



St Cuthbert's Catholic First School

Equality Objectives 2022- 2026



The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against pupils or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Marriage and civil partnerships and age are also 'protected characteristics', but do not apply to our provision for students. Under the Act, the school is expected to comply with the Public Sector Equality Duty.

This requires us to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups
- As a public organisation, we are required to:
 - Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy
 - Publish Equality Objectives which are specific and measurable

Our Equalities Policy is in line with national guidance and contains information about how the school complies with the Public Sector Equality Duty.

This is our school's published information (2022) about our context and school population. We have published details of what we know we do well to promote equality of opportunity. At the end of this document we have set ourselves two objectives which reflect the greatest equality challenges we recognise and need to address.

This is our published information (September 2022) about our school population and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It also explains how we promote good equalities practice. The objectives we have set are based on this context and are at the end of this document. 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. We are a small catholic first school with 72 children on roll. There is also a nursery on site.

We teach children about their rights, 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.

A significant minority of pupils do not speak English as their first language. The number of BME (Black and minority ethnic) pupils in our community is smaller than the county and national averages.

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 the differences in outcomes for these students compared with their peers. We use the funding effectively to offer academic support and guidance and to subsidise activities and visits. The majority of pupils in receipt of the grant are making and exceeding expected levels of progress. The difference in outcome for this group has diminished and continues to decrease.

Objectives relating to children eligible for Free School Meals have a high priority, although financial disadvantage is not a protected characteristic, it is a significant priority for schools.

In school, we represent, discuss and welcome family diversity and the positive aspects of individuality in families where there are people who do not conform to stereotypes. 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, rights-respecting ethos.

We recognise the increased numbers of gender variant pupils in schools. We have a gender-neutral toilet and changing facilities in the school should any pupil or adult need them.²

Our school uniform policy 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. This is available on request.

Our school has clear protocols and targeted provision to support these pupils who are on the SEND register. Our SEND information report is on the school web site together with the accessibility plan.

A small minority of pupils have communication issues. We address this through the support of a speech and language services (both through the NHS & the LA) and the provision of targeted interventions such as Talk Boost. The school is an accessible building, an accessible toilet, wheelchair accessible routes, spaces for specialist, small group or 1:1 work in the past one of these rooms was used as a dedicated classroom for hearing impaired children.

Staff are aware of any parents or carers who may have poor literacy skills and support them in carrying out tasks and making them aware of information.

We record and report instances of discriminatory language or bullying, and we tackle these in accordance with the County Council's guidance for dealing with discriminatory incidents and hate crime. In Anti-Bullying Week the school works to raise awareness, build resilience and confidence in the children.

All staff accessed online WRAP (Prevent) training and the DSLs have had face to face training and recognise the relationship between hate crime and radicalisation or extremism. Staff are aware 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 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 broaden understanding of the wider multicultural, multi-faith context of Britain.

Through the diocesan RE programme 'Come & See' the children have the opportunity to learn about Judaism and Islam which helps to promote understanding and mutual respect. 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. Our Catholic ethos is supported through our RSE programme 'Ten:Ten' that is embedded in the curriculum and the life of the school. The school records data about religion and belief if it is provided by parents. This enables us to say with confidence that we are inclusive of pupils' religion and beliefs.

Documentation and record-keeping

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

Responsibilities

All staff have responsibility for promoting equality. All staff have responsibility for anti-bullying work. Staffing There is good equal opportunities practice in the recruitment and promotion of 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. Surveys and focus groups show that most pupils feel safe from all kinds of bullying. The mechanisms we have include Parent view, parent questionnaires and the pupil voice. The school's anti-bullying and behaviour policies are available online.

Curriculum

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 and the help them to embody values and develop character traits. In school we celebrate these weekly in a celebration assembly when we celebrate children who have embodied the week's 'Statement to live by' with particular commitment.

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 in these for the concerns of the Equality Act.

Part Two: Objectives

1. Diminishing Difference

Action: We have year groups of pupils who have a combination of protected characteristics and vulnerabilities which can contribute to a difference in attainment and progress between them and other children (boys, girls, disadvantaged, eligible for the Pupil Premium Grant, BME, EAL, additional needs, disabled, health needs, summer born children).

Through our own Pupil Premium Review and Action Planning process, we have used the EEF toolkit to help us define ways to use the Pupil Premium allocation. We will initiate and continue a range of evidence-based interventions and targeted support which will enable us to see the pupils' attainment increase to exceed national expectations.

These include:

- Talk Boost (Oral language interventions)
- Spelling Shed
- School 360
- All Aboard Phonics
- Purple Mash (all subjects)
- Active Learn (KS2 reading programme)
- Read Write Inc (for small group writing intervention)
- Education City
- Maths Whizz

We offer wrap around care both before and after school with a discounted charge for PP families. We ensure all children can access the residential each year,

Expected evidence of impact:

The school will regularly review and define which packages are our most effective in terms of cohort, characteristic and identified need.

Differences in achievement between PP and non PP children are significantly reduced and the school continues to achieve or exceed the national averages for all children.

2. Fostering Good Relations

Action: Global and national equality

Action: We recognise the context of Berwick and the relative lack of opportunity our pupils experience to engage with role models from minority communities (LGBT, BME, disabled people, people of different faiths). We recognise the important role that the school can play in opening up the children's lives to the wider context of the UK beyond Northumberland, in preparing them for adult life and an appreciation of the wider diversity of the UK and beyond.

Through the curriculum, PSHE, RSE and assemblies we will continue to extend the range of opportunities the children have to engage with themes such as family diversity, global learning, human rights, disability equality, anti-discriminatory language and behaviour, tolerance and mutual respect and the role of the bystander.

Expected evidence of impact:

Increased awareness of equality and justice articulated by staff and pupils

Greater resilience and an awareness of global issues articulated by children.

Willingness to challenge discriminatory thoughts and practices.

Children acting as allies and advocates, respecting and protecting the rights of others.

Continued commitment to giving, fundraising and learning about disadvantaged people who need help and support through organisations such as CAFOD, Samaritan's Purse, Mary's Meals and Missio.

Pupils will understand and be able to explain why Northumberland is developing to become a place of refuge and safety for those fleeing conflict, and understand how they and their communities can contribute positively.

Progress against the objectives will be reviewed annually, and they will remain our objectives until September 2022/2026, when they are due to be refreshed.