



**Otterburn Primary School**  
**Equalities Information**  
**2021 - 2025**

## **Otterburn Primary School**

### **Published equality information about the context of our school (2022)**

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

This is our published information (September 2022) about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It includes information about the work we do to 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**

The school is a small, rural first school in the Bellingham Partnership in Northumberland. The school web site, vision and values articulate our ambitions for the children, our place in the wider 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 celebrate individuality and the unique talents and characteristics of each child. Our school promotes and teaches children to appreciate pluralistic British values. The context of Otterburn means that many of the children do not often experience the wider, culturally and religiously diverse communities that children in more populated parts of Britain do.

Few of our pupils currently speak English as an Additional Language. There are no BAME pupils in school, which makes us considerably less culturally diverse as a school population than the county average (4.7%) and which contrasts with the national average in state funded primary schools.

Our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant are a discrete group and we must report on their progress in order to demonstrate the effect of the PPG funding on diminishing the differences in outcomes for these pupils compared with their peers. 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 offer social and emotional support to children. Objectives relating to children eligible for Free School Meals have a significant priority for

schools, in spite of financial disadvantage not being a protected characteristic in law. Some eligible pupils also have additional protected characteristics.

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.

In teaching and learning, we represent, discuss and welcome family diversity and the positive aspects of individuality in families. It is a priority that every child feels safe and knows that we are committed to our legal duty to keep them safe from discrimination. 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 staff who work in school to embody the school's inclusive ethos based on values of responsibility and citizenship.

We want all of our pupils to succeed and achieve their full potential, academically, physically and socially in an atmosphere where they can grow and acquire appropriate skills, values and attitudes. The PSHE curriculum provides a vehicle for children to learn about difference and diversity and to develop critical thinking skills and independence.

Our school uniform expectation 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.**

Our school has clear protocols and targeted provision to support these pupils who have special needs or disabilities. We are guided by the [Northumberland SEND Strategy](#) 2021-24.

We support pupils this through individualised intervention, Early Help and EHCP plans and the support of specialist cycles of support and therapies. Schools in Northumberland can also request support from a number of specialised teams as part of Northumberland Inclusive Education Service (NIES).

The school is an old building with ramps and accessible toilet for easy access.

We consult with children and families when setting objectives for achievable and measurable objectives to make the school more accessible for children with disabilities. These are outlined in the school's accessibility plan.

We record and report instances of discriminatory language or bullying and have had no racist incidents to record to the local authority in recent years. We can report racist incidents using the [online form](#). We celebrate and discuss the benefits of diversity in society, and welcome opportunities to achieve this.

The school records data about religion and belief when it is provided by parents through our data collection mechanism. This enables us to state with confidence that we are inclusive and sensitive with regard to pupils' religions and beliefs if e are aware of them..

### **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 work we do on promoting friendship, dealing with feelings and feeling safe to share concerns with adults.

The ethos of the school supports and 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 ensuring that anti-discriminatory practices are visible and consistent in school.

### **Staffing**

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

### **Behaviour and safety**

There are clear procedures for dealing with prejudice-related bullying and incidents.

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.

The school's anti-bullying policy is available from the web site.

### **Curriculum**

There is coverage in the curriculum of equalities issues, particularly with regard to acceptance, mutual respect and making an active contribution to community cohesion.

The school ensures that children learn in an age-appropriate way to value and access their rights and those of other children.

There are activities across the curriculum, including PSHE and assemblies to promote pupils' spiritual, moral, social and cultural development and to help them to apply strong community values.

### **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 for these in respect of the Equality Act.

We consult parents and carers through surveys and contact them via email and the school web site. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

### **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.

### **Fostering Good Relations**

#### **Action: Learning about life in modern Britain**

The main equalities challenge we recognise and work to address is the lack of opportunity many pupils have to learn about living happily in a community alongside people who are different from us. Children are respectful and kind, but do not have many opportunities to demonstrate that they understand what it is to live in and enjoy the cultural and spiritual contexts of pluralistic, modern Britain. Otterburn is a very rural place, with little cultural or ethnic diversity. We recognise the important role that the school is able to play in extending the children's perspectives to appreciate the wider context of the UK beyond rural Northumberland. We hope to prepare children well for transitions and for adult life with an appreciation of the wider diversity of the UK and beyond.

Through the curriculum, PSHE and assemblies we plan to continue to extend the range of opportunities the children have to engage with themes such as family

diversity, disability equality, race equality, anti-discriminatory language and behaviour, tolerance and mutual respect, the role of the bystander, religion and belief, how democracy affects us and global and national political and environmental campaigns.

**Expected evidence of impact:**

Understanding of protected characteristics

Ability to articulate British values

Awareness of how some people are more vulnerable than others in society and do not always have access to the same chances as other or to fair treatment.

*This objective replaces the previous equality objectives set in April 2016.*

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