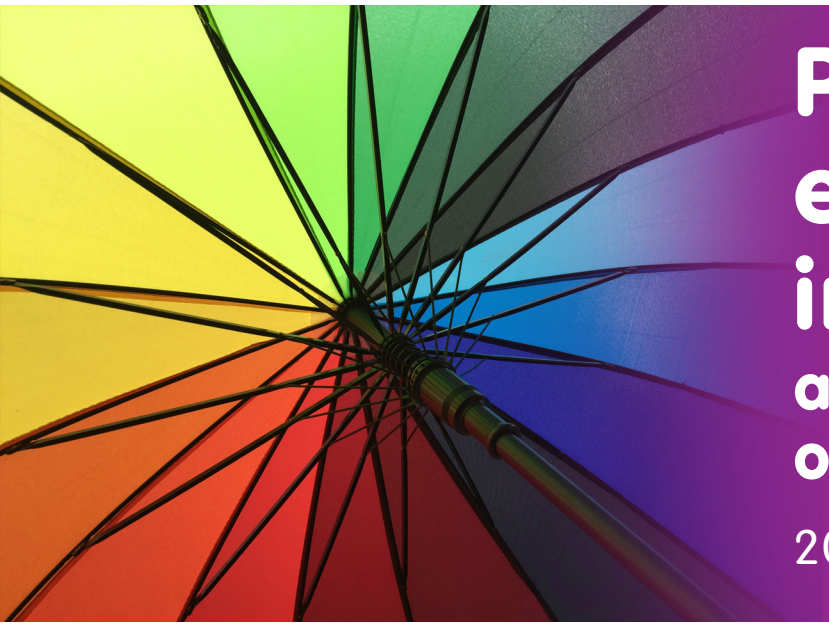
SEPTEMBER 2021

Swansfield Park
Primary School



Published equality information

about the context of our school

2021

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Published objectives 2021-2025

This is our published information (September 2021) 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 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 an average sized primary school in the centre of Alnwick, in a semi-rural setting in north Northumberland. We have a strategic plan which outlines our ambitions for the children, community and our vision for learning.

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 pluralistic British values.

A relatively small percentage of pupils do not speak English as their first language. The number of **BAME** pupils in our school is above the county average (we have 6.4%) although below the national average.

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 diminishing the differences in outcomes for these students compared with their peers. We use the funding effectively to offer academic support and guidance using evidence-based approaches. The funding is also used to offer social and emotional support to children through initiatives like our 'Working together' parent support group, and the support of a Learning Mentors. We also subsidise access to some of our school visits, experiences and swimming. The grant is used to purchase assistive technology to help pupils to access the school's blended learning offer. We have a parent Thrive group. Objectives relating to children eligible for Free School Meals have a high priority for schools, although financial disadvantage is not a protected characteristic. Many of our eligible pupils have additional protected characteristics.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families. We establish safe spaces for changing and using toilet facilities and make sensitive adaptations when a child needs support.

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

The school has data on its composition broken down by types of disability and special educational need.

The Graduated Approach offers children and range of interventions and specialist cycles of support to help them to learn and make progress. A mental health in schools lead and all of the school staff help to promote emotional health and wellbeing and a range of strategies to support resilience and mental health.

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

We use data on inequalities of outcome and involvement when setting objectives for achievable and measurable improvements. These are outlined in the school's accessibility plan.

We record and report instances of discriminatory language or bullying. We are able report racist incidents using the **Local Authority online form** which also gives schools the opportunity to request further support to deal with hate crime and extremism or request support from Local Safeguarding Partners.

All events of discrimination or perceived harassment are recorded using **CPOMS** which helps to build a full picture around a child.

All staff completed face to face Prevent training in 2017 and recognise the relationship between hate crime and radicalisation or extremism. We do recognise that some pupils may have few opportunities to experience the wider UK and urban contexts outside Northumberland and prioritise a programme of learning including planned visits and visitors to broaden understanding of the wider multicultural, multi-faith context of modern Britain. We make sure that when travel and visits are possible, that we extend their horizons and perspectives.

Our subscription to Picture News and the small, interactive school assemblies where we discuss world events contribute to the sense of being connected to the wider world that we want to give our children.

The school records data about religion and belief when it is provided by parents through our data collection mechanism. This enables us to state with confidence that we are inclusive and sensitive with regard to pupils' religions and beliefs.

Documentation and record-keeping

Our school has a statement of overarching equality policy published to 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 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. It is our mission to 'inspire our children to become thoughtful, confident and engaged citizens of their world'.

Responsibilities

All members of staff have responsibility for equalities and for meeting equality objectives.

All staff take responsibility for anti-bullying good practice.

Staffing

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

Behaviour, safety and personal development

The PSHE curriculum and the wider focus on learning in school places great value on learning about fair and equal relationships, respect, values and consent.

When appropriate, we engage with community partners to demonstrate our integrity in supporting those with protected characteristics from vulnerability to hate crime, sexual abuse or extremism.

School council members are advocates for their peers, and we know from our meetings that the majority of pupils feel safe from all kinds of bullying.

The school's **anti-bullying policy** is available from the web site.

Curriculum

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion, safe and respectful relationships and mutual understanding.

The school ensures that children learn in an age-appropriate way to value and access their rights and those of other children.

There are activities across the curriculum to promote pupils' spiritual, moral, social and cultural development and to help them to experience values and develop the 5R's. This work further extends children's' understanding of equality.

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 in respect of the Equality Act.

We consult parents and carers through online surveys and a parent forum. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Part Two: Objectives

Diminishing Difference

Action

We have small cohorts of pupils with a combination of protected characteristics and vulnerabilities which contribute to a significant or small gap in attainment and progress between them and their peers (gender, ethnicity, **SEND**, eligible for the Pupil Premium Grant, disability, for example). We deploy evidence- based strategies to use the Pupil Premium allocation to initiate a range of evidence-based interventions and targeted support which will enable us to see the pupils' attainment increase to ensure that they work at the expected standard or above.

The interventions will be reviewed annually, and will be targeted at individual children, rather than cohorts or groups. If an intervention does not have an impact, it is evaluated and discontinued.

Those we intend to use include:

- Phonics
- Thrive and **ELSA** to promote social and emotional wellbeing
- Literacy support
- Maths interventions
- Sensory resources and interventions
- Attendance and punctuality initiatives
- Bespoke interventions such as 'Muddy Writers' a kinaesthetic stimulus for writing with boys.
- After school clubs for children experiencing periods of disadvantage
- Programmes to develop skills such as gross motor and cross lateral movement
- Physical and social interventions such as Forest School
- Male role models and sports interventions (for example at Tick Tock, the out of school provision).
- Summer school

Flexibility with staffing means that the school can reduce class sizes for core subjects, or move male role models around school as needed.

Expected evidence of impact:

- The school will annually review and define which packages are our most effective in terms of cohort, characteristic and identified need.
- This information will be shared among the whole staff and governing body and published on the school web site
- Identified pupils with protected characteristics will make or exceed the expected progress and standards, relative to their starting points.
- Children's wellbeing, integration,readiness to learn and engagement will reflect the success of these strategies.

Fostering Good Relations

Theme: Active citizenship and community engagement

Action:

We recognise the context of Alnwick's communities and the relative lack of opportunity pupils may have to engage with role models from urban and minority communities (LGBT, BAME, disabled people, people of different faiths). We recognise the important role that the school is expected to play in opening up the children's perspectives 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, disability equality, anti-discriminatory language and behaviour, tolerance and mutual respect, the role of the bystander, religion and belief, how democracy affects us and the legal context with regard to hate crime and hate incidents. Children will experience visits to places of worship in culturally diverse, religiously plural contexts in the north.

Children and families will engage with their local MP on the theme of climate action and participation in, for example, preparation for the COP26 Conference. They will explore how a sense of agency and taking action can impact on the emotional and physical wellbeing of the whole community.

Community engagement activities and their impact on various types of disadvantage will be explored through Harvest Festival, working with the local Food Bank and considering collective community responses to issues such as forced migration and internal conflict.

Expected evidence of impact:

- Increased awareness of equality and justice articulated by staff and pupils
- Greater resilience and an awareness of global issues articulated by children.
- Willingness to challenge discriminatory thoughts and practices and to recognise and challenge stereotypes and misconceptions.
- Children as allies and advocates, respecting and protecting the rights of others
- Increased understanding of the importance of engaging with campaigning organisations and being concerned citizens who advocate for and enable others to access their own rights.
- Pupils will understand why Northumberland is developing to become a place of refuge and safety for those fleeing conflict, and understand how they and their communities can contribute positively.

These objectives replace the previous equality objectives set in 2016.

Progress against the objectives will be reviewed annually, and they will remain our objectives until April 2025 when they are due to be refreshed

This document has been formally adopted by the governing body.

VERSION HISTORY

VERSION	DATE	DESCRIPTION
Initially adopted	25 September 2017	Work by Head and Gill Finch (NCC)
Review	February 2019	Updates from NCC consultation
This Review	September 2021	Work by Head and Gill Finch (NCC)

ACRONYMS

BAME	Black, Asian and Minority Ethnic
PPG	Pupil Premium Grant
SEND	Special Educational Needs and Disabilities
ELSA	Emotional Literacy Support Assistant
LGBT	Lesbian, Gay, Bisexual, and Transgender
PSHE	Personal, Social, Health and Economic education
COP26	26th United Nations Climate Change conference

LINKS

CPOMS	CPOMS

APPROVAL AND AUTHORISATION

	NAME	JOB TITLE	SIGNATURE	DATE
Approved	**Jenny Smith**	Head Teacher	J E Smith	September 21
Approved	**Angela Jefferies**	Chair of Governors	A Jefferies	September 21
DATE OF NEXT REVIEW			**AUTUMN 2022**	

Swansfield Park Primary School

Headteachers:
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Mrs A-M Grimes BA(Hons) PGCE