

Stamfordham Primary School

Published equality information about the context of our school (2023)

Published objectives 2021-2025

This is the information (January 2023) which we have a duty to publish 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 a small, rural primary school in the Ponteland Partnership in Northumberland. The school web site outlines our ambitions for the children, our place in the national and global community and our vision for learning.

We teach children about their rights and the school's values of Resilient, Ambitious and Nurturing, 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 children to appreciate pluralistic British values.

A small number of our pupils currently speak English as an Additional Language. There are very few pupils in school with an ethnicity other than white British, which makes our school population considerably less culturally diverse than the county average (4.7%) and which contrasts with the national average in state funded primary schools (34.8%).

Our disadvantaged pupils in respect of whom we receive the Pupil Premium or Forces Premium Grants are reported on as a discrete group (if the group is large enough that describing our spend does not identify the individual children) 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 to offer academic support and guidance (when it is needed) using evidence-based approaches. The funding is also used to offer social and emotional support to children. We also subsidise access to some of our school visits, experiences, residential, enrichment, extra-curricular activities music tuition and swimming. All of the pupils on behalf of whom we currently receive the grant are making and exceeding expected levels of progress. We have under the [national average](#) of 22.5% of pupils eligible for Free School Meals

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. Some eligible pupils also have additional protected characteristics.

Small cohorts of children and variations in intake can make it difficult to define trends in underachievement or vulnerability in groups of children on the basis of gender, ethnicity or disability. It is not uncommon to find a year group with a small number of boys or girls. We respond to the needs of children as individuals.

In teaching and learning, we represent, discuss and welcome family diversity and the positive aspects of individuality in families. We challenge any perception that family diversity may be uncomfortable for some members of the community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to keep them safe 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. This is reflected in our inclusive PSHE curriculum, where children learn about different families, respectful and safe relationships and about appreciating and valuing differences.

The school has safe spaces for changing and using toilet facilities.

We support our pupils to succeed and achieve their full potential, academically, physically and socially in an atmosphere where they can grow and develop skills, values and attitudes that prepare them well for life in modern Britain. Our school uniform expectation is flexible, and the guidance does not discriminate against any child on the basis of sex, gender, race, disability, gender identity or belief.

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

Our school has clear protocols and targeted provision to support these pupils who are on the SEND register. The SEND local offer and SEND report are accessible from the school web site.

The school is an accessible building, with ramps, an accessible toilet, a lift and wheelchair accessible routes.

We consult with children and families when setting objectives for achievable and measurable objectives to make the school more accessible for children with disabilities. These are outlined in the school's accessibility plan. The school web site has details of the ways in which the curriculum is adjusted and differentiated for pupils with SEND. We also work with our Head of PE and the School Council to establish and work to eliminate any barriers which are preventing children from accessing and enjoying extra-curricular opportunities and events. This is one of the main objectives in our current accessibility plan.

We record and report instances of discriminatory language or bullying and have had no racist incidents to record to the local authority in recent years. We can report racist incidents using the [online form](#). We celebrate and discuss the benefits of diversity in society, and welcome opportunities to achieve this.

All staff and governors completed required Prevent training and recognise the relationship between hate crime and radicalisation or extremism. We are conscious of the vulnerability of people in the community to becoming involved in campaigns based on stigma or discrimination and welcome open discussion and debate with the children in order to dispel myths and misconceptions. One of the ways in which we do this is through regular discussion of current affairs and controversial topics covered on the BBC Newsround broadcasts. This develops critical thinking, extends the children's understanding of broader contexts than life in the North East of England, and builds political and media literacy.

We recognise that some of our pupils may have limited opportunities to experience the wider UK and urban contexts outside Northumberland, so we prioritise a programme of learning including planned visits and visitors to broaden understanding of the plural, multicultural, multi-faith context of modern Britain. The school trip to London for Years 5 and 6 helps children to experience the cultural, political and administrative capital of the country, and broadens their understanding of protected characteristics and the diversity of British identities. 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. This is helpful in ensuring that dietary requirements, worship or teaching about relationships are sensitive to faith and belief or non-belief.

Documentation and record-keeping

Our school has a statement of overarching equality policy published to the website.

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-discriminatory work in school.

The governor with responsibility for SEND in school also has a wider watching brief for equality, diversity and inclusion (EDI)

Staffing

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

Behaviour and safety

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

The school annually receives a report on the number of racist incidents reported to the Local Authority, which governors receive and discuss in the autumn term.

School council members are chosen to have diverse perspectives and lived experiences to reflect upon, which makes them good advocates for their peers. 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 acceptance, mutual respect and making an active contribution to community cohesion.

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

There are activities across the curriculum, including PSHE and assemblies to promote pupils' spiritual, moral, social and cultural development and to help them to apply strong community values and develop the concept of global citizenship.

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 for these in respect of the Equality Act.

We consult parents and carers through surveys and contact them via email and the school web site. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Part Two: Objectives

Schools and other public sector organisations subject to the Public Sector Equality Duty (PSED) must, in the exercise of their functions, have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

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

Foster good relations between people who share a protected characteristic and those who do not.

Fostering Good Relations

Action: Learning about and experiencing life in modern Britain.

The main equalities challenge we recognise and work to address is the lack of opportunity many pupils have to learn about living harmoniously in a community alongside people who are different from us. Children in Stamfordham are respectful and kind, but do not have many opportunities to demonstrate that they understand what it means to live in and enjoy the cultural and spiritual contexts of pluralistic, modern Britain. We recognise the important role that the school is expected to play in extending the children's perspectives to appreciate the wider context of the UK beyond rural Northumberland. Within that there is a need to teach about protected characteristics, who is more vulnerable to stigma and inequality, and the role we can play as active bystanders and upstanders. In setting this objective, we hope to prepare children well for transitions and for adult life with an appreciation of the institutions, systems and protections that are there to support a diverse and rich society.

Through the curriculum, PSHE, debate, discussions 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 global and national political and environmental campaigns.

Children experience visits to places of worship in culturally diverse, religiously plural contexts in the north, when we visit a local Hindu temple and church.

Objective 2:

Advance equality of opportunity between people who share a protected characteristic and those who do not. The post-Covid context.

The statutory changes to PSHE, and specifically RSHE from September 2020 gave us the opportunity to review and consult with parents and pupils (in Autumn 2020) about the importance of learning about safe relationships (relationships education), looking after our bodies and health (health education) and family diversity (relationships education).

The Covid 19 pandemic and school closures did not significantly affect children at Stamfordham. We expected to deal with children who have experienced anxiety, loss, bereavement, attachment issues as well as lost learning. School remained open throughout, and vulnerable children were encouraged to attend. Online learning kept relationships and learning alive.

The focus on emotional wellbeing and building resilience and confidence remains a priority for the school, in particular being alert to and offering early interventions to support families with concerns about emotional wellbeing and mental health. We continue to promote emotional health through a lead practitioner. The 'Time to Talk' 1:1 support for parents has provided opportunities to intervene early and support wellbeing, good mental health and resilience, and to work sensitively to support any child or family who may have quietly continued to experience a decline in their resilience or mental health. This work is one of the ways in which our value of nurturing is being put into practice.

Expected evidence of impact:

Awareness of equality and social justice articulated by staff and pupils

Resilience and an awareness of global issues and British values 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 as citizens who advocate for and enable others to access their own rights.

Understanding why Northumberland has become a place of refuge and safety for those fleeing conflict. Making positive contributions to people in need.

All of the impacts described above will be well evidenced by photographs, the letters the children write and receive, video footage, and the school's 'Facebook page'

These objectives replace the previous equality objectives set in April 2016.

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