

Beaconhill Community Primary School Equality Information and Objectives Equality Statement

Everything that we do at Beaconhill Community Primary School has our CARE core values at its core.



Our provision reflects the fantastic community of Beaconhill Primary School. We also want to help shape the positive future of our pupils. Our offer is designed so that there are no barriers for individuals from any background or ability level, and signposts support for those who need it. We celebrate and welcome the diversity of those in our community and want it to enrich the lives of those we work alongside.

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 children with protected characteristics. It also explains how we work to eliminate discrimination and inequality. The objectives we have for the next four years (2025-29) 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 upon request.

We are a one form entry primary school in Cramlington Northumberland. We are part of the Arcot Alliance. We welcome people from all backgrounds to our school family, and advocate that they follow our core CARE values.

At Beaconhill, 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. We prioritise positive relationships above everything else; the atmosphere in school is calm, safe and happy. Empathy and understanding lead our approach to communication with each other. Clear, consistent boundaries and expectations support this approach. This also makes our school a place where we can speak openly about concepts of equality and inequality, social justice and identity. The local community is changing; we now welcome and represent more family diversity and pupils from global majority heritage backgrounds, and this is a valuable opportunity to represent and learn more about the wider contexts of life in modern Britain. One of the ways we know we can refresh and improve the way we do this is to audit our core texts and reading spines to ensure that they are as inclusive as is our own community. We also expect that all adults, whatever their role, will model and reinforce these expectations in the same way.

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People in the most deprived communities in Northumberland have shorter healthy lives than those in our least deprived [NCC Report On Northumberland Inequalities Lens](#). A plan has been developed to reduce inequalities to enable people to live healthy, happy lives for longer. One of the ways we are all working towards this is through our Beach School. This supports our children to understand and have a positive attitude towards their own social, emotional and mental health and encourages engagement in the outdoors and physical movement. Additionally, we are committed to supporting all pupils' emotional wellbeing. In school, we offer ELSA and our School Counsellor to support pupils who would benefit from these services..

Although financial disadvantage is not a protected characteristic in law, it is a significant priority for schools. Evidence shows that disadvantaged children are likely to have suffered the greatest learning loss during school closures due to the global pandemic. We recognise that during the current economic climate many of our families have been negatively impacted and this reaches far beyond those who are identified as disadvantaged in our data. To combat this we seek to ensure that extra curricular school clubs (such as multi skills and yoga) are free to our families and that we conscientiously limit requests for voluntary contributions towards experiences we offer our children. The Beach School is fully funded by school. We seek funding to support all children having access to a healthy breakfast sandwich each morning and use our links with local businesses to help our families in need access grants for household items.

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. We recognise a need to invest time in addressing staff confidence to use the changing language of equality. 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; our priority is to protect every member of our community and local and national communities from prejudice, harassment or discrimination.

Our school uniform policy is carefully considered and belonging and affordability are at its core. Staff are 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. We discreetly provide uniform to families who need support and signpost parents to The Hope Centre.

The school has data on its composition broken down 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 recognises the need for calm environments; we have two sensory rooms and are currently developing a third calm space. The school is an accessible building, with ramps, accessible toilets and wheelchair accessible routes. 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.



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, financial capability, careers and aspiration, and diversity in the widest context.

We recognise the limited opportunities for some children to experience the wider UK and urban contexts that exist outside Northumberland. We work to ensure that children are prepared to live in a diverse society in the wider context of modern Britain. We ensure that assemblies teach our children about role models and people with lived experience who have helped to shape children's views and challenge misconceptions.

Responsibilities

All staff have responsibility for promoting equality. All staff have responsibility for promoting the school's anti-bullying ethos. The school's behaviour policy is available on request.

Staffing

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

Curriculum

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



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 two main areas of equality to address:

Objective 1:

Advance Equality of Opportunity: Representation and Language.

What we plan to do:

Review our visitors to school, trips, reading spines, school resources and the language and training around language that we can access. This will ensure that our school upholds its commitment to our relational approach and values in the way that we represent and speak about minoritised identities.

Expected evidence of impact:

Confidence in using and promoting inclusive language. All children see people like themselves represented and valued in visitors and the resources we use. This objective will be reviewed by the new Equality Governor and a representative group of pupils and staff in April 27.

Objective 2:

The Northumberland Inequalities Lens [NCC Report On Northumberland Inequalities Lens](#)

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 aim to build relationships so we become a partner that they trust.

Our curriculum, off-site visits and the experiences children have while they are pupils at Beaconhill Community 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 aim to build and strengthen our use of our resources, community contacts and sources of support to enable families to overcome the challenges of periods of financial and emotional hardship.

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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 endeavour to develop our community relationships and resources to scaffold support families experiencing periods of financial and other pressures, in order to help them to enhance life chances, experiences, enjoyment and learning. This objective will be reviewed by the new Equality Governor and a representative group of pupils, staff and parents in April 27.