

Horton Grange Primacy School

Published equality information about the context of our school (2025)

Published objectives for the cycle 2025-2029

Legal context

The EHRC's [Technical Guidance for Schools](#) (amended in July 2024) 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.

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.

Published equality information: How we comply with the duty.

This is our published information (April 2025) 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 and by proficiency in English. This is available on request

We are a 3 form entry 3 to 11 primary school. From September 2018 the school was designated to be 3 form entry in Reception. This is now tracking through school growing year by year. These numbers are not yet at full capacity but school has the largest cohort of 79 children in the current year 3. We have a 2 year old provision which cater for 15 children.

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 closing gaps. We have a higher than average proportion of children in receipt of this grant across the school with some year groups over time ranging up to 56% and the average 40% in Reception to Year 6

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.

The majority of children are from white British background but we have a small and growing number of children from different backgrounds. These include:

- Any other White background - 4
- Any other mixed background - 1
- Indian - 1
- Any other Asian - 2
- White and Black African - 1

- Black - African - 2
- Any other Ethnic Group - 1

Teaching and learning is focused upon engaging and responding to the needs of all pupils, and engaging harder to reach groups e.g. Thrive Approach and metacognitive approaches. There is a key focus on basic skills and our overall intent statement is 'learning to read and reading to learn'. We make use of EEF research to inform the curriculum intent and the pedagogical choices used to implement the curriculum.

We have defined two Inclusion leader roles (1 x Pupil Premium (AHT) and 1 x SEND lead)

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 appreciate pluralistic British values.

In teaching and learning, we represent, discuss and welcome family diversity and the positive aspects of individuality in families. 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. 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 caring citizenship.

We have safe and appropriate facilities for changing and using toilets.

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 appropriate skills, values and attitudes. At Horton Grange we are all learning together to be the best we can be. We positively believe in providing our pupils with experiences beyond the formal curriculum through access to a wide range of visits and a structured residential programme. Pupils are exposed to a range of careers for the future and there are high aspirations for all.

Our school uniform guidance is flexible and affordable and is suitable for children to be equally comfortable and practical regardless 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 are on the SEND register. The SEND local offer and SEND report are accessible on the school website.

Our SENCO role is one of two inclusion lead roles within school (see above).

Our school has developed and uses a provision map which enable us to demonstrate the interventions children receive.

A range of strategies inform the school's behaviour management strategies and these include the Thrive Approach

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

Some pupils join the school with communication delay. We address this through individualised intervention plans and the support of speech and language therapists. We also purchase support through the behaviour, ASD and Speech and Language SLAs from Northumberland Education. We have usually diminished this during a child's time in the Early Years Foundation Stage.

We consult with children and families and the governing body when setting objectives for achievable and measurable objectives to make the school more accessible for children with disabilities. These are outlined in the school's accessibility plan.

We record and report instances of discriminatory language or bullying and have had no racist incidents to record to the local authority in recent years. We can report racist incidents using the [online form](#). We celebrate and discuss the benefits of diversity in society, and welcome opportunities to meet role models and experience new contexts different to our own.

All staff and governors completed required Home Office training to help recognise the relationship between hate crime and radicalisation or extremism. We are conscious of the vulnerability of some people in our region to messages about extremism, and welcome open discussion and debate with the children in order to dispel myths and misconceptions.

We recognise that some pupils may have limited opportunities to experience the wider UK outside the immediate area and prioritise a programme of learning including planned visits, residentials and visitors to broaden understanding of the plural, multicultural, multi-faith context of modern Britain.

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 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 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.

Responsibilities

All members of staff have responsibility for equalities and for meeting equality objectives.

All staff take responsibility for anti-discriminatory work in school.

Staffing

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

Behaviour and safety

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

The school annually returns a report on the number of racist incidents to the Local Authority, which governors discuss in the autumn term.

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 anti-bullying policy is available from the website.

Regular staff CPD covers topics of Prevent, extremism and radicalisation

We historically hold the County Council's Anti-Bullying accreditation. Whilst this has ceased the good practice in obtaining it is retained in informs, procedure, policy and action.

Curriculum

There is coverage in the curriculum of equalities issues, particularly with regard to acceptance, mutual respect and making an active contribution to community cohesion.

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 apply strong community values and develop the concept of global citizenship. In addition to having an intensive week of deep learning about equalities issues, we

build character and resilience in pupils by developing PSHE provision to be embedded across the whole school and to use the opportunities to be flexible to respond to current issues and to challenge misconceptions or stereotypes which may be compounded by the media or by issues current in the local community

Focused attention is paid to the needs of specific groups of pupils. There is extra or special provision for certain groups, which changes as appropriate.

The school has been awarded the Gender Equalities Mark

School has implemented and is embedded the 'No outsiders here' resources'

Consultation and involvement

We aim to ensure that every member of our community respects others and is respected, is supported to achieve his or her full potential and feels welcomed and valued.

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 for these in respect of the Equality Act.

We consult parents and carers through surveys and contact them via email and the school web site. We are able to 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.

Diminishing differences and ambition for all

Ensure that there is ambition for all so the progress for all groups is not significantly different to each other.

1.Action: We have year groups with a number of pupils who have a combination of protected characteristics and vulnerabilities which contribute to a significant gap in attainment and progress between them and other children (boys, eligible for the Pupil Premium Grant, on the SEND register). We have used the EEF toolkit to help us define ways to use the Pupil Premium allocation to initiate a range of evidence-based interventions and targeted support which will be rigorously evaluated. These include;

- Training for staff on Ofsted research document 'Best start in life'. Further curriculum modifications to reflect foundational knowledge in Early Years and Year 1
- Priority on reading from the onset
- Key focus on developing vocabulary.
- A member of SLT with responsibility for PPG,
- Metacognitive approaches embedded across the curriculum.
- A focus on oracy across the curriculum
- Leading evidence based interventions

Expected evidence of impact:

- The school will annually review and define which packages are our most effective in terms of cohort, characteristic and identified need.
- This information will be shared among the whole staff and governing body and published on the school web site
- The gap will narrow in line with national expectations for all of our disadvantaged pupils, relative to their starting points.
- Pupils will be next stage ready. Prior learning will be remembered long term and allow pupils to access current and new learning.
- All pupils make progress through the ambitious curriculum and demonstrate evidence against curriculum end points.

Fostering Good Relations

Action: Learning about life in modern Britain

The main equalities on-going challenge we recognise and work to address is the lack of opportunity many pupils have to learn about living happily in a community alongside people who are different from us. Children are respectful and kind, but do not have many opportunities to demonstrate that they understand what it is to live in and enjoy the cultural and spiritual contexts of pluralistic, modern Britain. We recognise the important role that the school is expected to play in extending the children's perspectives to appreciate the wider context of the UK beyond

Northumberland. We hope to prepare them well for transitions and for adult life with an appreciation of the wider diversity of the UK and beyond.

Through the curriculum, PSHE and assemblies we will continue to extend the range of opportunities the children have to engage with themes such as family diversity, disability equality, anti-discriminatory language and behaviour, tolerance and mutual respect, the role of the bystander, religion and belief, how democracy affects us and global and national political and environmental campaigns.

Children experience visits to places of worship in culturally diverse, religiously plural contexts in the north, when we visit a local mosque and synagogue.

The PSHE curriculum and assemblies in school is delivered through daily conversations, assemblies and discussions. National and International events, as well as issues of body changes and growing up are of great importance to the children; they are entitled to know about and discuss issues that matter to them.

Picture News is used to provoke discussion, awareness of the wider world, and big questions of equality, equity, justice and responsibility.

Older children also discuss challenging concepts such as migration and the language of racial tension or race equality. Pupils have the opportunity to ask questions and sensitively discuss misconceptions and to use critical thinking. Some new resources have also been purchased for school, based on the children's response to some that were used in one of the lessons.

This equality objective will remain a priority for Horton Grange Primary School

Fostering Good Relations

Teach with confidence and accuracy about protected characteristics, vulnerability and marginalised identities and how to be kind and respectful to one another and to others.

Kindness and compassion are embedded in the life of the school, and our pupils all embody and promote these values. It makes them into advocates, school council members and allies when they move on from Horton Grange to high school.

Our second objective is a commitment to maintain the high standards of teaching and role modelling from staff when speaking about marginalised, vulnerable people and those protected in law from harassment and victimisation.

We do this through the assemblies, PSHE lessons and focused week's such as Equalities Week. We also promote and discuss campaigns and significant dates and keep current events, dilemmas and issues at the forefront of our PSHE curriculum.