



## Equality Information and Objectives

### 1. Characteristics and values of our schools

Longhorsley First and Whalton Primary Church of England Schools lie in rural Northumberland. Both schools are situated in small villages. They are both happy, caring schools where all children are nurtured and encouraged to reach their full potential. Our Federation Schools' motto is: "Aspire, believe, achieve, to be the very best that we can be" for all pupils through our core values of love, forgiveness, honesty, trust, friendship and hope. As Church of England schools the Christian ethos is central to the life of the schools' communities and this is threaded through our responsive curriculum.

Due to small cohort sizes we have some mixed age classes.

The school has data on its composition by sex, disability, ethnicity, disadvantages and special educational need.

Our Federation Good Behaviour Policy and PSHE/RSE (Personal, Social & Health Education/Relationships and Sex Education) strategies support all of our children to achieve well and make good progress, academically, socially and as citizens of the wider world.

### 2. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics – between people who share a protected characteristic (sex, disability, ethnicity, gender reassignment, religion/belief, sexual orientation) and people who do not share it.

### 3. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

#### **4. Roles and responsibilities**

The governing board will:

- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Ms F. Ellis, who will:

- meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed and report back to the governing body
- ensure they're familiar with all relevant legislation and the contents of this document.

The designated members of staff for equality, Mrs J Campbell and Mrs P Elliott, will:

- support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- meet with the equality link governor every year to raise and discuss any issues
- support the head teacher in identifying any staff training needs, and deliver training as Necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **5. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **6. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people who are connected to a particular characteristic they have (e.g. pupils with disabilities, medical needs etc)
- taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities including After School Clubs) .

## **7. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE/RSE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- holding worships dealing with relevant issues. Pupils will be encouraged to take a lead in such worships and we will also invite external speakers to contribute.
- working with our local community. This includes being involved in and hosting village events such a Village Day, Walton Show and Remembrance Services; inviting leaders of local faith groups to speak at worships, and organising school trips and activities based around the local community.
- encouraging and implementing initiatives to deal with tensions that may arise between different groups of pupils within the school. For example, our school councils have representatives from different year groups and are made up of pupils from a range of backgrounds. All pupils are encouraged to participate in the schools' activities, such as lunchtime and after school clubs. There are events in the year such as Children in Need and Red Nose Day when the children are organised into 'families'. 'Families' are groups of children of mixed ages across the whole age range.
- we have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## **8. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- cuts across any religious holidays
- is accessible to pupils with disabilities
- has equivalent facilities for boys and girls.

## 9. Equality objectives:

Equality Objective	Why have we chosen this objective?	To achieve this objective, we plan to....	Progress we are making towards this objective
<p>All activities and educational visits accessible to all pupils</p> <p>All staff aware of individual children's needs (Quality First Teaching) and can support them in their learning.</p>	<p>Some parents cannot afford to pay costs.</p> <p>Some children have specific needs which may prevent them from participating in activities/visits.</p> <p>There are many differing children's needs within the schools and staff are required to be adaptable and flexible as they move from class to class.</p>	<p>Pay/contribute to the costs for those children.</p> <p>Create social stories for these children to prepare them fully for the activities/visits. Staff support for these children.</p> <p>Update staff on children's needs in staff meetings and briefings. We also have a written pastoral file which all staff have access to and can contribute to.</p> <p>Staff are trained in a range of intervention strategies.</p> <p>External services sought in some cases for best advice.</p>	<p>Allocated funding.</p> <p>Social stories training.</p> <p>Trained support staff.</p> <p>Records made in staff meeting and briefing minutes.</p> <p>Pastoral file kept up to date.</p> <p>Read/Write Inc training.</p> <p>MAPA training</p> <p>OT/Psychological and Behavioural Support Services consulted and advice acted upon.</p> <p>Referrals (including health, education and social care) have been made to the West and Central Hub Teams for external specialist support.</p>

<p>To research assistive resources to support children with special educational needs.</p>	<p>To support children with sensory needs to ease their inclusion in all activities.</p>	<p>To purchase the necessary resources e.g. sensory cushions, ear defenders, laptops, 'glide point touchpad' in place of computer mouse</p>	<p>Resources have been bought and put in place. Evaluations made through regular updates to children's records.</p> <p>Children are taught to recognise their feelings through the zones of regulation and understand how to regulate themselves/ meet their needs (brain breaks/ calm areas /time out/ ear defenders /change of environment)</p>
<p>Improve access to learning for children with dyslexic characteristics.</p>	<p>Some children show characteristics of dyslexia and staff need to be aware of making adjustments to their Quality First Teaching.</p>	<p>Refer children to external agencies for targeted strategies.</p> <p>Staff training and strategies/resources signposted for all staff.</p> <p>Update staff on most recent research and advice.</p> <p>Parents updated on the progress of their child.</p>	<p>Referred children receive the suggested intervention strategies.</p> <p>Staff receive updates from the SENDCO about new strategies and resources.</p> <p>SENDCO support for staff when requested.</p> <p>Resources area in designated SEND folder on the shared drive.</p> <p>Regular discussions are held. Due to the small cohorts, each member of staff knows each child very well and staff assessments of pupil's needs are accurate and precisely targeted.</p> <p>Pupil passports created and followed for specific children; referrals made to external agencies for greater needs.</p> <p>Parents are aware of their role in the development of their child.</p>

<p>Ensure that all children with medical conditions are supported well within school so that they can access the curriculum and enjoy learning.</p>	<p>There are children with medical needs for whom we need to make necessary adjustments to ensure they access and enjoy the whole curriculum.</p>	<p>Ensure all staff are aware of the children's individual medical needs and how to plan, resource and manage these needs.</p> <p>Provide support for Class Teacher to ensure needs are met.</p>	<p>Specific ingredients purchased.</p> <p>All staff are updated with children's specific medical conditions through staff training.</p> <p>Specific medical training/care plan linked to child's individual needs in place.</p> <p>Staff regularly revisit care plans to ensure needs are met.</p> <p>Clear system of recording medication administered.</p>
<p>To prepare children for life in multi-cultural, multi-ethnic modern Britain</p>	<p>All children recognize that they have physical and emotional similarities and difference and to develop their tolerance of others.</p> <p>To educate children on the outcomes of embracing diversity and tackling stereotyping, labelling, prejudice and discrimination.</p> <p>To teach the children and encourage them to respect their and others' religions, cultural heritages and preferences. This ensures young people the importance of respect and leave school, fully prepared for life in modern Britain.</p>	<p>Through dialogue and activities linked to specific needs children become very accepting of others.</p> <p>Through the school's Christian Core Values of love, friendship, honesty, forgiveness, hope and trust and the British Values of democracy, rule of law, respect, tolerance and individual liberty.</p> <p>Use every opportunity (incidentally and deliberately) we can to demonstrate equality in the protected characteristics</p>	<p>PSHE/RE/SMSC lessons and school Collective Worships teach children about equality and diversity.</p> <p>Children are taught to understand British Values: 'respecting the values and beliefs and ideas of others whilst not imposing our own on others.'</p> <p>PSHE lessons follow recommended PSHE Association programme of study for all year groups.</p> <p>Multi-faith weeks planned each year.</p>

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<p>To understand why there are rules although sometimes there is a need to create adaptations to policies and procedures to ensure success.</p>	<p>To ensure children understand why society has rules and laws to ensure fairness and safety for all but at the same time being aware of and assisting those who need more support.</p>	<p>To consistently reinforce the Federation Expectations and Good Behaviour Policy and revisit each, as and when needs arise and explaining to others any necessary adaptations.</p>	<p>Federation Expectations and Federation Good Behaviour Policy embedded in everyday school life.</p> <p>These expectations are revisited at least every term and as and when necessary.</p>
<p>To ensure the Federation follows a clear, fair and non-discriminatory process when recruiting for a role.</p>	<p>For staff who are involved in the employment of new staff use their safer recruitment training and follow the guidance given in order to ensure a secure, fair and non-discriminatory process.</p>	<p>Attend training and refresh when necessary.</p>	<p>Chair of Governors and Headteacher have attended training.</p>

## 10. Monitoring arrangements

This document will be reviewed and approved by the governing body at least every four years.

## 11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Federation Good Behaviour Policy
- SENDCO Policy
- Pupil Premium Impact Report
- Safer Recruitment Policy

To be reviewed: every four years

Approved by Governing Body: Autumn Term 2020  
Review date: Autumn Term 2024