



Otterburn Primary School and Nursery

Equalities Objectives

2025-2029

Document Review & Approval

Approved by: Governing Body of Otterburn Primary School and Nursery

Headteacher: Alison Woodcock

Chair of Governors: Deborah Worrall

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Next scheduled review: September 2025 (beginning of academic year)

Accessibility of Information:

This document is available in alternative formats upon request. Please contact the school office if you require a large print, translated, or audio version. The document is also published on our school website under the statutory information section, in accordance with the Equality Act 2010 and Public Sector Equality Duty.

Equality Objectives 2025-2029

Legal context

The EHRC's [Technical Guidance for Schools](#) (amended in July 2024) outlines the requirements of the Equality Act 2010 for schools in relation to the provision of education and access to benefits, facilities or services, both educational and non-educational. It provides an authoritative, comprehensive and technical guide to the detail of the law.

The Act covers discrimination based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories are known in the Act as 'protected characteristics'.

Schools have legal obligations under the Act not to discriminate against, harass or victimise pupils. All schools in England, irrespective of how they are funded or managed, have obligations under the Act. It is the responsible body of a school that is liable for any breaches of the Act. The responsible body for a school maintained by a local authority is the local authority or the governing body. The protected characteristics under the schools' provisions are:

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

The [Public sector equality duty](#) came in to force in April 2011 (s.149 of the Equality Act 2010) and public authorities like state schools are required, in carrying out their functions, to have due regard to the need to achieve the objectives set out under s149 of the Equality Act 2010, which are to:

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

This is our published information about our school and the ways in which we work to eliminate inequality, harassment or victimisation for people 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, disability, FSM eligibility, sex and by first language. This is available on request.

The school is a small, rural primary school and nursery in Northumberland. At present, we have 56 pupils on roll (February 2025).

The school website, 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 and understand 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. A very small number of our pupils currently speak English as an Additional Language. The very small number of pupils from Global Majority heritage backgrounds is well below the county and national averages.

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 effective use of the funding in ensuring that financial disadvantage is not a barrier to achievement for these pupils when 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, despite 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 based on gender, sex or disability. We respond to the needs of individuals, which change over time.

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 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 equality

principles and diversity in communities 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, ethnicity, disability or belief.

Our school has systems in place to identify learners who are in need of support and to assess, monitor and secure appropriate support for any special educational need they may have support. We are committed to ensuring best inclusive practice creates an enabling environment for all pupils.

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

The school is an old building with ramps and an accessible toilet is available.

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 more detail in the school's accessibility plan.

We record and report instances of discriminatory language or bullying using CPOMS. We will also report future racist incidents using the [online form](#).

Teachers and staff celebrate and discuss the benefits of diversity in society and welcome opportunities to have deeper learning experiences; our PTA recently funded workshops from local anti-racist charity Show Racism the Red Card.

The school records data about religion and belief when it is provided by families. This enables us to be inclusive and sensitive with regard to this protected characteristic.

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, respectful relationships, 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.

Responsibility for equality

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 and for using respectful, consistent non-discriminatory language.

Staffing

There are 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

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 respectful community values.

Consultation and involvement

The school has procedures in place to consult and involve parents and carers and to engage with local groups and organisations. These processes take into account the concerns and requirements set out in 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 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.

We recognise the important role that the school can 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.

We aim to build and foster aspiration and awareness of opportunities and challenge the perception that rural communities are 'closed off' or insular.

Expected evidence of impact:

- Representation of diverse identities in the everyday experiences of learning, dialogue and enquiry
- 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 others or to fair treatment.

Advance equality of opportunity

We aim to develop staff and governor capacity to better understand and create an inclusive environment for children and families from all backgrounds.

We will do this by using networking opportunities, embracing the aims and direction of the Northumberland Inequalities Plan, developing awareness and using contacts and services to support us in our work supporting our community.

This objective replaces the previous equality objectives set in April 2021. Progress towards meeting the objectives will be reviewed annually and they will remain our objectives until April 2029, when they are due to be refreshed.

Related Policies

- Accessibility Plan
- SEND Policy
- Behaviour and Anti-Bullying Policy
- Recruitment and Equal Opportunities Policy
- Safeguarding and Child Protection Policy