

## **Acomb First School**

### **Published equality information about the context of our school.**

#### **Equality objectives for the period 2020-2024**

This is our published information (October 2020) about our school population and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It also explains how we promote good equalities practice and work to eliminate discrimination or inequality. The objectives we have set are based on this context and are at the end of this document.

#### **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**

Acomb is a very small, rural first school.

We teach children about their rights, 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.

Acomb is not a culturally diverse area, and it is rare that we have pupils who speak a first language other than English.

Objectives relating to children eligible for Free School Meals have a high priority for schools, although financial disadvantage is not a protected characteristic, it is a priority for this school. 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 funding on diminishing the differences in outcomes for these students compared with their peers. We use the funding effectively to offer interventions, and to employ Teaching Assistants who provide additional support during lessons.

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 to ensure that we consciously use inclusive language. We work to develop the staff team to articulate the school's inclusive ethos and values.

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

#### **The school has data on its composition broken down by types of disability and special educational need. This is available on request.**

Our school has clear protocols and targeted provision to support these pupils who have Special Educational Needs and Disabilities (SEND). A link to the [SEND local offer](#) is on the school web site

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

The school offers a graduated approach and makes anticipatory adjustments for children with SEND.

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 which can be found on the web site. The school's accessibility plan has more specific detail about the ways in which we are working to improve access to the environment, curriculum and printed information for pupils with disabilities

We record and report instances of discriminatory language or bullying. We ensure that school is a safe environment and that the features of good, safe relationships and safe friendships are regularly promoted and discussed as part of the school's culture.

We recognise the limited opportunities many of our children have to experience the wider UK and urban contexts that exist outside Northumberland and prioritise a programme of learning including visits and visitors to broaden understanding of the wider multicultural, multi-faith context of Britain. In addition to visits and visitors (when safe) connected to religion and belief, the school also tries to ensure that the curriculum offers many opportunities to broaden the children's horizons and teach about contexts they do not see every day.

The school records data about religion and belief if it is provided by parents. This enables us to say with confidence that we are inclusive of pupils' religion and beliefs.

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

Our school has a statement of overarching equality policy which is published to the web site.

### **Responsibilities**

All staff have responsibility for promoting equality.

All staff have responsibility for anti-bullying work.

### **Staffing**

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

### **Behaviour and safety**

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

### **Curriculum**

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

### **Consultation and involvement**

We collaborate with local and national programmes and make links to well established cultural, religious and statutory partners who support our ambitions for equality. Recent examples include Mortal Fools Theatre in Education and Guide Dogs.

## **Part Two: Objectives**

### **1. Fostering Good Relations: Preparation for life in modern Britain**

Action: We recognise the geographical and social context of Acomb, and the relative lack of opportunity our pupils experience to engage with role models from diverse communities (equal marriage, BAME, people of different faiths). We recognise the important role that the school can play in opening up the children's lives 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, global learning, human rights, disability equality, anti-discriminatory language and behaviour, tolerance and mutual respect and the role of the bystander.

Children will see the wider, more pluralistic and diverse context embedded in the curriculum, and not taught as a novelty or quirky aspect of the world outside Acomb; but as a representation of the society in which they will live as they grow.

Expected evidence of impact:

Increased awareness of equality and justice articulated by staff and pupils

Greater awareness of national, local and global contexts articulated by children.

Willingness to challenge discriminatory thoughts and practices.

Children acting as allies and advocates, respecting and protecting the rights of others.

Pupils will understand why Northumberland and society is changing; about their own personal responsibility and how they can be supportive and involved in social action and campaigns.

### **2: Fostering Good Relations: Diversity in the governing body**

We hope to serve our Acomb school community even better by proactively advertising and campaigning to recruit governors who, through their diverse experiences of life and parenting will enhance the diversity reflected in the governing body itself.

At the time of setting this objective, the governing body has two vacancies.

The school is committed to making sure that members of the community who might not previously have considered themselves eligible, suitable or well qualified for the role will be attracted to apply, and to bring their skills and ambitions for the school, the community and the children to add richness and variety.

One of the aims of the Public Sector Equality duty is 'Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low'. We would hope to gradually see better representation of people from these groups in the life of our school over the four years of this reporting cycle.

### **3: Fostering good relations: Family diversity**

In the area where we are, most children live in 'mum and dad' families, and have often very limited experience of some of the other kind of happy loving families that exist; with one parent, two mums, living between two parents, foster families, two dads.

In accordance with the revised, RSHE curriculum from September 2020, we will ensure that all children learn about LGBT relationships, and will ensure that rather than teach about these identities as a one off lesson, that the concepts and representations of family diversity are threaded through the entire curriculum: that children see and grow comfortable with the protected characteristics of sexual orientation and gender reassignment in contexts that are comfortable and prepare them well for life in modern British contexts beyond Acomb.

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