



Slaley First School

## **Slaley First School**

### **Published equality information about the context of our school (2022)**

#### **Published objectives 2022-2026**

This is our published information (November 2022) 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. The Equality Act 2010 contains the Public Sector Equality Duty (PSED). This is sometimes referred to as the “general duty” and extends schools’ equality duties to all people, children and adults alike, with “protected characteristics” (race, disability, gender, religion and belief, age, marital status, sexual orientation, gender re-assignment and pregnancy). This duty came into effect in April 2011.

**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 first school in the Hexham Partnership in Northumberland. Our Vision statement, our ambitions for the children, our place in the global community and our vision for learning inform all about how we operate.

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 the British values of tolerance and mutual respect, democracy and rule of law. We embed these values within our school culture.

The school's ambitious curriculum underpins our values of Nurture, Ambition and Individuality. We prepare children well for the opportunities, responsibilities and experiences of later life.

At the moment, very few of our children speak a community language other than English or are of Black or minority 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 additional funding on diminishing the differences in outcomes for these pupils compared with their peers. We use the funding effectively on evidence-based approaches. The birth rate in Slaley is in decline, and decreased numbers of children in schools has led to a small percentage decrease in the number of disadvantaged children.

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 or ethnicity.

We represent, discuss and welcome family diversity and the positive aspects of diversity in families. We welcome the opportunity to discuss any perception that family diversity may be uncomfortable for members of the wider 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.

We challenge gender stereotypes and promote gender equality. There are initiatives such as our 'Resident Expert' initiatives in science and technology that promote a sense of opportunity for everyone.

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 useful skills, values and attitudes.

Our school uniform is flexible and does not exclude anyone on the basis of gender, race, disability, gender identity, financial status or belief.

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

The school promotes mental health through a regular mindfulness club and yoga and has also enlisted outside support in the form of 'Inamojo' to support wellbeing.

The school's accessibility plan explains in more detail the ways in which we plan to improve access to the environment for pupils.

We record instances of discriminatory language, peer-on-peer abuse or bullying, and try to help children to understand why discriminatory language does not belong in the atmosphere of positive and healthy relationships we promote.

All staff and governors undertake appropriate training about safeguarding. There is a clear understanding of the relationship between extreme perspectives of stigma and discrimination and when to make a referral.

The school records data about religion and belief when it is provided by parents or carers through our data collection mechanism.

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

This statement of published objectives is displayed on 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 positive relationships, coping 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-discriminatory good practice.

### **Staffing**

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

### **Behaviour and attitudes**

The behaviour and anti-bullying policies are published to the school web site.

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

## **Curriculum**

There are opportunities throughout the curriculum, including in PSHE and assembly for equality, diversity and inclusion to be addressed. The Spiritual, Moral, Social and Cultural aspects of children's education are developed, and we share a sense of community pride and responsibility.

## **Consultation and involvement**

The school has 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 fair and unfair situations.

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

## **Part Two: Objectives**

- Narrowing any gaps in the performance and attainment of groups of pupils (between boys and girls, children with EAL, those with SEND) and addressing 'gaps in learning' due to extended periods of absence (i.e. due to COVID-19)
- Ensuring all staff take account of factors that may affect children, parents and their families, within the school
- Increasing community and parental engagement and continuing to celebrate diversity in Modern Britain and the wider world (to include seeking the views and ideas of parents/carers)
- Ensuring that all policies and procedures reflect current legislation and best practice

## **Commentary ~ June 2022**

### **Objective One**

**Narrowing any gaps in the performance and attainment of groups of pupils (between boys and girls, children with EAL, those with SEND) and addressing 'gaps in learning' due to extended periods of absence (i.e. due to COVID-19)**

We measure the progress of all children in an ongoing formative basis and assess using summative assessments termly. Half termly pupil progress meetings are held in order to discuss individual children and their progress and data which reflects the achievements of all groups is regularly collated and analysed. COVID-19 Recovery funding is utilised for catch up work for children identified as having been affected by the pandemic.

### **Objective 2**

**Ensuring all staff take account of factors that may affect children, parents and their families, within the school.**

Slaley First School is a small school and as a result, staff know all pupils and their families extremely well. In the wake of the pandemic, we have been increasing parental engagement gradually. We offer a Breakfast Club for families who require the extra care. We have a CPOMS system on which any

information that needs to be shared with relevant staff is shared and we have regular safeguarding/welfare updates at our weekly staff meeting.

### **Objective 3**

#### **Ensuring that all policies and procedures reflect current legislation and best practice.**

Policies and procedures are regularly updated to reflect changes in guidance and legislation. The Northumberland Education Hub is regularly consulted and Directors' Briefings are attended so that the school keeps up to date with all legislation.

At the centre of this school's aspiration for equality for all of our children, is that they leave this school with the knowledge, skills, reading skills and ability to have choices and lead successful and fulfilling professional lives. This aspiration is shared with children daily.

The ways in which we will work to achieve it are:

- A focus on phonics, early reading and beyond
- Extending and using an ambitious and varied vocabulary in school
- Activities throughout the PSHE curriculum and the life of the school that promote confidence, social skills, respect, resilience and de-stigmatise needing help or being different
- Positive behaviour management strategies.
- Engagement with external partners and specialist support
- A determination that children will know, articulate and connect knowledge about their rich local and regional heritage and culture.

#### **Document History**

**Reviewed – June 2022 by SPDC**

**Next Review – June 2023**