff and pupils
* Greater resilience and an awareness ofnational, local and global issues articulated by children.
* Willingness to challenge discriminatory thoughts and practices.
* Children acting as allies and advocates, respecting and protecting the rights of others.
* Pupils will understand why Northumberland and society is changing; about their own personal responsibility and how they can be supportive and involved in social action and campaigns.

**3: Diminishing difference: Financial disadvantage.**

The number of pupilseligible for Free School Meals increased by 400% during the period of the Covid crisis between March and September 2020.

One advantage of this increased income for the school has been the opportunity to retain a member of staff. The school plans to diminish the difference for all of the pupils in Years 2-4 who missed out on the consolidation of their learning through:

* Smaller group learning.
* 1:1 catch up tutoring being delivered out of school by school based teachers who understand and know the curriculum and any gaps in learning. (When the funding ends, the PPG will be used to continue this, if needed as it is such a positive intervention).
* Emotional wellbeing as a strong focus.
* Free music lessons, visits and sports coaching for all disadvantaged pupils when these resume.
* Practical support for families in need; foodbank referrals, help with uniform etc.
* School’s fundraising and charitable focus has shifted from international projects like Shepherd’s Purse to local initiatives like Berwick Food Bank and homeless charities in Edinburgh and Newcastle.

*These objectives replace the previous equality objectives set in April 2016.*