



HEDDON-ON-THE-WALL ST. ANDREW'S CE PRIMARY SCHOOL

PUBLISHED EQUALITY INFORMATION

ABOUT THE CONTEXT OF THE SCHOOL (APRIL 2020)

'Love your neighbour as you love yourself'

Mark 12:31

This is our published information (April 2020) 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.

School Population:

This information relates to April 2020:

| Year Group | Boys | Girls | Difference | Total |
|------------|------|-------|------------|-------|
| Nursery | 11 | 16 | -5 | 27 |
| Reception | 17 | 9 | +8 | 26 |
| Year 1 | 10 | 21 | -11 | 31 |
| Year 2 | 15 | 13 | +2 | 28 |
| Year 3 | 17 | 13 | +4 | 30 |
| Year 4 | 19 | 11 | +8 | 30 |
| Year 5 | 14 | 9 | +5 | 23 |
| Year 6 | 7 | 5 | +2 | 12 |
| Totals | 110 | 97 | +13 | 207 |

The school also has data on its composition broken down by year group and ethnicity available on request

The school is a smaller than average sized voluntary controlled Church of England primary school Academy in the village of Heddon-on-the-Wall in Northumberland. The School is part of the Pele Trust Academy. The School provides a broad and balanced curriculum grounded in a Christian worldview. We teach children about their rights and the school's Christian and Gospel values, which include: love, respect, forgiveness, the rule of law, liberty, excellence and mutual respect.



The School strongly believes that each person is uniquely made in the image of God and unconditionally loved by God, each with their own unique talents and characteristics. The School promotes and teaches the children to understand British and Christian values.

Currently none of our pupils currently speak English as an Additional Language. This is below the national average (state primary school [National Average 21.2%](#)). The School has fewer than 10% Black and Minority Ethnic (BAME) learners in School. This is below the National Average percentage of BAME pupils in school (National Average of [33.5% of children](#) in state funded primary schools).

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 additional 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 and to increase engagement with the School. Disadvantaged pupils have help to access to all of our school visits, experiences, swimming, music tuition and out of school clubs. Subsidies are also provided for the residential visits. Milk is also paid for. Many of the pupils on behalf of whom we currently receive the grant are making expected progress. Exploring and refining strategies that work well for children who start school with a delay in their development is one of the equality challenges we address.

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, for example disability or ethnicity.

The staffing profile is not representative of any one age group more than another. There are two male teachers, however, many of the staff offering additional activities in School are male and offer good role models to learners.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families that do not correspond to stereotypes. We challenge any perception that family diversity may be uncomfortable for some members of the community to accept; our priority is that every child feels safe and loved as part of our School community and they know that we are committed to our legal duty to keep them safe from discrimination. Staff work hard to make our values of inclusion explicit and visible.

We recognise that there are increased numbers of gender variant pupils in schools. We can provide safe spaces for changing and toilet facilities if required and staff would work

supportively with pupils whose gender identity or sexual orientation are nonconforming, or who do not fit traditional gender stereotypes. [Guidance for schools](#) supporting transgender pupils is available from the the Local Authority.

We aim for all of our pupils to succeed and reach their potential, academically and socially in an atmosphere where they can grow and acquire useful skills, values and attitudes and become the amazing and unique human being God intended them to be.

Our school uniform is flexible and the guidance around does not discriminate against any child on the basis of gender, race, disability, gender identity or belief. The School is very aware of hidden poverty and therefore the uniform chosen can be easily and cheaply purchased from supermarkets.

The school has data on its composition broken down by types of special educational need and disability (SEND). This is available upon request.

Currently 7.8% of the School population is on the SEND register.

Our School has clear protocols and targeted provision to support these pupils who require additional learning or emotional support. The [SEND Policy](#) is accessible from the School website. The [SEND Information Report](#) for the School is also available to download from the School website.

Some pupils join the school with speech, language or communication delay. We address this through individualised intervention plans and the support of speech and language therapists. The School purchases support from Jigsaw Therapy Services, and commissions an Educational Psychiatrist, Dr. Emma Black to support our pupils.

Safeguarding First provides challenge and support in maintaining the highest safeguarding standards.

In terms of site accessibility, car parks have accessibility ramps to an accessible main entrance. The entrance has a dual level hatch to the Office. Main areas of the building are fully internally accessible via a platform lift. A number of doors have also been replaced to widen the access. Externally there are ramps around the building, however, some external doors still require a portable ramp to be placed there to allow wheelchair access. The Key Stage 1 yard is fully accessible, however, access to the second yard is still via several wide steps. The [Accessibility Plan](#) is available to download from the School website.

There are two dedicated accessible parking spaces in the car park – one with hatching to both sides to enhance accessibility for those in a wheelchair.



We record and report instances of discriminatory language or bullying, and we tackle these in accordance with the County Council's recently revised guidance for dealing with discriminatory incidents and hate crime in schools. We can report racist incidents using the [online form](#).

All staff and Academy Committee Members have completed the required [Prevent training](#) and recognise the relationship between hate crime and [radicalisation or extremism](#). We are conscious 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.

The School's [Tackling Extremism and Radicalisation Policy](#) is available to download from the School website.

We recognise that most learners may have limited opportunities to experience the wider UK and urban contexts outside Northumberland and prioritise a programme of deep learning, role models and visitors to broaden understanding of the plural, multicultural, multi-faith context of modern Britain grounded in a Christian worldview.

The School records data about religion and belief when it is provided by parents or carers through our data collection mechanism. This enables us to state with confidence that we are inclusive and sensitive with regard to pupils' religions and belief.

Documentation and record-keeping

The School has a statement of overarching Equality Policy (as part of this document).

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 Christian ethos of the School supports and underpins our commitment to the Christian values of love, justice, forgiveness, reconciliation 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 and have been trained by Stonewall to challenge and deal with homophobic and transphobic bullying as well as derogatory language related to this type of bullying.

The Academy Committee oversee and challenge the School to ensure that equalities objectives are met.



Staffing

There is good equal opportunities practice in the recruitment and promotion of staff including both teaching and non-teaching staff.

Behaviour and Safety

There are clear procedures for dealing with prejudice-related incidents and a report is provided to the Academy Committee on a termly basis.

The school annually receives a report on the number of racist incidents sent to the Local Authority, which the Academy Committee approve in the Autumn term.

When appropriate, we can engage with Northumbria Police's Community Engagement Team to demonstrate our integrity in supporting those with protected characteristics from vulnerability to hate crime and extremism.

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 [Promoting Positive Behaviour Policy](#) is available to download from the School website.

The School's [Anti Bullying Policy](#) is available to download from the School website. This has been written in light of Stonewall training and Church of England guidance ([Valuing all God's Children](#), Autumn 2017).

Curriculum

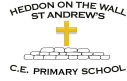
There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice, mutual understanding and being a responsible global citizen.

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 Religious Education, PSHE and Collective Worship to promote learners' spiritual, moral, social and cultural development and to help them to experience Gospel values and develop the concept of global citizenship.

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 in respect of the Equality Act.

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