



EQUALITY



Equality information and objectives for the cycle 2025-2029: Spittal Community Primary School

Legal context

The EHRC's [Technical Guidance for Schools](#) (revised in September 2023) 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;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

EQUALITY

To ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 require schools and other public authorities to publish:

- equality objectives, at least every four years (from 6th April 2012)
- information to demonstrate their compliance with the public sector equality duty (from 31st January 2012)

This document details the ways in which we welcome and comply with the two aspects of the PSED listed above.

Current cycle 2025-29

This is our published (April 2025) information about our school population and the ways in which we work to eliminate differences of outcome and promote equality for children with protected characteristics. It also explains how we work to eliminate discrimination and inequality more widely. The objectives we have for the next four years reflect the school's 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. This is available on request

We are a medium sized primary school in the Berwick Partnership in Northumberland. We have our own nursery.

At Spittal we teach children about their rights, 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. Equality principles underpin our values and ethos.

A very small minority of pupils do not speak English as their first language. The number of BME (Black and minority ethnic) pupils in our community is smaller than the county and national averages. The children settle well and are made welcome in school. They make good progress.

We have growing number of disadvantaged pupils in respect of whom we receive additional Pupil Premium funding, as well as school holiday food vouchers (HUGG) and Holiday Activity entitlement (HAF). We follow the progress of this group to demonstrate that we invest in strategies to diminish differences in outcomes for eligible children compared with their peers. We use the funding effectively to offer academic support and guidance and to subsidise activities and visits. Many of the children have additional protected characteristics, especially SEND.

Strategies to improve the chances of children eligible for Free School Meals have a high priority in schools, although financial disadvantage is not a protected characteristic in law. In Berwick we also have families who are 'just managing' due to factors such as the seasonal economy. We do our best to keep the cost of the school day affordable, including uniform, visits and social opportunities.

EQUALITY

In school, we represent, discuss and welcome family diversity and the positive aspects of individuality and difference in families.

We are purposeful in the way we represent people and use language in resources displays and communication. We consciously use and develop awareness of inclusive language. This is an ongoing piece of work, as language changes constantly, and we are conscious of the changing population in the school as we move from First to Primary designation. We use Picture News to scaffold conversations about the wider context of Modern Britain and to promote British values.

We respectfully challenge any member of the school community who expresses their prejudice or discomfort towards people with some or any of the protected characteristics; we educate pupils about the legal rights which protect these groups from prejudice, harassment or discrimination.

Our school uniform policy is flexible and the guidance does not discriminate against any child on the basis of sex, race, disability or belief. Practical alternatives are acceptable.

The school has data on its composition by types of disability and special educational need. This is available on request.

Our school has clear protocols and targeted provision to support those pupils who have Special Educational Needs and Disabilities (SEND).

The school is an accessible building, with ramps, accessible toilets and wheelchair accessible routes. We promote inclusion in the widest sense as we make reasonable adjustments for all learners to be able to thrive, by making meaningful adaptations to the curriculum and environment.

The school uses a graduated approach to identify anything that affects a child's ability to learn, then we use strategies and interventions to help improve the situation. Learners and their families are always involved in this process.

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

We record and report instances of discriminatory language or bullying. Our PSHE curriculum is one of the ways in which we reinforce this commitment to anti-discriminatory practice. It also ensures that children learn about safe and respectful relationships. We welcome the new content in the revised statutory guidance for implementation in September 2026.

During Anti-Bullying Week and through other activities throughout the school year the school uses the opportunity to consider the role of the upstander and active bystander to raise awareness and build resilience and confidence in the children. We ensure that children learn about media literacy and factual accuracy, conflict resolution and resilience. This work is underpinned by our focus on character education, and a focus on values such as empathy and kindness.

EQUALITY

Some children in north Northumberland have limited experience of the wider UK and urban contexts. We ensure that the curriculum prepares pupils to live in a diverse society in the wider context of modern Britain. We discuss and include themes and campaigns such as Black History month, LGBT History month, Holocaust Memorial Day and Remembrance Day.

The school records data about religion and belief if it is provided by parents. This enables us to say with confidence that we are inclusive of pupils' religion and beliefs.

Documentation and record-keeping

Our school has a statement of overarching equality policy which is published to the web site.

Responsibilities

All staff have responsibility for promoting equality.

All staff have responsibility for promoting the school's anti-bullying ethos.

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 bullying and incidents.

Authority.

Surveys and focus groups show that most pupils feel safe from all kinds of bullying.

The mechanisms we have include Parent view, annual parent and pupil surveys and the School Council.

The school's anti-bullying and behaviour policies are available on the school web site

Curriculum

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.

There are activities across the curriculum to promote pupils' spiritual, moral, social and cultural development.

Character education is an important aspect of Personal Development and Wellbeing.

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 for the concerns of the Equality Act.

EQUALITY

Part Two: Objectives

The Public Sector Equality Duty aims to eliminate discrimination, advance equality of opportunity and foster good relations between people. The duty applies to the public sector and to others carrying out public functions. The duty applies to all nine areas of discrimination listed in the Equality Act 2010.

Our school has defined three main areas of equality to address

1. Fostering Good Relations: Life in Modern Britain

What we plan to do:

We recognise the context of Berwick and North Northumberland and the relative lack of opportunity our pupils experience to engage with role models from diverse communities. We recognise the important role that the school can play in broadening the children's awareness of the wider context of their local community and the UK beyond Northumberland, in preparing them for adult life and an appreciation of the wider diversity of the UK and beyond.

Through the curriculum, PSHE and the wider Personal Development and Wellbeing curriculum we will continue to extend the range of opportunities the children have to engage with themes such as different families, anti-racism, global issues, human rights, disability equality, anti-discriminatory language and behaviour, tolerance and mutual respect and the role of the bystander.

Expected evidence of impact:

Increased awareness of local, national and global inequalities and challenges articulated by pupils, especially when we have older primary pupils in school.

Pupil and staff's ability to challenge discriminatory thoughts and practices.

Children reacting as allies and advocates, respecting and protecting the rights of others.

Learners who understand and have empathy for marginalised people and the inequalities they may face.

Objective 2

Eliminate discrimination/Advance Equality of Opportunity:

Emotional resilience and healthy relationships

What we plan to do:

As the school population extends to integrate Years 5 and 6 teaching will reflect the new content and delivery expectations of the RSHE curriculum with regard to healthy relationships and how to manage emotions and build resilience.

Using the Jigsaw curriculum, we follow for teaching this subject, we will focus on participative, skills-based learning, positivity and engagement with parents.

Focusing on caring friendships and respectful, kind relationships, we will work to ensure that our pupils develop the skills and resilience to overcome barriers to healthy relationships as they move forward towards adulthood

EQUALITY

Expected evidence of impact:

Pupils will be able to articulate their feelings and recognise when they are being positively and negatively impacted and will demonstrate this through Jigsaw curriculum and discussion feedback.

Pupils will demonstrate resilience in their response to challenges, friendships and relationships with adults. They will take risks and put character education into action by demonstrating a positive outlook and determination.

Children and young people have trusted adults in school to whom they can refer when pressures and concerns overwhelm them.

Using resources such as Talk about: a structured, hierarchical approach to teaching social skills, self-esteem and friendship skills, pupils who may struggle with the practical aspects of this learning can put it into practice.

Objective 3: Advance equality of opportunity:

The Northumberland Inequalities Lens

People in the most deprived communities in Northumberland have shorter healthy lives than those in our least deprived.

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.

Our curriculum, visits and the experiences children have while they are pupils at Spittal First 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. Cultural capital is also having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

EQUALITY

We will work to ensure that our pupils make the best use of the additional resources allocated to families through the HAF funding stream. In order to ensure that some of the more distant opportunities are available to children, we will also explore parental links, for example a taxi company which carries out school runs.

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