Cambo First School

Published equality information about the context of our school (2025)

Published objectives for the cycle 2025-2029

Legal context

The EHRC's Technical Guidance for Schools (amended in July 2024) outlines the requirements of the Equality Act 2010 for schools in relation to the provision of education and access to benefits, facilities or services, both educational and non-educational. It provides an authoritative, comprehensive and technical guide to the detail of the law.

The Act covers discrimination based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories are known in the Act as protected characteristics.

Schools have legal obligations under the Act not to discriminate against, harass or victimise pupils. All schools in England, irrespective of how they are funded or managed, have obligations under the Act. It is the responsible body of a school that is liable for any breaches of the Act. The responsible body for a school maintained by a local authority is the local authority or the governing body. The protected characteristics under the schools' provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Public sector equality duty came in to force in April 2011 (s.149 of the Equality Act 2010) and public authorities like state schools are required, in carrying out their functions, to have due regard to the need to achieve the objectives set out under s149 of the Equality Act 2010, which are to:

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

To ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 require schools and other public authorities to publish:

- equality objectives, at least every four years (from 6th April 2012)
- information to demonstrate their compliance with the public sector equality duty (from 31st January 2012)

This document details the ways in which we welcome and comply with the two aspects of the PSED listed above.

Published equality information: How we comply with the duty.
This is our published information (April 2025) 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 less than 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 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 have safe and appropriate facilities for changing and using toilets.

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 active citizens. We had a long-standing relationship with a Gambian school, and we are now developing school links with schools in Scotland and in Germany.

Our school uniform guidance is flexible and affordable and is suitable for children to be equally comfortable and practical regardless 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 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 and the governing body 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 meet role models and experience new contexts different to our own.

All staff and governors completed required Home Office training to help recognise the relationship between hate crime and radicalisation or extremism. We are conscious of the vulnerability of some people in our region to messages about 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 PSHE curriculum and assemblies are in school is delivered through daily conversations, assemblies and discussions. National and International events, as well as issues of body changes and growing up are of great importance to the children; they are entitled to know about and discuss issues that matter to them.

- Picture News is used to provoke discussion, awareness of the wider world, and big questions of equality, equity, justice and responsibility.

The Pupils also have access to a publication called The Week Junior; a current affairs subscription resource, with articles written deliberately to spark conversations and a love of reading.

Older children also discuss challenging concepts such as migration and the language of racial tension or race equality. Pupils have the opportunity to ask questions and sensitively discuss misconceptions and to use critical thinking. Some new resources have also been purchased for school, based on the children's response to some that were used in one of the lessons.

This equality objective will remain a priority for Cambo pupils; we are relatively isolated from the wider context of Northumberland as well as Britain, even in terms of public transport.

We are looking forward to making the most of our new partnerships in Scotland and Germany to foster good relations and better understand lives and identities different to our own.

Objective two: Fostering Good Relations

Teach with confidence and accuracy about protected characteristics, vulnerability and marginalised identities and how to be kind and respectful to one another and to others.

Kindness and compassion are embedded in the life of the school, and our pupils all embody and promote these values. It makes them into advocates, school council members and allies when they move on from Cambo to middle and high school.

Our second objective is a commitment to maintain the high standards of teaching and role modelling from staff when speaking about marginalised, vulnerable people and those protected in law from harassment and victimisation.

We do this through the assemblies and PSHE lessons. We also promote and discuss campaigns and significant dates and keep current events, dilemmas and issues at the forefront of our PSHE curriculum.