

**Whitehouse Primary School
Equality Information Statement 2024-25**

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.

Context:

Whitehouse Primary School is a smaller than average sized primary school in North Shields. Pupils range in age from 2 to 11. We provide a caring and nurturing environment where we value the uniqueness of each pupil and aim to support all children in achieving what they are capable of.

The school is one of seven schools within NEAT Multi Academy Trust. Each school in the Trust is encouraged to have its own ethos and character but to work collectively as one trust to achieve our shared common purpose, vision and strategic aims. Our shared values are the behaviours that will help us to do this.

Our shared purpose as a trust is to nurture, educate, achieve and transform together.

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.

The school and NEAT websites outline our ambitions for the children, our vision for learning.

The school's personal development curriculum is shaped by our school motto 'Believe in yourself...'. This is broken down into our five personal development values of 'I am Confident, I am Unique, I am Responsible, I am Resilient and I am Independent'.

The school's own PSHE curriculum is underpinned by these values and promotes respect for all individuals within our school and the wider community. Our curriculum, along with wider enrichment, aims to prepare children for the world beyond Whitehouse Primary School, ensuring all children can thrive in modern Britain.

6.3% of children speak English as an Additional Language. This is lower than the National Average of 22.8%

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 funding on diminishing the differences in outcomes for these pupils compared with their peers. The number of pupils eligible for this funding is well above the National Average . We use the funding effectively to offer academic support and guidance using evidence-based approaches. The funding is also used to provide staffing, interventions, clubs, nurture and life experiences. The majority of the pupils on behalf of whom we currently receive the grant are making expected levels of progress.

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.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families. We discuss any perceptions of aspects of diversity that may be uncomfortable for members of the school 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. Staff are trained, and the school has embraced the No Outsiders project, and will continue to develop and extend the work we do to bring the principles of equalities legislation to life for our pupils.


Staff work supportively with pupils about gender, gender identity or sexual orientation and we challenge gender stereotypes and promote gender equality.

Our school curriculum intent statement:

‘When I leave Whitehouse Primary School, I will be a confident, resilient and independent learner, prepared for the next stage of my education and ready to deal with any of the challenges ahead....’

Is our aspiration for all learners regardless of their individual circumstances and we foster an atmosphere where all pupils can assimilate skills, values and attitudes to make this a reality.

Our 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 needs.



Many pupils join the school with communication and language skills below what would be expected. We recognise that this creates a disadvantage for some pupils to learn throughout school and are committed to address this as soon as possible upon entry into school. We address this through individualised intervention plans and high quality, vocabulary rich first teaching. Communication also forms one of our curriculum drivers, ensuring all aspects of school life are rich in high quality language and discussion. This is one of the most significant equality challenges we face. We work hard to try to diminish this deficit during a child's time in the Early Years Foundation Stage.

The school's accessibility plan explains in more detail the ways in which we are working to improve access to the environment, curriculum and information for pupils with disabilities.

We record and report instances of discriminatory language or bullying on our CPOMS system.

All staff 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 some pupils may have limited opportunities to experience the wider UK and rural contexts outside of our locality and prioritise a programme of learning including planned visits and visitors to broaden understanding of the plural, multicultural, multi-faith context of modern Britain. Pupils visit places of worship, galleries, rural contexts and the coast. Pupils from within the school's own community have taught their peers about their own faith, and this has contributed to community cohesion and mutual respect.

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. The school also works closely with our local church leaders.

Documentation and record-keeping:

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.

A democratically elected school council plays a very active role in school life. All children take part in this process.

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 practise in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and Attitudes:

There are clear procedures for dealing with prejudice-related bullying and incidents. Our Care, Guidance and Support lead provides support where appropriate and signposts families to external support where appropriate. Our PSHE curriculum and personal development program reinforces our work in transforming attitudes about emotions and behaviour.

When appropriate, we can engage with Northumbria Police 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 anti-bullying and behaviour policies are available from the website.

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, including PSHE and assembly to promote pupils' spiritual, moral, social and cultural development and to help them to share our values and develop the concept of global citizenship and responsibility within a community.



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. Participation and engagement work with families, such as open mornings and in all that we have been learning.

The school has procedures for finding out how pupils think and feel about the school, and has regard to these in respect of the Equality Act.

We consult parents and carers through questionnaires, a progressive contact via text and the school website. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Approved by: Whitehouse Primary School Local Governing Committee

Date: September 2024