



Choppington Primary School  
– a happy place to be –

# **Choppington Primary School**

Equality Information and  
Objectives Policy

2026 – 2030

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## Equality Information and Objectives Policy

2026–2030

### 1. Legal Context

Choppington Primary School is committed to meeting its duties under the **Equality Act 2010** and the **Public Sector Equality Duty (PSED)**. The **EHRC Technical Guidance for Schools (2023)** provides the authoritative framework for how schools must prevent discrimination and promote equality.

The Act protects individuals from discrimination based on the following protected characteristics:

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

Under the PSED, schools must have due regard to the need to:

1. **Eliminate discrimination, harassment and victimisation**
2. **Advance equality of opportunity**
3. **Foster good relations**

The **Specific Duties Regulations (2011)** require schools to publish:

- **Equality information** annually
- **Equality objectives** at least every four years

This policy fulfils both duties.

## 2. Published Equality Information: How We Comply

### 2.1 School Context and Demographics

Choppington Primary School is a small, inclusive school of approximately 117 pupils. We hold anonymised data on:

- Year group composition
- Ethnicity
- Gender
- SEND needs
- English proficiency

Our cohort is predominantly White British, with only two pupils from minority ethnic backgrounds. No pupils currently speak English as an Additional Language (EAL). When required, we access support from the Local Authority's EAL team.

We have a significant number of pupils eligible for Free School Meals. Although financial disadvantage is not a protected characteristic, it is a key priority within the **Northumberland Inequalities Plan** and central to our work on equity and inclusion.

## 2.2 Inclusive Teaching and Learning

Teaching at Choppington Primary is designed to:

- Meet the needs of all learners
- Challenge stereotypes
- Promote equity for vulnerable and marginalised groups
- Celebrate individuality and diversity

We regularly audit:

- Curriculum resources
- Displays
- Letters home
- Classroom language

to ensure they reflect inclusive, non-discriminatory practice.

We deliberately avoid events that require costumes or financial outlay ("come as a..." days) to prevent indirect discrimination.

## 2.3 Family Diversity and Representation

We actively represent and celebrate:

- Different family structures
- Diverse identities
- Pluralistic British values

We challenge misconceptions and ensure every child feels safe, respected and represented.

## 2.4 SEND and Accessibility

We maintain detailed data on SEND needs and disabilities. Our provision includes:

- A graduated approach
- Specialist cycles of intervention
- Collaboration with HINT, NHS SALT and other professionals
- A fully accessible building with reasonable adjustments
- A commitment to developing independence for SEND learners

Our **Accessibility Plan** outlines how we improve access to the curriculum, environment and information.

## 2.5 Behaviour, Safety and Anti-Bullying

We record and respond to all incidents of discriminatory language or bullying. Our approach includes:

- Clear reporting and follow-up procedures
- Safeguarding perpetrators as well as victims
- Annual reporting of racist incidents to the Local Authority
- Regular PSHE, RSHE and RE teaching on safe relationships and respect
- Fortnightly sessions on Internet Safety at an age appropriate level

Surveys of pupils, staff and parents indicate that most pupils feel safe from bullying.

## 2.6 Cultural Capital and Broadening Horizons

Recognising the limited opportunities some pupils have to experience wider UK contexts, we prioritise:

- Visits and visitors
- Outdoor learning
- Community partnerships (e.g., Leading Link, HAF programme)
- Participation in the **Voice 21 Oracy project**
- Local experiences such as Choppington Woods, River Wansbeck, and the coast
- A comprehensive assembly programme focusing on significant individuals, British values and global news.

These experiences build cultural capital and prepare children for life in modern Britain.

## 2.7 Prevent Duty and Extremism Awareness

Staff understand the links between:

- Hate crime
- Radicalisation
- Extremism

We promote open discussion to dispel myths and build resilience. (Original error corrected: “our region”, not “our religion”.)

## **2.8 Governance and Monitoring**

The governing body:

- Reviews equality information annually
- Monitors progress against equality objectives
- Ensures compliance with statutory duties
- Receives reports on incidents, training and policy updates

## **2.9 Data Protection and Anonymity**

All published data is anonymised in line with GDPR and DfE confidentiality thresholds.

# **3. Equality Objectives (2026–2030)**

**Reviewed June 2026 • Next review due June 2030**

## **Objective 1: Foster Good Relations**

**Preparing pupils for life in modern Britain**

### **Rationale**

Choppington is a rural community with limited ethnic, cultural and religious diversity. Many pupils have few opportunities to experience pluralistic British society.

### **Actions**

- Weekly Picture News sessions
- Broad PSHE and RE curriculum
- Big Oracy Project participation
- Significant Individuals assemblies featuring diverse role models
- Teaching rights, responsibilities and moral dilemmas

### **Success Measures**

- Pupils articulate understanding of equality and social justice
- Increased confidence discussing national/global issues
- Evidence of pupils challenging stereotypes
- Pupils acting as allies and advocates

# Objective 2: Advance Equality of Opportunity

## Mitigating the impact of the cost-of-living crisis

### Rationale

Many families face financial hardship, limiting access to opportunities and essential resources.

### Actions

- Proactive signposting to warm hubs, CAB and hardship funds
- Promotion of local food bank
- Poverty Proofing the School Day
- Strengthened financial literacy teaching

### Success Measures

- Increased uptake of support services
- Reduced financial barriers to participation
- Pupil voice identifies fewer cost-related pressures
- Improved financial literacy outcomes

# Objective 3: Advance Equality of Opportunity & Eliminate Discrimination

## Addressing post-Covid social, emotional and academic needs

### Rationale

The pandemic has had lasting effects on resilience, independence, social skills and emotional wellbeing.

### Actions

- Trauma-informed practice
- Metacognition and self-regulation strategies
- Free extra-curricular clubs promoting cooperation and collaboration
- My Happy Mind programme embedded within the curriculum

### Success Measures

- Improved emotional regulation
- Increased independence and resilience

- Reduction in behaviour incidents linked to anxiety or dysregulation
- Improved engagement and readiness to learn

## **4. Responsibilities**

All staff share responsibility for:

- Promoting equality
- Delivering statutory RSHE and RE
- Challenging discrimination
- Modelling inclusive practice

Governors hold strategic responsibility for compliance.

## **5. Publication and Review**

This document is published on the school website and reviewed annually. Equality objectives are reviewed at least every four years.