

## Cambo First School

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

#### Published objectives 2021-2025

This is our published information (April 2022) 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 first school in the Morpeth Partnership in Northumberland. The school prospectus outlines our ambitions for the children, our place in the global community and our vision for 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 children to appreciate pluralistic British values.

None of our pupils currently speak English as an Additional Language. There are no BAME pupils in school, which makes us considerably less culturally diverse as a school population than the county average (4.7%) and which contrasts with the national average in state funded primary schools.

Our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant 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 PPG 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, residentials and swimming. All of the pupils on behalf of whom we currently receive the grant are making and exceeding expected levels of progress.

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 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.

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.

We establish safe spaces for changing and using toilet facilities.

We want all of our pupils to succeed and achieve their full potential, academically, physically and socially in an atmosphere where they can grow and acquire appropriate skills, values and attitudes. We positively believe that a strong global relationship with others across the world is necessary to help our children grow and become effective citizens. We had a long-standing relationship with a Gambian school, and we are actively seeking global connections again.

Our school uniform expectation 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 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.

Some pupils join the school with communication delay. We address this through individualised intervention plans and the support of speech and language therapists. We also purchase support through the behaviour, ASD and Speech and Language SLAs from Northumberland Education. We have usually diminished this deficit during a child's time in the Early Years Foundation Stage.

The school is an accessible building, with ramps, an accessible toilet (which is not fully converted for disability) 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.

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. In 2020 we were one of 100 schools selected to join the Government Equalities Office Funded programme I aimed at eliminating Homophobic, Biphobic and Transphobic bullying in schools.

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

We recognise that some pupils may have limited opportunities to experience the wider UK and urban contexts outside Northumberland and 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 2,3 and 4 in the past has included a visit to The Houses of Parliament, to help children better understand how democratic values offer them opportunities to exercise their rights.

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 to 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 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.

### **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 returns a report on the number of racist incidents to the Local Authority, which governors discuss in the autumn term.

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.

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 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 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 happily in a community alongside

people who are different from us. Children are respectful and kind, but do not have many opportunities to demonstrate that they understand what it is 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. We hope to prepare them well for transitions and for adult life with 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, 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 mosque and synagogue.

Visitors to school represent local cultural heritage and faith groups, including the local church and the Methodist Church at Scots Gap. This will continue.

The school's long-standing commitment to intercultural learning through a link with a Gambian school has come to an end due to an unstable political situation and the end of the British Council funding which facilitated the cost of reciprocal visits. The school is seeking to establish another reciprocal international relationship.

Action:

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 Cambo. 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 arranging and working to ensure the success of children who now transition to their next school. We continue to promote emotional

health and wellbeing, good mental health and resilience, and to work sensitively to support any child or family who has experienced lost learning as a result of, for example, being home schooled while both parents were also busy working from home.

**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 coverage, and the school's 'Blue Book'

**Governors' commentary on measurable impacts. April 2022.**

*Isobel Anderson*

The governors with a watching brief for equalities recognise the school's significant strength and focus in ensuring that children access compelling, enriching experiences. They echo this ambition for the children.

Pupils develop character, and the attributes we are particularly proud to see nurtured include: perseverance, determination, tolerance and inclusivity and being prepared to think about next steps and consequences.

The work to develop enquiry-based learning, cooperation and risk taking significantly contribute to outstanding examples of grade descriptors corresponding to Behaviour and Attitudes and Personal Development.

We also welcome the way in which the staff overcame to challenges of the global pandemic to introduce and deliver the new, statutory elements of PSHE from September 2020 (postponed to April 2021). Parental consultation was robust, and teaching about emotional resilience, being healthy, enjoying movement and having safe relationships were not new curriculum content for the staff. The RSHE

curriculum is now well embedded and all children receive their entitlement to this important curriculum area.

Visits to the Hindu Temple and Synagogue in Newcastle upon Tyne continued in spite of some Covid related restrictions. They are one of our key opportunities to address our objective, and often provoke an interesting debate among the children about gender equality, religion and belief and cultural identity. Children learn to think critically. They have conversations about equality and social justice in school. They are confident to debate and explore a range of perspectives.

When a child in school experiences inequalities or challenges, the school ensures that interventions are explored and put in place at the earliest possible point, to reduce the impact of this inequality.

Other measurable impacts include:

- No racist incidents in the past or current academic years.
- No homophobic, biphobic or transphobic incidents recorded.
- Participation in the Stonewall GEO funded project in 2020, with the expectation that the school would achieve Bronze Stonewall School Champion status by 2021 (cancelled due to Covid, but completed elements online).
- No issues of inequality raised by the School Council.
- Pupil voice was listened to in redeveloping and redesignating toilets in school. All toilets are private and gender neutral. 'Like at home'

*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*