

Published Equality Information and Objectives

Published Objectives 2020 - 2024

Our Christian Vision is that - Everyone is welcome.

Everyone who spends time learning and growing at Longhoughton is encouraged to reach their full potential with **courage, compassion** and **creativity** to make a difference in the future. We are **respectful** of God's world, working together to create a loving and caring **community**.

This is founded in 1 Peter 4:10 - 11 "God has given each of you a gift from his great variety of gifts. Use them well to serve one another."

Equalities Statement

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against pupils or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Marriage and civil partnerships and age are also 'protected characteristics', but do not apply to our provision for students. Under the Act, the school is expected to comply with the Public Sector Equality Duty. This requires us to:

Eliminate unlawful discrimination, harassment and victimisation

Advance equality of opportunity between different groups

Foster good relations between different groups

As a public organisation, we are required to:

Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy

Publish Equality Objectives which are specific and measurable

Our Equalities Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty.

Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

This is our published information (October 2020) 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, first language and gender. This is available on request.

Our school is a one form entry. However due to small cohort sizes we have a mixed Nursery & Reception class, Year 1 & 2 class, Year 3 & 4 class and a mixed Year 5 & 6 class. This class organisation changes depending upon cohort numbers each year.

Teaching and learning has a focus on engaging and responding to the needs of all pupils.

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.

Fewer than 5 children are from Black Minority Ethnic (BME) backgrounds and a very small percentage of children speak English as their second language. There are no current trends in underachievement for these pupils.

Our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant (PPG) are reported on as a discrete group in order to demonstrate the effect of the PPG funding on closing gaps in attainment. We receive Pupil Premium Grant (PPG) for 60% of our pupils whose parents are in the armed forces; this funding is lower than that for a child in receipt of Free School Meals (FSM) PPG funding. Service children are reported on as a discrete group to demonstrate the effect of the PPG funding on supporting the needs of these children.

We use the funding effectively to offer academic support and guidance. The funding is also used to offer social and emotional support to children through ELSA. We also subsidise access to some of our school visits, experiences and swimming.

Small cohorts of children mean that it is often difficult to define trends in underachievement in groups of children on the basis of gender, ethnicity or disability. We respond to the needs of individuals.

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 impairment and special educational need.

The school has clear protocols and targeted provision to support the pupils who are on the SEND register. The SEND local offer is accessible from the school website. Our Special Educational Needs & Disability Co-ordinator (SENDCO) is a senior member of staff.

The school is an accessible building with ramps, accessible toilets and wheelchair accessible routes and a gender neutral accessible toilet. There is a current and recently updated accessibility plan which targets future actions needed.

We record and report instances of discriminatory language or bullying, and we tackle these in accordance with the County Council's recently revised guidance for dealing with discriminatory incidents and hate crime in schools.

We can report racist incidents using the online form which also gives schools the opportunity to request further support to deal with hate crime and extremism.

All staff and Governors completed face to face Prevent training in 2016 and recognise the relationship between hate crime and radicalisation or extremism. New staff and Governors complete Prevent training as part of their induction.

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 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 friendship, dealing with feelings and feeling safe to share concerns with adults. The Christian Vision and Aims and 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.

Staffing

There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and non-teaching.

Behaviour and safety

There are clear procedures for dealing with prejudice-related bullying and incidents.

The school annually returns a report on the number of racist incidents to the Local Authority, which governors approve.

Surveys show that most pupils feel safe from all kinds of bullying. The school's anti-bullying policy is available from the web site.

Curriculum

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

The curriculum provision reflects the needs of specific groups of pupils. We have additional and targeted provision which changes along with need.

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 that promote pupils' spiritual, moral, social and cultural development.

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 for the concerns of the Equality Act.

Part Two: Objectives

Narrowing gaps

To continue to narrow the gap between our SEND and non-SEND children by providing quality intervention programmes for these children as appropriate.

Expected evidence of impact:

- We will see gaps narrowing in line with our own projected SEND and non-SEND children outcomes.

Fostering Good Relations

To promote spiritual, moral, social and cultural development through the teaching of our curriculum, with particular reference to issues of equality and diversity by reviewing the PSHE curriculum by September 2021.

Expected evidence of impact

- An atmosphere of tolerance and mutual respect
- A willingness for staff and pupils to challenge intolerance or discrimination
- Increased understanding of the broader cultural and religious context of the UK articulated by staff and pupils.
- Children applying principles of equality and fairness in their day to day interactions

Date for review - Autumn 2021