



This policy was adopted by <i>Governors</i> at the meeting held on :	3 rd May 2022
Signed (Chair of <i>Governors</i>):	Gustav MacLeod
Governing Body minute ref:	
Date of Review:	Spring 2024

Equality Information and Objectives Statement

Opening Statement

This is our published information (updated January 2022) about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. We include information about the work we do to promote equality and challenge discrimination. As a school, we welcome our duties under the Equality Act 2010 and the PSED. The general duties are to:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Our Context

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

The school has data on its composition refined by year group, ethnicity and gender and by proficiency in English. This may be available on request.

Our school is a small rural primary school which attracts pupils from a wide geographical area.

Teaching and learning has a focus on engaging and responding to the needs of all pupils, and we do this by providing a very flexible curriculum. Our proportion of pupils from BAME backgrounds and those who speak a language other than English as their first language, is significantly lower than the national average. There are no current trends in underachievement for these pupils.

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 closing gaps in attainment. The number of eligible pupils is significantly below the national average. Our Pupil Premium strategy statement is available on the school website.

Our school has clear protocols and targeted provision to support SEND pupils who are on the SEND register. Our SENCo role is held by the Headteacher. Provision plans are in place for all SEND pupils. Provision mapping enables us to illustrate and map the interventions a child has had, the expenditure of the targeted interventions, and their impact on attainment. The SEND Information Report is available on the school web site.

The school is an accessible building, with a ramp, two accessible toilets and wheelchair accessible route. There is a current and recently updated accessibility plan. Our school's approaches and inclusive ethos are appreciated by families who seek this flexibility.

The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

The objectives we set that relate to attainment and closing gaps for vulnerable groups of children are set within the school's improvement plan. Objectives relating to disadvantaged children eligible for Free School Meals are similarly given a high priority, although financial disadvantage is not a protected characteristic, it is a significant priority for schools.

We record and report instances of discriminatory language or bullying should they occur, and set equality objectives accordingly when we identify a need to incorporate anti-discriminatory practice into our teaching and learning. We are aware of the limited opportunities many of our children have to experience the wider UK and urban contexts that exist outside Northumberland and address this through learning.

Aims to Eradicate Discrimination

We celebrate and aim to uncover the unique talents and characteristics of each pupil, as referenced by our school's vision statement:

Vision

'A small school with a big heart!' - a Christ centred community where each person can become who God intended them to be.

This is founded in the commandments:

Luke 10:27

'Love the Lord your God with all your heart and all your soul and all your strength and all your mind;' and 'Love your neighbour as yourself.'

Mission

- * We endeavour to develop the potential of each and every child to achieve life in all its fullness, through an engaging, enquiry based curriculum of the highest quality.
- * To live well together with community and church, so that all can flourish.
- * To foster curiosity and delight in learning; developing confidence, resilience and wisdom.
- * As a small school, to know, value and support each person as a unique individual of inherent worth.

- * To develop and nurture the spirituality of each person and to encourage, in all a desire to serve others.
- * To open our hearts to others so each may grow in their knowledge of themselves, and their value as a global citizen.

In Ellingham School, we aim to live through the following values which reflect our Christian vision:

Compassion, Endurance, Justice, Service, Stewardship, Reverence and Wisdom

We believe that pupils and staff can flourish by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. Our curriculum is responsive and underpins learning about values, about respect for one another and the wider communities to which the pupils belong. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with Prejudice and Celebrating Diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. Any incidents are reported to the Headteacher, or Senior

Teacher in her absence. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive: 'Love your neighbour as yourself.'
- Aware of what constitutes discriminatory behaviour.

The school's staff and volunteers will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's staff will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

Equality and Dignity in the Workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.

- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Diversity and Representation

We represent, discuss and welcome family diversity and the positive aspects of different families. We discuss perceptions of diversity that may be uncomfortable for members of the school community to embrace; our priority is that every pupil feels accepted and knows that we are committed to our legal duty to keep them safe from discrimination.

Staff work supportively with pupils in discussing gender, sex, gender reassignment or sexual orientation and we challenge gender stereotypes and promote gender equality.

Our uniform is flexible, and the guidance does not discriminate against any child for reasons associated with sex, race, disability, gender reassignment, religion or belief.

Objective 1:

To audit our updated curriculum, resources, displays, letters home, and the language we use, for intentional and unconscious bias, so as to develop the capacity of the entire workforce to embody the school's inclusive ethos.

Inclusion

We aim to develop the potential of each and every pupil to achieve life in all its fullness. We know, value and support each person in our school community as a unique individual of inherent worth.

Objective 2:

To audit our mental health leadership, policies, curriculum and provision, so as to ensure all staff feel safe and secure in addressing immediate behaviours and needs, in-line with our value of diversity, and both pupils and staff feel supported and able to discuss their own mental health needs.

Monitoring and Review

Progress against the objectives will be reviewed annually, and reported to Governors by the Headteacher. They will remain our objectives until April 2024, when they are due to be refreshed.