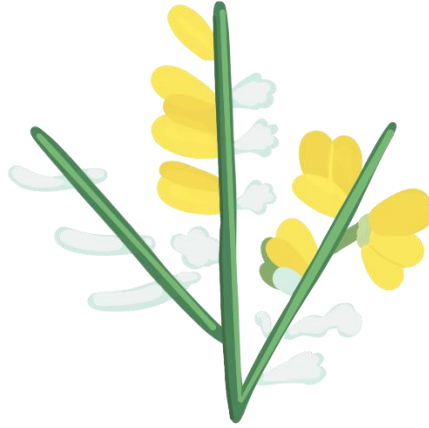


Broomhill First School



Equality Information and Objectives

November 2021- July 2025

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Aims

Broomhill First School aims to meet its equality obligations by having due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not

Legislation identifies 9 protected characteristics:

1. age
2. disability
3. gender reassignment
4. marriage and civil partnership
5. pregnancy and maternity
6. race
7. religion or belief
8. sex
9. sexual orientation

Legislation and guidance

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it gathers and publishes information, and decides on specific objectives. The following principles underpin our work in school.

Broomhill First School aims to meet its equality obligations by having due regard to the need to:

This document meets the requirements under the following legislation:

- The [Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- The [Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- The Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#)
- [Education and Inspections Act 2006](#)

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background, or having no religious beliefs
- sexual identity
- gender identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic, biphobic and transphobic language or discrimination.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- children from disadvantaged backgrounds.

Principle 6: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- people of all sexual orientations
- gender variant people.

Principle 7: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 8: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected.

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We review progress towards our equality objectives annually. These objectives are included in our Accessibility Plan, Published Equality Information and are referred to in our School Development Plan.

Roles and responsibilities

The school will:

- Ensure that the equality information and objectives as set out in this statement are published on both school website
 - They will be communicated to staff, pupils and parents/carers
 - They will be reviewed and updated at least every three years

- School governors will:
 - Familiarise themselves with all relevant legislation and the contents of this document and identify any training needs
- The Headteacher will:
 - Ensure that the importance of equality and diversity is given a high profile and regularly reinforced to staff and pupils
 - Promote knowledge and understanding of the equality objectives amongst staff and pupils
 - Track and review the extent to which the school is successful in meeting the objectives
 - Include an updated section on termly Headteacher Report
 - Appoint a designated member of staff to support them in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- The designated member of staff for equality will:
 - Provide support in identifying staff training needs
 - Make arrangements for staff training
- All staff are expected to have regard to this document and to work to achieve the objectives set out within it.

Eliminating discrimination

The school has clear obligations under the Equality Act 2010 to ensure that school-based provision complies with the legislation and is non-discriminatory.

To ensure that the importance of equality is given a high level of importance we will take regular and appropriate opportunities to reinforce this including:

1. Policies and procedures
 - 1.1. Where relevant, these will highlight the need to ensure equality and avoid any potential discrimination
2. Headteacher Reports (termly)
 - 2.1. There will be a discrete section for feedback on how the school is meeting its equality objectives
3. Staff induction and training
 - 3.1. All staff including members will receive training on equality and diversity during their induction programme
 - 3.2. All staff members will receive face-to-face training every 3 years
4. Meetings
 - 4.1. Stakeholders will be mindful of their legal duties under the Equality Act 2010 during meetings, seeking further advice and guidance where required

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above.

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.
- prejudices reflecting sexism and homophobia, biphobia and transphobia
- prejudice which may be the precursor to radicalisation and extremism

There is clear guidance for teachers defining how prejudice-related incidents should be identified, assessed, recorded and dealt with. All staff, teaching and support, should view dealing with and resolving identity-based incidents as vital to the wellbeing of the school

We take seriously the expectation that we will report regularly to the local authority about the numbers, types and seriousness of race-related incidents at our school and how they are dealt with.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, Broomhill First School aims to advance equality of opportunity by:

- Minimising or eliminating disadvantages suffered by people, which are connected to a particular characteristic they have, e.g. transgender individuals or those with disabilities
- Taking appropriate and reasonable steps to meet the needs of people who have a particular characteristic, e.g. enabling students with disabilities full access to the curriculum
- Encouraging people who have a particular characteristic to participate fully in any activities, e.g. ensuring school activities are accessible to all pupils

Fostering good relations

Broomhill First School aims to foster good relations between those who share a protected characteristic and those who do not share through:

- The curriculum
 - Promoting understanding, tolerance and respect of a range of religions and cultures through different aspects of our curriculum, primarily through RE and personal, social, health and economic (PSHE) education

- Other curriculum areas such as English, geography, history and French will afford opportunities for our students to become more knowledgeable about other cultures and ways of life
- Assemblies and/or Collective Worship
 - Our assembly programme in school will ensure that equality issues are addressed in a thoughtful and considered manner
 - Where appropriate, external speakers will be invited to support provision
- School visits
 - Organising school trips and activities based in and around the local community
- Potential student conflict
 - Dealing promptly and effectively with any tensions between different groups of students linked to protected characteristics.
- Pupil engagement
 - We will encourage all pupils to engage with activities on offer such as music and sports clubs
 - We will identify any barriers to participation based on protected characteristics and work to eliminate these

Equality considerations in decision-making

Broomhill First School commits to paying due regard to equality considerations whenever significant decisions are made and will consider the potential impact of these decisions on particular groups. For example, when a school trip or activity is being planned, we will consider whether the trip:

- Is accessible to all students including those with disabilities
- Caters for both boys and girls including access to appropriate and equivalent facilities

Published equality information about the context of our school (2021-22)

Published objectives 2021-2025

This is our published information 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. This is available on request

The school is a smaller than average sized semi-rural first school located in the village of North Broomhill in Northumberland. We teach children about their rights and the school's values, which include: the rule of law, respect, forgiveness, liberty, excellence and mutual respect. We celebrate individuality and the unique talents and characteristics of each child. Our school promotes and teaches the children to understand pluralistic British values.

A very small number of our pupils currently speak English as an Additional Language (2021/22 – 1%). This is below the national average (state primary school [national average 21.2%](#)). The school has fewer than the national average percentage of BAME pupils in school (national average of [33.1% of children](#) in state funded primary schools), although in the context of Northumberland we do have a culturally diverse school community.

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. We subsidise access to all of our school visits, experiences and swimming. 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. Many eligible pupils also have additional protected characteristics, for example disability or ethnicity.

Diversity is evident in the eclectic range of role models who are in school to offer a range of clubs and activities. From September, we now have two new male members of staff, bringing important opportunities for many of our male pupils to relate to a male role model.

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 knows that we are committed to our legal duty to keep them safe from discrimination. The role of the behaviour and family support worker is essential in

making our values of family inclusion explicit and visible. 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 entire workforce to embody the school's inclusive ethos based on values of responsibility and global citizenship.

We recognise the increased numbers of gender variant pupils in schools. We establish safe spaces for changing 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 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.

Our school uniform 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 require additional learning or emotional support. The SEND policy accessible from the school website and is available in a printed format on request.

Some pupils join the school with communication and language delays. We address this through individualised support, including drawing on the support of speech and language therapists. Clennell Education and the Local Authority Safeguarding team provide challenge and support in maintaining the highest safeguarding standards.

The school is an accessible building, with ramps, an accessible toilet and wheelchair accessible routes.

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

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 governors completed required [Prevent training](#) every two years 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.

We recognise that most pupils 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. The school calendar of events makes use of the opportunities there are to develop wider cultural awareness and social capital.

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

Our 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 ethos of the school supports and underpins our commitment to the values of democracy, tolerance and mutual respect.

When developing policies, we carry out an Equality Impact Assessment.

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

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

The school annually receives a report on the number of racist incidents sent to the Local Authority, which governors 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 behaviour policy is available to download from the website and a paper copy can be requested.

Curriculum

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion, 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 PSHE and assemblies to promote pupils' spiritual, moral, social and cultural development and to help them to experience 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.

Published Equality Objectives

Objective 1: Eliminating Discrimination

In order to be a 'welcoming and inclusive school' in line with our values ensure that all staff understand the equality objectives and embed them throughout the curriculum through the new PHSE curriculum.

Why we have chosen this objective: These are new values which need to be embedded throughout school (connection, creativity, curiosity and courage).

To achieve this objective, we plan to: Embed the equality values throughout the curriculum

Progress we are making towards this objective: The values are in weekly assemblies and curriculum leaders are embedding them in their long-term planning. Whole class PHSE books are used to record conversations relating to equality and revisited throughout the year to ensure children remember.

Objective 2: Advancing Equality

To ensure that the curriculum celebrates the diversity in our community and that all children are represented. For men and women are both represented in the history curriculum and the reading spine ensures children from all cultures and backgrounds are represented so that all children see themselves in the books they read.

Why we have chosen this objective: The curriculum did not always celebrate all cultures, both men and women or differences in privilege.

To achieve this objective we plan to: revisit the curriculum and subject leaders will ensure that the curriculum represents all the members of our community and the wider world.

Progress we are making towards this objective: Subject leaders have begun to revisit the curriculum. The reading spine has been reviewed.

Objective 3: Foster Good Relations

Action: Broomhill has an aging population, and the area where the school is currently situated has a number of care homes and sheltered housing schemes developing. Many of the children do not have a relationship with older people, and we recognised that an intergenerational project would create opportunities for reflective communication, a deeper connection to the local community, would build understanding of the issues of ageing as well as the valuable resource and life experiences of older people.

Specific: Some of the specific strategies and interventions being offered include:

Every child in KS2 will be matched to a 'pen pal' in a care home and will correspond and have the opportunity to meet their partner once Covid restrictions are reduced and it is safe to do so.

Pupils write letters, consider the ways in which they might make their letters interesting and informative to their partner, and go on to discover more about the person with whom they are paired

Expected evidence of impact: **(Measurable)**.

Pupils articulate empathy and understanding about the lives of older people. Some of the consequences of aging are better understood, and at times children do learn about end of life situations and even death. The protected characteristic of age is understood in context, and children better understand and can articulate some of the issues that affect an aging population.

By January 2025, every KS2 pupil will have corresponded with their partner on at least two occasions per year, including the making and sending of Christmas cards.

Attainable: The objective is considered attainable due an appropriate time-scale and previous relationships with the care homes. The project is an investment in our local community, and it brings social capital and mutual benefit to children and residents alike

Relevant: This objective is relevant to our geographical setting, and benefits children who participate as they all have the same opportunities to interact with an older person, regardless of their family circumstances.

Time Bound: In January 2025, we will review and report on the success of the initiative and evaluate the extent to which we have fostered good relations in our community and beyond.

Monitoring arrangements

The Headteacher will update the equality information we publish annually.

This document will be reviewed by the Headteacher and the Governing Body at least every 4 years.

This document will be approved by the Headteacher and the Governing Body

Links with other policies

This document links to the following policies:

- Accessibility policy and plan
- Risk assessment
- Behaviour policy

Designated Members of Staff

Jonathan Smith: Headteacher

Katie Palmer: Personal Development Lead