Allendale Primary School
Equality Information and objectives September 2026

Age and sex:

There are gender imbalances in some year groups.
There are more girls than boys, (67 – 49) at the time of capturing our information; there are more boys than girls in Reception (8 - 3)
Year 2 has the largest gender gap with 13 girls and 6 boys.
The school has identified where there is a need to address differences in learning styles. This includes:

- activities designed to challenge cultural and gender stereotypes,
- an embedded, structured reading scheme, from Year 2 – Year 6
- 'boy friendly reading scheme struggling readers, Project X (not exclusive to boys)
- Opportunities for outdoor learning and enhancement of the provision with the construction of the outdoor classroom.
- adaptations to the curriculum to make it more active as well as addressing any emotional and welfare needs
- a quiet club or areas of the playground designated for quiet activities

Pupil voice representatives and posts of responsibility are represented by equal numbers of boys and girls.
Male role models in school challenge stereotypes of masculinity, and provide positive role models.
There are no trends towards underachievement based on sex.
The reading scheme adopted from Y2 – Y6 has decreased the need for literacy intervention groups in UKS2.
The general atmosphere in school is usually calm and purposeful; however, children with emotional needs can disrupt the learning environment. We have developed sensory / nurture spaces in school and are taking a therapeutic classroom approach to our environment, refurbishing and decluttering teaching spaces. We have Active Playtimes and are developing designated quiet spaces such as the summer house as well as physical activity spaces; there are concerted efforts being made to promote consideration and thoughtful conduct through assemblies and promotion of the school rules -Ready, Respectful, Safe.
We are planning to further develop playtimes and provide more varied activities which encourage cross age group, imaginative play.

Disability

The school has a vigilant approach to interventions for SEND pupils. Identifying and addressing additional needs through effective early interventions reduces the numbers of SEN and statemented pupils in older year groups although post lockdown we have an increased number of emotional and behavioural needs.

An accessibility plan is in place to cover from 2025 – 28, although this is subject to interim reviews as required.
Since 2014, numerous adaptations have been made to the building to improve accessibility. These include: ramps, automatic doors, a disabled toilet, wider corridor and access to the playgrounds and fields. The Sports hall has disabled access, toilets and shower room.
The school has a policy for the administration of medicines.
Staff have undertaken paediatric first aid training which included the administration of Epipens for treating anaphylactic shock and monitoring of diabetic children.
There are fewer than 10 physically disabled pupils in school.
Staff are proactive in integrating and welcoming SEND pupils.
We work closely in partnership with the SEND team and parents to obtain diagnosis of conditions such as, ASD, dyslexia and ADHD and employ effective provision management to best enable SEND pupils to make good progress.
Pupils are encouraged to respect similarities and differences. They are also encouraged to lead whole school assemblies about different conditions such as autism, dyslexia, ADHD etc.
School is vigilant to the possibility of vulnerable pupils being subjected to bullying and is active in its approach to any bullying issues. Bullying is a regular subject of assemblies and pupils take an active approach in preventing and responding to bullying. We gained the United Against Bullying Gold Award in Sept 23 and we have Anti-Bullying Ambassadors who help to promote positive behaviours.

Sexual orientation, Gender reassignment, marriage and civil partnership.

No data is recorded about the sexual orientation of staff or carers, although new appointments do complete an equalities monitoring form.
Due to the fragmentation of many parenting relationships, the school adjusts the language used to speak sensitively about parenting and home circumstances.
Our school is sensitive to single parenting circumstances, bereaved pupils, or those who may live in single sex households and we ensure equality for these pupils by choosing not to make father's or mother's day gifts or cards or giving the general option for these to go to someone else.
The school records instances or homophobic language, behaviour or bullying using CPOMs.
The school corresponds with estranged parents by contacting each one separately as appropriate, making additional, separate parental appointments if requested.

Race

The school has fewer than 10 BME or dual heritage families.
The heritage language spoken by all of the children in school is English

There are no significant patterns of underachievement for BME pupils who attend the school, as the data is insufficient to draw any conclusion.
Staff demonstrate cultural sensitivity towards minority ethnic or dual heritage pupils and their traditions and cultural taboos.
The school acknowledges that children have fewer opportunities than those in other parts of the UK to encounter the culture, ethnic and religious diversity of communities and urban locations that constitute 'Britishness' in a wider context. We are aware of this need to teach and learn about the wider contexts of the UK and world, and incorporate themes of commonality and difference.
We are vigilant in approaching our duty to report and record racist incidents.

Religion and belief

The school does not collect data about religious belief on our data collection form for new admissions
No parents object to any of the statutory themes regarding RE and belief, although we are aware of and respond to parental preferences connected with religion or belief.
The school does not maintain a staff data monitoring system, with data about religion or belief, disability or ethnicity.
We authorise time off for children who celebrate the cultural and religious festivals that correspond to their heritage and identity.

Pregnancy and maternity

The school gives staff with parenting roles scope to make flexible arrangements regarding emergencies or milestones relating to children, childcare and parenting. We adopt and apply the county council's leave of absence policy.

FSM and IDACI

The school's IDACI scores place it in the 60-70th percentile for deprivation (1 being the most deprived).
All of our pupils live in wards between the 60th and 70th most deprived percentiles, yet there is a broad spread of disadvantage and financial security among our pupils.
Rural deprivation exists for all of our pupils with regard to barriers to social housing, quality of environment and amenities.
The FSM population is currently 13%.
The pupil premium is applied to offer nurture groups for our most vulnerable pupils. These may focus on personal care, health, talking and social and emotional aspects of learning.

Vulnerable groups

We have currently no Looked After Children on roll

We track the progress of all vulnerable groups of children, including by sex, FSM, term of birth, EAL, BME, LAC, PLAC (privately looked after), SEND and by multiple vulnerability.
The school does not maintain a G&T register as a means of promoting equality of opportunity and self-esteem for all.

Equality objectives

The equality objectives have emerged from the most significant equalities challenges we have identified in defining our equality information.

We will report regularly upon progress against these over the four-year period they cover.

1. The school will use the equalities monitoring form for new starters. We will keep the data confidentially. This will give a full picture of protected characteristics within the staff, and enable us to keep equalities at the heart of every decision we make.

2. Our biggest equality challenge is the significant number of pupils who have emotional and behavioural issues post lockdown. We will monitor the progress of pupils and evaluate the effectiveness of the strategies and intervention put in place on a half termly basis

These include; mixed age groups, clubs, reading strategies and positive behaviour reinforcement. We also have an ELSA and run the MELVA and Friend Resilience programmes. Our ELSA trains Peer Mentors each year to support other children.

3. We will have a focus on challenging and recording any instances of homophobic language, using the recording form, and will report annually on the effectiveness of this strategy in eliminating the problem on the few occasions that it arises, and on the pupils' perceptions of the implications of using potentially discriminatory language.

4. We will monitor the participation of all of our vulnerable groups of children in participation in clubs, extra-curricular activities and positions of responsibility. If patterns of under-representation emerge, we will explore barriers and make any reasonable adjustments we can to increase this participation.