

At Holywell Village First School we have high aspirations for our children to become well-rounded, respectful and responsible future citizens. They are happy, independent and have positive self-esteem. They have a thirst for learning and are emotionally regulated so they are 'Ready to Learn'. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.



Holywell Village First School

Published equality information about the context of our school (2026)

Published objectives 2025-2029

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;

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(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 information

This is our published equality information (January 2026) 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 sex and by proficiency in English. This is available on request

We are a 1 form entry 3 to 9 years first school.

Teaching and learning is focused upon engaging and responding to the needs of all pupils, and engaging and challenging disadvantaged group. 4% of children are from the global majority / ethnically diverse population.

2% of pupils are recorded as having English as their second language (EAL).

The outcomes of our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant (PPG) are reported as a discrete group in order to demonstrate the effect of the PPG funding on closing gaps.

Historically, we have a lower-than-average proportion of children in receipt of this grant across the school but this is rising post Covid (14%) with the % in year groups ranging from 0% to 21%

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 and live with British values. The context of Holywell means that, in the context of Northumberland, a smaller than average percentage of

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our pupils represent and experience the wider, culturally and religiously diverse communities that children in more urban and densely populated parts of Britain do. Two community languages, in addition to English, are spoken by pupils. Some pupils live a short distance away over the county border in North Tyneside and neighbouring villages and towns. Children at our school learn about respect, faith and belief through practical experiences: children visit places of worship and enjoys visitors from different religions (virtual).

In teaching and learning, we represent, discuss and welcome family diversity and the positive aspects of individuality in families. It is a priority that every child feels safe and knows that we are committed to our legal duty to keep them safe from discrimination. We are purposeful and mindful of the changing language of equalities practice when we consider resources and displays, letters home and the language we use. We develop our workforce to embody the school's inclusive ethos.

In addition to a continuous focus on Equalities day to day, our school dedicates one half term out of every academic year to multicultural opportunities and all of our learning throughout that term aims to extend children's understanding of fostering good relations and challenging discrimination. Work on E safety, Anti-Bullying and inclusive principles are also embedded in the PSHE curriculum.

Our school uniform expectation is flexible and the guidance does not discriminate against any child based on sex, race, disability or belief.

The school has data on its composition broken down by types of disability and special educational need.

We have a rising number of pupils, who are deemed to have SEN (16%). 13% of pupils on roll are SEN Support and 3% of pupils on roll have an EHCP/COSA; our school has clear protocols and targeted provision to support these pupils who are on the SEND register: School SEND Information.

Our SENCO role is held by the head teacher.

Our school has developed and uses progress grids which enable us to demonstrate the interventions children receive.

The school is an accessible building, with ramps, accessible toilets, a fully accessible and equipped wet room and wheelchair accessible routes.

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

We record and report instances of discriminatory language or bullying and review these using our electronic system. We celebrate and discuss the benefits of diversity in society, and welcome opportunities to reflect this.

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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 of pupils' religions and beliefs when we are aware of them.

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. Children also learn about being upstanders and champions for equality and fairness.

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 ensuring that anti-discriminatory practices are visible and consistent in school.

Staffing

School consistently applies equal opportunities practice in the recruitment and promotion of all staff.

Behaviour and safety

Our school's primary approach to securing a safe environment for all children and adults is to adopt a 'thoughtful, kind and caring' ethos and culture using the 'Emotion Coaching' strategy; this results in very few incidents of bullying.

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

The head annually returns a report on the number of racist incidents to the Governing Body. The Local Authority captures racist incidents shared by schools.

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

There is regular staff CPD and a weekly safeguarding meeting to address any emerging or existing issues e.g. the PREVENT agenda, Child Sexual Exploitation.

Curriculum

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There is coverage in the curriculum of equalities issues, particularly about 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 see community values in action.

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.

An annual pupil survey gives us information on how attitudes are changing and what children would like to include or find out about.

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.

Objective 1:

Foster Good Relations: Life in Modern Britain

1. Fostering Good Relations: Life in Modern Britain

What we plan to do:

We recognise the context of Holywell, Northumberland and the relative lack of opportunity our pupils experience to engage with and learn about 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

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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, the new statutory elements of 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.

We will prepare for the recommended changes to the Citizenship curriculum which will extend to primary aged pupils from 2028. We will continue to address gaining vital skills like how to spot fake news and identify misinformation and disinformation, developing the critical thinking needed to challenge what pupils see and protect them from online harms. Pupils will also learn more about the fundamentals of money, recognising that children are now consumers often before they reach middle school.

Expected evidence of impact:

- Increased awareness of local, national and global inequalities and challenges articulated by pupils.
- Pupil and staff's ability to challenge discriminatory thoughts and practices.
- Children reacting as advocates, respecting and protecting the rights of others.
- Learners who understand and have empathy for marginalised people and the inequalities they may face.
- Awareness of protected characteristics

Emotion Coaching case studies will show:

- adults able to communicate more effectively and consistently with children in stressful situations
- adults find difficult situations less stressful & exhausting
- children's self-awareness of their emotions and generates nurturing relationships

Objective 2: 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 is 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.

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Our curriculum, visits and the abundance of opportunities children have while they are pupils at Holywell First School set them up for life by developing the building blocks of social and cultural capital which children will need throughout their lives.

Cultural capital is the gathering of knowledge, behaviours, and skills that a child can draw upon. It contributes to 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. Some children will have very different experiences in their home and family lives, but whilst they attend our school, we try to ensure that access to opportunities is not limited by wealth, social contacts or where you grow up.

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 can present.

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 focus on giving our children access to whatever might spark the desire to aspire and fulfil goals and ambitions whatever their starting point.

We will work to ensure that our pupils make the best use of the additional resources allocated to families locally and ensure that memorable experiences and occasions which bring joy, togetherness and enrichment are not inaccessible due to affordability.

How we will evidence impact:

The intended impact of these interventions is long term; we may not still have contact with the children when they come to make career choices or lifestyle choices in adulthood.

These objectives replace the previous equality objectives set in April 2021.

Progress towards the objectives will be reviewed annually, and they will remain our objectives until April 2029, when they are due to be refreshed