



TweedLearning

— FEDERATION —

Equality Statement 2026-2028

Document monitoring and evaluation

This policy has been officially adopted by the Governing Body.

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Approval & Authorisation			
	Name	Job title	Date
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Equality Statement

Berwick St Mary's C of E First School and Norham St Ceolwulf's C of E First School

Published equality information about the context of our schools (2024)

Published objectives 2021-2025

This is our published information (April 2024) 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.

Context:

St Mary's First School and Norham St Ceolwulf's are smaller than average sized first schools in the north of Northumberland. Children from the age of two through to nine attend the schools. The schools federated in 2025 and became primary schools as part of the reorganisation of schools in the Berwick Partnership. We will refer to 'our school' in this document, and this refers to both schools.

As part of the re-organisation, The Tweed Special school has been built at St Mary's to provide an integrated special/mainstream education provision. As a result the school has gone through 24 months of building work, in which the staff and the children have had to adapt to ensure the school remains open and provides a strong educational offer to all it's families. Building work is planned to cease in Autumn 2026.

The school's ambitious curriculum is responsive and underpins the working themes linked to our identified values of achievement, creativity and endeavour. We prepare children for the opportunities, responsibilities and experiences of later life.

Very few of the children speak a community language other than English or are of Black and Global Majority Ethnic heritage.

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 pupils compared with their peers. We use the funding effectively and during the course of the current cycle of objectives, have had to also adjust to the impact of the cost-of-living crisis that disproportionately affects families in our area, many of whom rely on a seasonal economy to provide essential items like nutritious food or fuel to warm their homes. The school is a community asset and a first point of contact for many families experiencing periods of financial hardship.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families. We discuss any perceptions of aspects of diversity that may be uncomfortable for some members of the school 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 intentional and unconscious bias and aim to develop the capacity of the entire workforce to embody the school's inclusive ethos based on values of responsibility and caring citizenship.

Staff work supportively through the PSHE curriculum to help students to understand concepts of sex, gender, gender identity and sexual orientation. We challenge gender stereotypes and promote gender equality. Consent is taught as part of a spiral curriculum.

We want all of our pupils to succeed and achieve their full potential, academically, physically and socially in an atmosphere where they can grow and acquire appropriate skills, values and attitudes.

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

Our schools clear protocols and targeted provision to support pupils. Local SEND information can be found on our websites.

The schools are accessible buildings for people with physical disabilities, with ramps, an accessible toilet and wheelchair accessible routes. Pupils help us to develop our accessibility plan.

The school's accessibility plan explains in more detail the ways in which we are working to improve access to the environment, curriculum and information for pupils with disabilities. These are in addition to positive behaviour strategies, learning strategies, OT equipment and staff who meet pupils' medical and emotional wellbeing needs to help them to access the curriculum.

We record and report instances of discriminatory language or bullying on our CPOMS system and help children to understand the wider context of discriminatory speech and protected characteristics.

All staff recognise the relationship between hate speech and radicalisation or extremism. Safeguarding training is regularly reviewed and refreshed.

Documentation and record-keeping

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.

Behaviour and attitudes

The school's behaviour policy is available from the web site.

We collaborate with local and national programmes and make links to well established cultural and statutory partners who support our aims.

Curriculum

There are activities across the curriculum, including PSHE and assembly to promote pupils' spiritual, moral, social and cultural development and to help them to share our values and develop the concept of responsibility within a community. Education for character is integral to the ethos of our schools.

Consultation and involvement

The schools have procedures for consulting and involving parents and carers, and for engaging with local groups and organisations.

The school has procedures for finding out how pupils think and feel about the school, and how they feel about equality and fair or unfair situations.

We consult parents and carers through questionnaires, Tapestry, Facebook and the school website. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Part Two: Objectives

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Protected characteristics: Disability, disadvantage, religion and belief, ethnicity, sex.

Theme:

Creativity and culture: Cultural capital and the inequalities lens

Many of the children and young people who attend our schools will not often have opportunities to join sports clubs, have music lessons, attend dance classes, perform in a theatre production, go to a music performance and experience the fulfilment that comes from participation in collective creative opportunities. This is compounded by the context in the north and by the increasing pressures of the cost-of-living crisis.

The impact of some of the disadvantages or inequalities our children might encounter makes us very aware of the important building blocks school puts in place to help a child develop character, resilience and cultural capital.

Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is also having assets that give children the desire to aspire and achieve social mobility whatever their starting point. Helping all children to develop their cultural capital is a matter of equality and social justice. Research indicates that children will find life more challenging without adequate cultural capital, from everyday social interactions to future job interviews.

The Northumberland Inequalities Lens

People in the most deprived communities in Northumberland have shorter healthy lives than those in our least deprived.

A plan has been developed to reduce inequalities to enable people to live healthy, happy lives for longer.

One of the ways we are all working towards this is in 'creating a system, including communities and residents in which everyone has responsibility for making change happen'. In Berwick, residents frequently feel that they don't have many of the services, resources and facilities that are more readily available in other parts of the county, so knowing how to make the most of local, community-based assets becomes even more significant.

Our school plays its part as an essential community-based asset; we are the first point of contact for many of our families when challenges affect them, and we are a partner that they trust.

Over the four years of the current reporting cycle, we have worked to prioritise the opportunities for children and young people to fulfil their creative, cultural and sporting ambitions during their time at school and in clubs and satellite provision.

Alongside these opportunities, there is scope for pupils to develop leadership and facilitation skills which help us to reinforce the message that pupils are not only recipients of learning; but that they participate, experience, harness curiosity, create, appreciate, try new creative possibilities and critique their experiences

Specific and measurable:

Over the 4-year cycle of the objective we have made these our priorities in focusing on Diversity, Equity and Inclusion:

Developing satellite clubs and school-based opportunities and clubs for children who enjoy participating in creative experiences and performances.

Developing partnerships and relationships with local arts and cultural organisations.

Attracting funding specific to creativity and culture to enable staff and pupils to be able to develop the broad spectrum of opportunities that we aspire to offer.

Developing and nurturing a love of reading through staff engagement in creating compelling environments and contexts where children can enjoy books, literature, escapism and imaginative stimuli.

Creating a film that documents the experiences of a child who embarks on their learning journey with us.

Measuring the qualitative and quantitative impact of creativity and culture on the lives of the children (emotional regulation and self-esteem, role models and aspiration, compelling experiences to spark writing, speaking and listening, love of reading, engagement in sports and physical activity).

Real life experiences through the PSHE curriculum of career pathways, aspiration, financial capability, using NatWest MoneySense resources.

Poverty-proofing the school day to enable children and young people to participate in all aspects of school life without needing to worry about stigma associated with costs, kit or equipment.

RE 'Wonder Days' bringing world views, life in modern Britain and religious contexts to life through a programme of visitors and com