

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16

Equality Information Statement 2023 and Objectives 2023-2027

Date last reviewed	Sept 2022	
Head Teacher- signed	Claire Gray	Sept 2023
Chair of Governors- signed	Chris Peart	Sept 2023

Responsibilities

The Governors, Head Teacher and SLT has special responsibility for equalities matters – ensuring parity across all key stages and the whole curriculum

Our School Vision

As a Church of England school, our historical roots are vital to our identity and we are committed to serve our community. We value all of God's children, and follow our vision of equality for all. We believe that at Whitley Memorial Church of England Primary we are one big family, the 'Whitley Family,' striving to support our children equally in their spiritual and personal growth alongside their academic development.

Our school motto of 'Let your light shine' comes from Matthew 5:16: 'Let your light so shine before all people, that they may see your good works, and glorify your Father which is in heaven.'

This voices our overarching belief that everyone, no matter what their starting point may be, has God given skills and talents and we passionately believe in working collaboratively with parents, learners, members of the community, our church (St Cuthbert's), educational partners (including the Diocese of Newcastle & Durham and Northumberland County Council) and other professionals to ensure all children receive the very best start to their learning journey and have every opportunity to 'Let Your Light Shine.'

Our School Ethos

Our school will:

As a Church of England school, we believe everyone can *'Let Your Light Shine'* through:

- Providing an education of the highest quality within the context of Christian practice and belief
- Continually reviewing and refining our practice
- Providing encouragement and opportunities for everyone to discover and use the gifts and talents they've been given by God, in a safe environment
- Ensuring that Christian and British values are at the core of everything we do
- Being a fully inclusive school where all children feel safe and welcome and are encouraged to be kind, thoughtful, tolerant and respectful to all within school, the church and the wider community
- Having a positive approach to behaviour based on Christian principles and using the 'Thrive' approach.
- Valuing parents as the first teachers of children and to welcome parents as partners in our school community
- Providing opportunities to worship together and with our local community

School Context

This is our published data (November 2023) about our **school population**:

Year Group	Boys	Girls	Difference (boys minus girls)	Total
Year N1	2 20%	8 80%	-6 60%	10
Year N2	2 40%	3 60%	-1 20%	5
Year R	13 45%	16 55%	-3 10%	29

Year 1	19 63%	11 37%	8 27%	30
Year 2	13 50%	13 50%	0	26
Year 3	8 28%	21 72%	-13 44%	29
Year 4	25 50%	25 50%	0	50
Year 5	26 50%	26 50%	0	52
Year 6	21 50%	21 50%	0	42
Totals	129	144		273

(Source: SIMS)

We currently have Years 4-6 as two form entry. Years 1, 2, Reception and Nursery are one form entry.

- There is a slight gender imbalance in most year groups with a slightly higher percentage difference of girls than boys overall. Year 3 has significantly more girls than boys
- Teaching and learning is focused upon engaging and responding to the needs of all pupils and engaging harder to reach groups
- The staff profile is not representative of any one age group more than another, but we only have 1 male teacher.
- 15 children are EAL
- Our disadvantaged pupils (who receive the Pupil Premium Grant) are reported on as a discrete group in order to demonstrate the effect of the PPG funding on closing gaps. We have 43% Pupil Premium children in school
- We have 21% SEND children in school – 10 have EHCPs
- Our school has clear protocols and targeted provision to support pupils who are on the SEND register
- Our SENDCo has the National SENDCo Award and is the Deputy Head Teacher
- The school is an accessible building, with ramps, accessible toilets and wheelchair accessible routes

General Duties

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.

- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

This is evidenced through our commitment to our Core Values and Shine Rules:

Core Values

Our core values are at the heart of our school ethos and Christian environment. These values form the scaffold of our half-termly Worship themes and are also taught explicitly throughout the school. Our values are: *Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness, Generosity, Compassion, Courage, Forgiveness, Friendship and Respect.*

Our Shine Rules

Show RESPECT- Show and have respect for everyone and everything in our community.

High EXPECTATIONS- Have a positive attitude and high expectations of yourself and others.

I keep SAFE - Remember you should keep and feel safe. Remember you can talk to trusted adults to feel safe.

NEVER GIVE UP- Be determined and persevere even when you are finding things difficult.

Everyone is EQUAL- Everyone is equal and deserves to be treated the way you would like to be treated.

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. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.
- There is regular staff CPD around the PREVENT agenda.

Curriculum

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

- Focused attention is paid to the needs of specific groups of pupils.
- There is extra or special provision for certain groups, which changes as appropriate.
- 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.

Our Curriculum Intent

At Whitley Memorial Church of England Primary School, we are committed to provide a fully inclusive, fun and creative education of the highest quality for all our children, no matter what their starting points may be when they join the 'Whitley Family.'

The design, content, implementation and evaluation of our curriculum plays a key role in how we make our school vision come to life and enable all in our school to experience life in all its fullness and develop a love of learning.

Our 'school curriculum' is the child's whole experience at Whitley Memorial Church of England Primary School and ensures that every child is given the opportunity to '*Let Your Light Shine*' and to be the best they can be to achieve their God given potential by developing the 'whole child'.

Our curriculum has been carefully crafted, from Early Years to Year 6, to provide the progressive skills and substantive and disciplinary knowledge, in order to reach the identified end points, so that all children are prepared for their next stage of learning. It is intended that our clear progression of skills and knowledge will be taught with professional fidelity and meet the needs of all learners. Assessment of pupils' prior knowledge, is carefully judged and considered, as well as pupils' curiosity and passion for gaining new knowledge and skills.

We value the uniqueness of every child. Through our curriculum, we ensure that every child is inspired to be the best they can be, to instil our Christian core values that will support them through their life's journey and to inspire them to make a positive contribution to the community. Our Christian core values are central to everything we do: *Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness, Generosity, Compassion, Courage, Forgiveness, Friendship and Respect.*

We passionately believe in working collaboratively with parents, learners, members of the community, our church (St Cuthbert's), educational partners and other professionals to ensure all children receive the very best start to their learning journey.

As a Church of England school, we ensure that RE and Worship is central to the life of the school, to encourage the spiritual development of all children and adults.

The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements

- The school uses data to set itself objectives
- These are set within the school's development plan
- 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
- We record and report instances of discriminatory language or bullying, and we tackle these
- Many of our children have limited experience of the wider UK and urban contexts that exist outside Northumberland, we aim to offer a range of learning including visits and a Year 6 residential to address this

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Incorporating lessons about diversity into the curriculum.
- Incorporating worship themes about diversity

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.

- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

There are good equal opportunities practices in the recruitment and promotion of staff, both teaching and administrative.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Consultation and involvement- Co-production

- 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 2010- Annual questionnaires.
- The school has procedures for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act 2010. - We have a Whitley Parliament with MPs from each class. They meet regularly with the HT or a SLT member to discuss issues.

Equality Objectives 2023-2027

Equality Objective 1 – Linked to promotion of Equality, Diversity and Inclusion

OBJECTIVE: To ensure the school actively promotes and prioritises raising awareness, appreciation and celebration of diversity including gender, sexuality, race and religion.

Why we have chosen this objective: From an analysis of our school profile alongside the demographics of Britain, we know that our school community is not fully representative of life in Modern Britain. We want our community to embrace the uniqueness of the human race more readily and to have the opportunity to explore a range of issues pertinent to the protected characteristics as part of their education provision.

To achieve this objective, we plan to: Use our PSHE Curriculum, SMSC, Core Values, British Values, community links, special event weeks like Black History Month, Inter-faith Week, Anti-bullying Week etc, to further develop the children's knowledge and understanding. These experiences will allow children the opportunity to explore issues surrounding Equality, Diversity and Inclusion regularly. Class sets of carefully selected texts and wider resources will be further developed to support teachers and pupils in the exploration of key themes and in their developing spiritual, moral, social and cultural understanding. We will also provide CPD for staff in Equality, Diversity, Inclusion Training, which has allowed them to develop a better understanding around legislation, the protected characteristics and unconscious biases.

Intended Outcome: To raise awareness of the protected characteristics alongside key issues pertaining to Equality, Diversity and Inclusion.

Equality Objective 2: Linked to Pupil Attainment/Disadvantage

OBJECTIVE: To further mitigate the impact of school closures on disadvantaged pupils.

Why we have chosen this objective: Our internal data, which is discussed termly at Pupil Progress Meetings, indicates that there are gaps in attainment in several classes between disadvantaged and non-disadvantaged pupils. The impact of school closures due to Covid-19 has been reported to be greater on those who are disadvantaged and our data is currently supporting this statistic.

To achieve this objective, we plan to: Continue to effectively utilise funding streams such as Pupil Premium Grant and NTP to focus upon EEF recommended strategies (Teaching and Whole School Strategies, Targeted Support and Wider Strategies). Implement PPG and Catch Up/Recovery Strategy Statements successfully through regular monitoring, ensuring they have the desired impact upon pupils. Updates made to assessment and recording systems to ensure data is thoroughly analysed and clear actions identified. Continued robust monitoring by SLT.

Intended Outcome: The gap between the attainment of disadvantaged and all pupils closes.

Equality Objective 3: Linked to Pupil Attendance/Pupil Premium

OBJECTIVE: To explore and understand the reasons for the higher persistent absentee levels of PP pupils and begin to improve attendance rates of these pupils.

Why we have chosen this objective: Our school's attendance figures show that PP Pupils on roll have higher persistent absentee levels than that of their peers.

To achieve this objective, we plan to: Communicate regularly with specific children/parents/carers around how we can support them further. Work closely with outside agencies and specialist services to support children/parents/carers. Monitor attendance on a weekly basis and work with EWO on three weekly basis. Continue with reward systems for good and improved attendance. Continue to heighten the importance of good attendance through mediums such as newsletters, Facebook, website.

Intended Outcome: Increase attendance of PP children to that of a similar level to those non-PP children.

Equality Objective 4: Linked to Equality

OBJECTIVE: Further raise awareness of sexual orientation and promote positive attitudes towards alternative lifestyles.

Why we have chosen this objective: School (and wider society) is a place where all children should feel safe and respected. There are a variety of family situations in British society. We want all of our children to understand, show an appreciation of and accept all family situations.

To achieve this objective, we plan to: Continue to implement our PSHE programme which raises children's awareness that there are many different family situations. This is not done in isolation. When discussing similarity and difference in PSHE lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with disability or special needs. When discussing any differences between people, our PSHE sessions help teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of

their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism. This supports the school with our obligation to align with the Equality Act 2010.

Outcome: To raise awareness of this protected characteristic and to reduce the possibility of prejudice-related incidents.

Closing statement

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

The school's **Equality Information and Objectives Policy**, **Pupil Equality, Equity, Diversity and Inclusion Policy** and **Staff Equality, Equity, Diversity and Inclusion Policy** further outline the school's policies regarding equality.