

## **King Edwin Primary School**

### **Published equality information about the context of our school**

#### **Published objectives 2025-2029**

This is our published information about our school population and the ways in which we work to eliminate differences of outcome and promote equality for groups with protected characteristics. It also explains how we promote good equalities practice and work to eliminate discrimination or inequality. The objectives we have set for the current reporting cycle 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.**

The school is a one-form entry primary school (Nursery to Year 5) in the Coquet partnership in Northumberland, with children aged from 3 -10. We currently have 154 children on roll. We also provide a number of places for children aged 2 in the afternoons. The school has recently transitioned to become a primary school, with Year 5 children from September 2024 and Year 6 children from September 2025.

The [vision and values](#) statement outlines our ambitions for the children, our place in the global community and our vision for learning.

We teach children about their rights and about our core values of **respect, happiness and growth**. We celebrate individuality and the unique talents and characteristics of each child. Our school promotes and teaches the children to understand the British Values of tolerance and mutual respect, democracy, individual liberty and the rule of law.

The school's ambitious curriculum underpins our belief that 'if you're ready to try, you're ready to fly'. We prepare children well for the opportunities, responsibilities and experiences of later life.

A very small number of our children have English as an additional language and we also have a below average number of children who are of Black or minority heritage.

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 on evidence-based approaches to support children both academically and emotionally where needed. We invest heavily in the provision for early language, communication and reading, ensuring that those children who start school with a delay in their language are effectively supported in their development. Funding is also used to subsidise school visits and emotional literacy support (ELSA) for those children who need it.

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

school is acutely aware of the impact of the cost-of-living crisis on our families; our uniform policy helps to ensure that school uniform is affordable and allows families to purchase non-branded items. We also ensure that a supply of pre-loved school uniform is available and host a uniform swap-shop in the summer term where families can donate and/or receive quality items of school uniform. In preparation for becoming a primary school in September 2024, we chose not to change the colour of our uniform in order to allow children to continue to wear items already purchased.

We represent, discuss and welcome family diversity and the positive aspects of diversity in families. We welcome the opportunity to discuss any perception that family diversity may be uncomfortable for members of the wider school community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to protect them from discrimination. We audit resources and displays, letters home and the language we use to establish that we are LGBT inclusive, and that all types of different family circumstances are welcomed and respected.

We challenge gender stereotypes and promote gender equality. We recognise the increased numbers of gender variant pupils in schools. We establish safe spaces for changing where required and using toilet facilities. Staff 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 local authority.

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 useful skills, values and attitudes.

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. Practical alternatives are acceptable.

**The school has data on its composition broken down by types of disability and special educational needs.**

Our school has clear protocols and targeted provision to support these pupils who require additional learning or emotional support. The [SEND policy](#) and [Accessibility Plan](#) are accessible from the school web site and are available in printed format on request.

The school is accessible to people with physical disabilities. There are ramps, an accessible toilet and wheelchair accessible routes on the ground floor.

The school uses a graduated approach by identifying anything that is affecting an ability to learn, and then introducing strategies or interventions which will help to support the child's learning, including 1:1 support. Learners and their families are always involved in this process

and plans are shared on a termly basis. The basis of this approach begins with high quality teaching differentiated for need.

We are committed to ensuring that SEND learners enjoy the same opportunities as their peers wherever possible, by helping them to develop and maintain independence. Our objective is for pupils with SEND to be fully included within their school and local community.

The school's accessibility plan sets out the objectives and strategies in place to meet the needs of children with SEND and this can be found on the web site. The school's [accessibility plan](#) has more specific detail about the ways in which we are working to improve access to the environment, curriculum and printed information for pupils with disabilities.

The school pays for school nurse support to be available weekly. This is to support both children and their families with any challenges that they are facing with health, behaviour and emotional difficulties.

The school records and report instances of discriminatory language or bullying. We ensure that school is a safe environment and that the features of good, safe relationships and safe friendships are regularly promoted and discussed as part of the school's culture. PSHE lessons are the focus of a carefully planned curriculum to help prepare children to feel safe and supported as they live in modern Britain. We regularly discuss British Values and the protected characteristics in our daily collective worship.

All staff and governors undertake appropriate training about inclusion, equality and safeguarding. There is a clear understanding of the relationship between extreme perspectives of stigma and discrimination and when to make a referral. Many staff have also undertaken training on the signs of radicalisation. They recognise the relationship between hate crime and radicalisation or extremism. We are aware of the vulnerability of people in our religion to messages about some forms of extremism, and welcome open discussion and debate with the children in order to dispel myths and misconceptions.

The school records data about religion and belief when it is provided by parents or carers through our data collection mechanism.

### **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 positive relationships, coping 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 anti-discriminatory good practice.

### **Staffing**

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

### **Behaviour and attitudes**

The [behaviour policy and anti-bullying policies](#) are published to the school website. These outline our clear procedures for dealing with prejudice-related bullying and incidents.

Our Puffin Patrollers are advocates for their peers. The school's Puffin Code, which was devised by our staff, pupils and parents, explicitly states 'No to bullying!' and this is evidenced through our wellbeing questionnaires which our Puffin Patrollers undertake with our pupils.

The school receives an annual confirmation of the number of racist incidents reported to the local authority (if any).

Surveys of parents, carers, staff and pupils show that most pupils feel safe from all kinds of bullying and that when concerns are raised, these are dealt with. This kind of involvement identifies any issues that can then be addressed.

### **Curriculum**

There are opportunities throughout the curriculum, including in PSHE and collective worship for equality, diversity, inclusion and cohesion to be addressed. The Spiritual, Moral, Social and Cultural aspects of children's education are developed, and we share a sense of community pride and responsibility.

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

### **Consultation and involvement**

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations.

The school has procedures for finding out how pupils think and feel about the school, and how they feel about fair and unfair situations.

We consult parents and carers through questionnaires and the school website. We can 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.

### **Objective 1: Eliminating discrimination**

To develop the curriculum, with a specific focus on Upper Key Stage 2, in order to embed a clear understanding of the protected characteristics at an age appropriate level.

**Why we have chosen this objective:** To ensure that our pupils are well-prepared for an ever-changing and diverse society and that they consistently display our core value of 'respect' in their interactions with other people. We would like to further develop the provision for Upper Key Stage 2 to ensure a deeper understanding of the protected characteristics.

**To achieve this objective, we plan to:** Embed the equality values throughout the curriculum and our wider provision. Research and implement a curriculum that is specifically tailored to the needs of children in Upper Key Stage 2. Continue to develop collective worship to incorporate more opportunities to discuss the protected characteristics.

**Progress we are making towards this objective:** The protected characteristics are included in our curriculum and are discussed in the British Values assembly each week.

### **Objective 2: Advancing equality**

To ensure that the curriculum celebrates the diversity not only in our community but across the UK. To develop a curriculum for Upper Key Stage 2 where all children are represented and that they develop a greater understanding of diversity through the texts that they read and share.

**Why we have chosen this objective:** Amble is a predominantly white, British town. We aim to increase our pupils' understanding of diversity, ensuring that children from all backgrounds are represented.

**To achieve this objective, we plan to:** Continue to review the current curriculum, ensuring representation of different cultures and backgrounds. Increase the opportunities for children to

learn and talk about diversity. Research and implement a curriculum that is specifically tailored to the needs of children in Upper Key Stage 2. Develop collective worship to incorporate more opportunities to discuss diversity.

**Progress we are making towards this objective:** We currently have a curriculum in place for children up to Year 5 that celebrates and promotes diversity.

### **Objective 3: Fostering good relations**

Amble is a small, coastal town in rural Northumberland. We aim to develop and foster relationships with pupils and staff from parts of the country that are different to our own community.

**Why we have chosen this objective:** Some of our children do not have many experiences outside of the local area. We want them to develop new friendships and learn about how life is different in other towns and cities.

**To achieve this objective, we plan to:** create a link with other schools, sharing our similarities and differences. Liaise with pupils of the same age, sending letters, visiting their school and local area and showing them what Amble has to offer. This will also be done through different areas of the curriculum such as French.

**Progress we are making towards this objective:** In the past children in Year 4 have exchanged letters with a 2-form entry school in Gosforth. They have learned about what life is like in a different city and in a larger school. Further work and new links need to be made with other schools in order to develop this further and to extend this to children in more classes.