

## Lowick and Holy Island First Schools

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

This is our published information (updated May 2019) 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 schools are very small, rural first schools in the Berwick Partnership in Northumberland. Our [vision](#) defines our ambitions for children, our place in the global community and our ambitions for education and 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.

Currently none of the children in either school speak English as an Additional Language. This is below the national average (state primary school [national average 21.2%](#)). There are also no BAME pupils in either school in contrast with the national average of [33.1% of children](#) in state funded primary schools).

Our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant are monitored as a discrete group in order to demonstrate the effect of the additional funding on diminishing the differences in outcomes for eligible pupils compared with their peers. There are no children in the pupil premium group on Holy Island. For Lowick, 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 swimming lessons in school, so that people experiencing disadvantage can take part. Our PTA subsidises school visits, so that these are accessible to all children.

We recognise that a priority for the school is to raise standards, and to focus on high aspirations and expectations for everyone. We also recognise that we have areas of the school where significant gender imbalance can occur, (predominantly girls or boys in a group) and another of our equality challenges is to respond to this in a way that promotes equality of opportunity regardless of gender.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families that don't match some stereotypes. 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 protect them from discrimination. We audit resources

and displays, letters home and the language we use for intentional and unconscious bias. We are developing the capacity of the entire workforce to embody the school's inclusive ethos of valuing and caring for other people.

We recognise the increased numbers of gender diverse pupils in UK schools. We have safe and private areas for changing and using toilet facilities. Staff work supportively with pupils whose gender identity or sexual orientation do not fit traditional gender stereotypes. [Guidance for schools](#) supporting transgender pupils is available from the local authority.

We aim for all of our pupils to reach or exceed their potential; academically, physically and socially in an atmosphere where they can acquire skills, values and attitudes that will equip them well for life in modern Britain. We are fortunate to have local role models who also bring the international and global contexts to the classroom, and share their experiences and cultural insights.

Our school uniform guidance is flexible – see our policy - 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 disability and special educational need.**

Our school has clear protocols and targeted provision to support these pupils who require additional learning or emotional support. The [SEND policy](#) and annual report are accessible from the school web site.

A number of pupils join the school with communication or developmental delay. We address this through individualised intervention plans and the support of speech and language therapists and referrals to NHS services.

The school is an accessible building, with ramps, an accessible toilet and wheelchair accessible routes on the ground floor. We have non-gendered toilets in each classroom area in Lowick and available just outside the classroom at Holy Island.

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

We record and report instances of discriminatory language or bullying, and we tackle these in accordance with guidance within Keeping Children Safe in Education and the Ofsted framework. We can report racist incidents to the LA using the [online form](#). We have records on the CPOMS system which also move from school to school with a child.

All staff have completed required [Prevent training](#) and recognise the relationship between hate crime and [radicalisation or extremism](#). We are conscious of the

vulnerability of people in our region to messages about far right extremism, and welcome open discussion and debate with children in order to dispel myths and misconceptions.

We recognise that most pupils may have limited opportunities to experience the wider UK and urban contexts outside Northumberland and prioritise a programme of deep learning, role models and visitors to broaden understanding of the plural, multicultural, multi-faith context of modern Britain. The school calendar of events makes use of the opportunities there are to develop wider cultural awareness and social capital.

The school records data about religion and belief when it is provided by parents or carers through our data collection mechanism. This enables us to state with confidence that we are inclusive and sensitive with regard to pupils' religions and belief, if they have been shared.

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

Our school has a statement of overarching equality principles.

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-bullying good practice.

### **Staffing**

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

### **Behaviour and attitudes**

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

The school annually receives a report on the number of racist incidents sent to the Local Authority, which governors approve in the autumn term.

When appropriate, we can engage with Northumbria Police's Community Engagement Team, and the Operation Encompass Next Steps PSHE project workers to demonstrate our integrity in supporting those with protected characteristics from vulnerability to unsafe relationships, hate crime and 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.

## **Curriculum**

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion 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, including PSHE and collective worship to promote pupils' spiritual, moral, social and cultural development and to help them to experience 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 in these in respect of the Equality Act.

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

## **Part Two: Objective**

### **Fostering Good Relations**

Action: The main equalities challenge we recognise and face is to broaden the awareness and experiences of children who spend most of their lives in an almost mono-cultural context in the north of a sparsely populated rural county with no city, motorway or university.

### **Specific**

Our objective is to ensure that children are well prepared to live in the wider context of modern Britain. This focus will enable the school to demonstrate excellence in key areas of the proposed new Ofsted framework namely: Behaviour and Attitudes and the creation of a positive learning environment, where high levels of respect for others are visible and Personal Development, where pupils have 'interest in and respect for, different people's faiths, feelings and values' and social skills that equip them for '...working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds' We will achieve this by offering 'a

rich set of experiences' and a continued commitment to exemplary practice in developing pupils' character.

### **Measurable**

Through the curriculum, for example when exploring heritage, cultural influences, we use opportunities to capture the impact of the learning on attitudinal change as well as subject knowledge.

Pupils are able to confidently apply the principles of fairness and equality in their interactions with one-another.

Pupils articulate the knowledge we are developing through our interactions with people who have different cultural heritage and experience, and they extend this to the understanding gained through experiences and visits.

Action: Ensuring that pupils who experience periods of disadvantage are helped by school recognising this, and swiftly acting to address any barriers to learning.

### **Specific:**

Children have high quality teaching from staff who are supported by relevant CPD.

Targeted interventions are used, when appropriate

We work with parents and carers to ensure that pupils are supported at home as well as at school.

Data, observation and pupil passports help us to identify and find solutions if there are any barriers to learning.

### **Measurable:**

Pupils experiencing periods of disadvantage are enabled to make accelerated progress and to access all of the elements of the curriculum

### **Action:**

Develop and maintain a culture where our pupils understand how to protect themselves and other people from discriminatory attitudes and behaviours.

### **Specific:**

Staff model good anti-discriminatory attitudes and language, and have the confidence to address any elements of discrimination or misconception.

Discriminatory incidents are rare and are always dealt with promptly and consistently

### **Measurable**

Number of racist incidents reported annually to the local authority (currently 0)

Children articulate their commitment to and understanding of anti-discriminatory principles and treat one another with respect.

Difference and diversity are welcomed and celebrated

*This objective replaces the previous equality objective set in April 2020.*

*Progress against the objectives will be reviewed annually, and they will remain our objectives until April 2024, when they are due to be refreshed.*