



# New Delaval Primary School

## Equalities Information & Objectives

Reviewed	December 2021
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Signed	<i>E. C. Douglas</i>
Title	8/12/21

## **New Delaval Primary School**

### **Published equality information about the context of our school (2021)**

#### **Published objectives 2021-2025**

This is our published information (2021) about our school and the ways in which we assess our context and then work to eliminate differences of outcome for groups with protected characteristics. It includes information about the ways in which we 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**

New Delaval Primary is a small urban school which stands to the west of Blyth in Northumberland. We have expanded and have seen our numbers increase from 130 children to over 250 pupils since we became a primary school in 2009. We have an intake of 1.5 forms as well as a nursery unit, and recently had new classrooms and another entrance added to the site. The [ethos and vision](#) statement on our web site outlines our ambitions for the children, our place in the 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 recognise and develop the unique talents and characteristics of each child. Our school promotes and teaches the children to understand pluralistic British values. The whole school curriculum emphasises and is infused with values such as; respect, empathy for others, teamwork, belonging and consideration.

An increasing number of our pupils currently speak English as an Additional Language. This reflects the increasing diversity of communities in Blyth and we are proud of the welcome our wider community has extended to newly arrived families.

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 pupils compared with their peers. The proportion of eligible pupils is well above the [national average](#). 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 reinforce social and emotional aspects of learning. We are able to subsidise access to some of our school visits, experiences, residential and swimming. It is difficult for children to picture themselves in the wider context of the UK if they rarely experience other contexts, so we prioritise opportunities to learn about other religions, cities and localities. This has been much more challenging recently, but we see it as an essential aspect of preparation for life in modern Britain.

Objectives relating to children eligible for Free School Meals have a significant priority for schools in demonstrating how they promote equality of opportunity. Some eligible pupils also have additional protected characteristics, for example disability or ethnicity.

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.

We represent, discuss and welcome family diversity and the positive aspects of diverse family structures. Acceptance by both adults and classmates at school contributes to pupils' social-emotional well-being, which we know positively impacts their academic achievement; 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 reflect on 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 establish safe spaces for changing and using toilet facilities. There is an intimate care policy in place which applies across the whole school.

Our school uniform is flexible and the guidance does not discriminate against any child on the basis of gender, race, disability, gender identity, financial disadvantage 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 have Special Educational Needs, disabilities or emotional and mental health challenges. A number of pupils join the school with communication delay. We address this through individualised intervention plans and the support of speech and language therapists. Pupils with physical disabilities are fully integrated in the life of the school and receive the support and access to the facilities and adaptations that are right for their needs.

The school is an accessible building, with an accessible toilet and wheelchair accessible routes. The school follows a graduated approach and makes anticipatory adjustments for children with SEND.

The school provides a full-time counsellor who is available to support children and families who feel at risk of experiencing mental health challenges. The ease with which people come forward for this support helps to de-stigmatise the nature of the challenges being experienced and promotes a proactive approach to seeking help with crises and barriers that could otherwise become more serious problems.

We use data on inequalities of outcome and involvement when setting objectives for achievable and measurable improvements. These are outlined in the school's accessibility plan.

We record and report instances of discriminatory or sexist language or bullying using the school's CPOMS system. We can report racist incidents using the Northumberland Council [online form](#) which also gives schools the opportunity to request further support to deal with hate incidents or concerns regarding extremism.

We ensure that school is a safe environment and that the features of safe relationships and friendships are regularly promoted and discussed as part of the school's culture and RSHE curriculum.

The school records data about religion and belief when it is provided by parents or carers through our data collection mechanism. The school responds sensitively to all 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 way we teach about promoting friendship, dealing with feelings and feeling safe to share concerns with adults. This 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-bullying good practice.

### **Staffing**

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

### **Behaviour and safety**

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.

### **Curriculum**

The curriculum frequently reinforces the principles of equality and shared values.

There are activities across the curriculum to promote pupils' spiritual, moral, social and cultural development.

## **Consultation and involvement**

The school has an open-door policy when consulting with and involving parents and carers. We collaborate with local and national programmes and make links to well established cultural, religious and statutory partners which support our ambitions for equality.

### **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.

### **1: Fostering Good Relations**

#### **Appreciation of diversity and awareness of respectful language and protected characteristics**

We have worked for a long time to help our pupils to have opportunities to interact with different people, faiths and places in order to experience a wider sense of the UK than that which they see close to home.. We recognise the important role that the school is able to play in extending children's perspectives 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 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, through elections; learning about local and national democracy.

Children experience visits to places of worship in culturally diverse, religiously plural contexts in the area when we visit a local church and learn about the context of religion in Blyth.

Visitors to school represent local cultural heritage and faith groups.

We are proud to be one of the schools welcoming refugee and asylum seeker children; helping them to resume their education and feel safe in our community.

We also recognise the changing context and language of equality and diversity and commit to extending our own knowledge and understanding as practitioners.

We will be professionally curious and open to using the language and terminology that is most inclusive, corresponds to and promotes the Equality Act 2010 and diminishes stigma.

Expected evidence of impact:

Awareness of equality and social justice articulated by staff and pupils

Awareness of national and global issues 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 and being concerned citizens who advocate for and enable others to access their own rights.

Pupils will understand why Northumberland (and Blyth in particular) is developing to become a place of refuge and safety for those fleeing conflict.

## **2. Advance equality of opportunity**

### **Addressing vulnerability and precarity during and following the global pandemic**

The period of school closures, remote learning and learning loss between 2020 and the time of writing new equality objectives has created significant inequalities which have compounded the challenges many of our pupils

Many of the children have had limited interaction and have experienced social and developmental delays; they have missed the opportunities to learn life skills and experience risk-taking and socialisation. Financial precarity has increased for many of our families, and there has been the inevitable impact of the Covid crisis in terms of bereavement, loss, attachment issues and trauma.

Our main focus for the future is to ensure that the quality of education in school compensates for any lost learning and incorporates social and emotional aspects of education that build confidence and resilience.

This will be achieved by:

- Intensive cycles of specialist support, including Speech and Language therapy and bespoke interventions for children.
- Social and emotional support and trauma-informed approaches.

- A school counsellor on site
- A rich and varied curriculum
- Effective use of additional funding intended to support children who are disadvantaged
- Effective strategies for home learning if this should be reintroduced
- Supporting eligible families to access additional support such as HAF activities and vouchers.

*These objectives replace the previous equality objectives set in April 2016.*

*Progress against the objectives will be reviewed annually, and they will remain our objectives until April 2025, when they are due to be refreshed*