



Choppington Primary School  
– a happy place to be –

# **Choppington Primary School**

Equality Information and  
Objectives Policy

2021 – 2025

## Published Equality Objectives for the reporting cycle 2021-25

### Legal context

The EHRC's [Technical Guidance for Schools](#) (revised in September 2023) 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.**

#### **The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English.**

Teaching and learning at Choppington Primary School is focused upon engaging and responding to the needs of all pupils and including and creating equity for marginalised and vulnerable groups of children. Choppington Primary is a small school of around 128 pupils.

No pupils are identified as speaking EAL compared with the national average of 30%. When we require support for an EAL pupil, we are able to draw upon the expertise of the County Council's EAL support teachers.

Only 2 of our current cohort of pupils is from a heritage other than white British, and this number is always significantly below the national average for ethnic diversity in schools.

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 diminishing differences in outcome and achievement. We use the funding effectively to offer academic support and guidance and to subsidise activities and visits, for example the Year 6 residential. The pupils in receipt of the grant are making expected levels of progress; occasionally, pupils also have disabilities and additional needs, and obtain specialist cycles of support.

Objectives relating to children eligible for Free School Meals are given a high priority, although financial disadvantage is not a protected characteristic, it is a significant priority for schools, and is visible through the Northumberland Inequalities Plan. The school is acutely aware of the impact of the cost-of-living crisis on our families; our uniform policy has provision for children to wear less costly supermarket brand items, we have offered welfare support from within school provided by CAB, have recently been successful in attracting funding to develop our extra curricular offer which we hope to extend further in the coming months. We deliberately avoid days that require everyone to 'come as a...', in case that others and excludes people who are unable to justify the cost of costumes or dressing up clothes.

Relationships in school are respectful and inclusive; gender stereotypes are challenged and discussed.

In school we teach children about their rights, our school values and ethos of acceptance and thriving within our school culture. We celebrate individuality and the

unique talents and characteristics of every child. Our ethos teaches children to appreciate pluralistic British values.

We represent, discuss and celebrate family diversity and the positive aspects of difference. We audit resources and displays, letters home and the language we use to establish that we are inclusive, and that every type of family is considered and respected.

We challenge any perception that family diversity may be uncomfortable for some members of the community to accept; our priority is that every child should feel safe and be secure that the school recognises our legal duty to protect every member of the school community from discrimination, and to foster good relations between those who have a protected characteristic and those who do not share it.

We continuously reflect on the language used in resources and displays, letters home and the language of the classroom to ensure that we consciously use and develop awareness of inclusive, non-discriminatory language. This is an ongoing piece of work; language changes all of the time.

Our school uniform is flexible and the guidance does not discriminate against any child on the basis of sex, race, religion, 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 targeted provision and specialist cycles of support to make the curriculum accessible to pupils with additional needs or SEND.

A percentage of pupils have communication issues. We address this through targeted support and staff training. We work with specialists from the HINT and NHS SALT teams; TAs observe these interventions and continue this support.

The school is an accessible building, and we work with partners to make reasonable adjustments as required.

The school uses a graduated approach by identifying anything that is affecting an ability to learn, and then introducing strategies or interventions which will help to support the child's learning, including 1:1 support. Learners and their families are always involved in this process. The basis of this approach begins with high quality teaching differentiated for need.

We are very committed to ensuring that SEN learners enjoy the same opportunities as their peers wherever possible, by helping them to develop and maintain independence. Our objective is for pupils with SEND to be fully included within their school and local community.

We have set objectives and strategies to help us to better meet the needs of children with SEND. 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

The school records and reports 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. PSHE lessons, assemblies and form time are the focus of a carefully planned curriculum to help prepare children to feel safe and supported as they learn to live in modern Britain.

As a school we recognise that we live in an area of natural beauty; and we use all of the opportunities available to us to help children to develop memorable experiences; we walk through Choppington Woods, visit the beach, visit local playgrounds, cycle along the River Wansbeck, take part in the HAF activities programme, work with local community groups such as Leading Link. We are aware that these experiences build cultural and social capital for children who may not otherwise experience and talk about these opportunities.

Cultural capital is the gathering of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the adult world.

Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is also having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

In order to develop this further, we will be training oracy champions through a North of Tyne Combined authority project to promote oracy; The Big Oracy Project.

Staff recognise the relationship between hate crime and radicalisation or extremism. We are aware of the vulnerability of people in our religion to messages about some forms of extremism, and welcome open discussion and debate with the children in order to dispel myths and misconceptions.

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 address this.

The new, revised RE curriculum gives a broader understanding of respect for religions and beliefs, and this contributes to the teaching of British values.

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

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

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.

### **Responsibilities**

All members of staff have shared responsibility for equalities matters and statutory elements of the curriculum such as RSHE and RE and the important role these play in the wider Personal Development of children.

### **Staffing**

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

### **Behaviour and safety**

These are clear procedures for dealing with prejudice-related bullying and incidents, and for using these opportunities to safeguard any perpetrators as well as those who may experience discrimination and microaggressions.

The school receives an annual confirmation of the number of racist incidents reported to the local authority (if any).

Surveys of parents, carers, staff and pupils show that most pupils feel safe from all kinds of bullying. This kind of involvement identifies any issues that can then be addressed.

## **Part two: Equality Objectives 2021-25**

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.

They are required to set a minimum of one equality objective which we should work to achieve during the 4-year cycle set by government.

### **Fostering good relations: Preparation for life in modern Britain**

Northumberland is a rural, sparsely populated county without a city, motorway or university. The diversity and pluralistic society that constitutes modern Britain is something that children in an area such as Choppington, may only experience rarely. The main equalities challenge we recognise and work to address is that many pupils may have limited experiences of learning how people live harmoniously in a community alongside people who are different from ourselves. Children are respectful and kind, but do not all have many opportunities to experience what it is to live in and enjoy the cultural and spiritual contexts that characterise many British towns and cities. 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 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 the use of Picture News each Tuesday, we will extend and broaden children's critical thinking and awareness of the issues that are happening in the UK, and how we would respond or what actions we feel are right.

This work will also be consolidated by our participation in the Big Oracy Project.

Through our significant individuals assemblies, children will meet role models ranging from political leaders and the third sector as well as those who have campaigned for equal rights. We teach children about rights, moral dilemmas, personal and community responsibility.

### **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.

### **Advance equality of opportunity: The cost-of-living crisis**

We are aware that we have a significant number of pupils eligible for Free School Meals and that the cost-of-living crisis has placed considerable financial burdens on many families whose food and fuel bills have increased substantially.

Although financial disadvantage is not a protected characteristic, it is a very important measure of how well a school enables social mobility and enables children to thrive and succeed. We aspire to giving all of the children in school the same essential knowledge and reference points that make life less of a challenge; from everyday social interactions to job interviews. We consider the development of cultural capital to be a matter of equality and social justice.

As a school we are committed to exploring how we can mitigate hardship and support families who are finding financial challenges a barrier to providing what their children need to get the most out of life and school.

#### **Actions:**

We will be more proactive in signposting to sources of support, warm hubs, community organisations, and making applications on behalf of children through the Eat Sleep Play Learn and other hardship funds.

We promote our local food bank and children are reminded that there is no stigma or shame attached to recognising food insecurity and accessing this support when it is needed. We will continue to develop and encourage conversations about sustainable living and alternatives, and ways to support the whole family.

Develop and share more information with all parents about ways in which we can signpost or are open to discussions about living sustainably and accessing resources and support that can help. CAB can support with advice about financial hardship and fuel insecurity.

Poverty Proofing the school day will capture the voice and experiences of children and give us insight into any changes we need to make.

We will develop and extend the financial literacy teaching that we incorporate in PSHE lessons to prepare children for the real-life situations of saving, avoiding debt, learning about interest and budgeting.



## **Advance equality of opportunity and eliminate discrimination: Lost learning and the post-Covid context**

We are aware that the impact of time spent away from school during the global pandemic still resonates through our school community.

This is more than lost academic progress; it manifests as a lack of resilience, independence, social skills and emotional wellbeing in many of the children.

To redress this inequality and prevent it from becoming a disability or compounding SEND needs, we will prioritise social and emotional aspects of learning, especially those aspects which promote coping skills, trauma informed practice, metacognition and self-regulation, cooperative and collaborative aspects of learning, empathy and confidence.

### **Actions**

We will continue to focus on the above through our delivery of PSHE lessons but also the weekly lessons of Commando Joes which builds on many characteristics of RESPECT and resilience. Furthermore, we will continue to provide extra curricular clubs at no cost to children to support cooperation and collaboration.