



December 2024

Published equality information and objectives 2024/5-2029

This is our published information (June 2024) 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. It also includes information about how we tackle inequality.

The school has data on its composition broken down by year group, ethnicity and sex and by first language. This is available on request.

The school is an average sized primary school in the centre of Alnwick, in a semi-rural setting in north Northumberland. We have a strategic plan which outlines our ambitions for the children, 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 understand pluralistic British Values, using critical thinking and learning packages such as Picture News.

A relatively small percentage of pupils do not speak English as their first Language, and an increasing number of our children are from global majority heritage backgrounds.

We are becoming a more diverse school community. We understand the impact the cost-of-living crisis has had on the financial circumstances of many families in our community. We now have a family and children's support worker whose role includes finding solutions to help support the families who sometimes need help to access financial support. Our school plays its part as an essential community-based asset; we are the first point of contact for many of our families when challenges affect them, and we are a partner that they trust. We also save surplus items from waste from two local supermarkets, and can share these with our school community. Even surplus flowers which we receive through our generous



corporate partners are shared with families by drawing names in classes. We share the food from a stall which runs after school.

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 PPG funding on diminishing the differences in outcomes for these students compared with their peers. We use the funding effectively to offer academic support and guidance using evidence-based approaches. We also help with the costs of some of our school visits, experiences and swimming. In 2023/24 we secured additional funding from the Combined Mayoral Authority to address poverty by replacing our school greenhouse.

The Northumberland Inequalities Lens

Ensuring people have fair access to the building blocks for a good life such as a decent income, a good quality job, safe, affordable and warm housing as well as good quality education and training opportunities is a corporate priority across Northumberland. In tackling inequalities, there should be fewer gaps in the experience's residents have across health, education, employment and social outcomes.

Our curriculum, visits and the experiences children have while they are pupils at Swansfield Park Primary School set them up for life by developing the building blocks of social capital which children will need throughout their lives.

Cultural capital is the gathering of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the adult world.

Cultural capital is promoted as the essential knowledge, and standard reference points, that we want all children to have. Research indicates that children will find life more challenging without adequate cultural capital, from everyday social interactions to future job interviews.

As a school, we make the best use we can of our resources, community contacts and sources of support to enable families to overcome the challenges that periods of financial hardship and a seasonal economy can present. We strive to build and nurture resilience, creativity and knowledge.

Cultural capital gives our pupils power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily acquiring wealth or financial capital.

We will continue to develop our community relationships and resources to scaffold support for families experiencing periods of financial pressure, in order to help them to enhance life chances, experiences, enjoyment and learning.

Emotional and mental health challenges continue to make family life a struggle for many of our families. Thrive is still an approach we deploy in school to help develop emotional regulation strategies and help our children to feel safe and supported. We are referring and supporting many families through Early Help and are finding that our family support worker supports relationships with families to the extent that we can help deal with barriers to attendance before they become problematic.

As part of the next wave of Trailblazer schools, we have had support as a partnership from the Be You team and have started to access some of the new support that is available, for

example support for children with moderate to low mood. We have a senior Mental Health Lead but we stress that this is a role in which every member of staff plays their part.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families. We establish safe spaces for changing and using toilet facilities and make sensitive adaptations when a child needs support. Our school uniform policy is flexible, and the guidance does not discriminate against any child on the basis of sex, race, disability, gender reassignment, religion or belief.

The Graduated Approach offers children with SEN and disabilities a range of interventions and specialist cycles of support to help them to learn and make progress. The school is an accessible building, with ramps, accessible toilets and wheelchair accessible routes. One of our accessibility objectives is to improve wheelchair access for family members with physical disabilities.

We record and report instances of discriminatory language or bullying. We are able report racist incidents using the Local Authority online form which also gives schools the opportunity to request further support to deal with hate crime and extremism or request support from Local Safeguarding Partners.

All events of discrimination or perceived harassment are recorded using CPOMS which helps to build a full picture around a child.

We do recognise that some pupils may have few opportunities to experience the wider UK and urban contexts outside Northumberland and prioritise a programme of learning including planned visits and visitors to broaden understanding of the wider multicultural, multi-faith context of modern Britain.

Our subscription to Picture News and the small, interactive school assemblies where we discuss world events contribute to the sense of being connected to the wider world that we want to give our children.

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.

Documentation and record-keeping

Our school has a statement of equality published on 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. It is our mission to 'inspire our children to become thoughtful, confident and engaged citizens of their world'.

Responsibilities

All members of staff have a 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 all staff.

Behaviour, safety and personal development

The PSHE curriculum, delivered through Jigsaw has fair and equal relationships, respect, values and consent at its core. When appropriate, we engage with community partners to demonstrate our integrity in supporting those with protected characteristics from vulnerability to hate crime, abuse or stigma. School council members advocate for their peers, and we know from our meetings that most pupils feel safe from all kinds of bullying. The school's anti-bullying policy is available on the web site.

Curriculum

The school ensures that children learn in an age-appropriate way to value and access their rights and about those of other children. There are activities across the curriculum to promote pupils' spiritual, moral, social and cultural development.

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 requirements of the Equality Act. The school has procedures for finding out how pupils think and feel about the school. We consult parents and carers through online surveys and a parent forum. We respond quickly to any concern about perceived inequality, unlawful discrimination or harassment

Part Two: Objectives

Theme: Diminishing inequalities

Action: We have cohorts of pupils with a combination of protected characteristics and vulnerabilities which contribute to a gap in attainment and progress between them and their peers (sex, ethnicity, SEND, eligible for the Pupil Premium Grant, disability, for example).

We rely on evidence-based strategies to inform interventions and targeted support which will enable us to see the pupils' attainment increase and offer opportunities to develop social and cultural capital, resilience and participation.

Some of the new initiatives in school and proposed for development include:

- Rock Steady: An inclusive opportunity to collaborate and form a rock band in school and perform music together
- Be You: Mental Health Trailblazers programme
- Collaboration with colleagues at Barndale House Special School to learn more about creating enabling learning environments

- Family support worker promoting and sharing better understanding of the challenges and barriers our families face as well as developing knowledge and awareness of services that can be drawn upon
- Development of a personalised engagement curriculum for some of our learners
- Working alongside The Toby Henderson Trust to develop an ASD support group for families

- Working alongside Clarty Commandos to develop a bespoke provision for children to learn beyond the classroom in an outdoor setting that supports them to thrive.

Fostering Good Relations

Theme: Spirituality, belief and the wider communities and cultures of modern Britain

Action: Develop and offer regular opportunities for children to learn about the faiths and aspects of devotion that they will encounter in modern Britain by creating more opportunities for interaction and real-life experiences together with faith leaders.

The opportunities extend understanding and children's abilities to challenge misconceptions or stereotypes and consider and model respectful and tolerant attitudes and behaviours.

Continue to develop critical thinking and awareness of the wider communities and identities that make up modern Britain to promote belonging, social responsibility and inclusion.

These objectives replace the previous equality objectives set in 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