



# Published equality information about the context of our school (2017)

## Published Objectives 2016-2020

This is our published information (October 2017) 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.**

The school is an average size, recently converted primary school in the centre of Alnwick, in a semi-rural setting in north Northumberland. **The strategic plan** outlines our ambitions for the children, community and our vision for learning.

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 the children to understand pluralistic British values.

A relatively small percentage of pupils do not speak English as their first language. The number of BME pupils in our school is slightly below the county average (4.7%) and considerably under national averages. There are no patterns of underachievement in our small BME population.

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 diminishing the differences in outcomes for these students compared with their peers. We use the funding effectively to offer academic support and guidance using evidence-based approaches. The funding is also used to offer social and emotional support to children through initiatives like our 'Working together' parent support group, and the support of a Learning Mentor. We also subsidise access to some of our school visits, experiences and swimming. Most of the pupils on behalf of whom we receive the grant are making and exceeding expected levels of progress.

Objectives relating to children eligible for Free School Meals have a high priority



for schools, although financial disadvantage is not a protected characteristic. Many of our eligible pupils have additional protected characteristics.

Small cohorts of children mean that it is often difficult to define trends in underachievement in groups of children on the basis of gender, ethnicity or disability. We respond to the needs of individuals.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families that don't conform to stereotypes. 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. The 5Rs: 'Readiness, resilience, resourcefulness, reflectiveness and responsibility' guide us to build a caring school community.

We recognise the increased numbers of gender variant pupils in schools. We establish safe spaces for changing and using toilet facilities. Staff work supportively with pupils whose gender identity or sexual orientation are nonconforming, or who do not fit traditional gender stereotypes. **Guidance for schools** supporting transgender pupils is available from the local authority, together with training which staff will receive in 2017-18..

Our **school uniform policy** 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 need.**

Our school has clear protocols and targeted provision to support these pupils who are on the SEND register. The **SEND local offer** is accessible from the school web site.

A number of pupils join the school with communication delay. We address this through individualised intervention plans and the support of speech and language therapists. We have usually diminished this deficit during a child's time in nursery.

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

We use data on inequalities of outcome and involvement when setting objectives for achievable and measurable improvements. These are outlined in the **school's accessibility plan**.

We record and report instances of discriminatory language or bullying, and we tackle these in accordance with the County Council's recently revised **guidance for dealing with discriminatory incidents and hate crime** in schools.



We can report racist incidents using the [online form](#) which also gives schools the opportunity to request further support to deal with hate crime and extremism or request a workshop from Show Racism the Red Card.

All staff completed face to face Prevent training in 2017 and 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 few opportunities to experience the wider UK and urban contexts outside Northumberland and prioritise a programme of learning including planned visits and visitors to broaden understanding of the wider multicultural, multi-faith context of modern Britain. Year 6's educational visit in 2018, will give children a wide cultural appreciation of the north, and include experiences in Haworth, Bradford, Manchester and Leeds with visits to Chinatown, a mosque, Leeds Armouries and a football ground.

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. It is our mission to 'inspire our children to become thoughtful, confident and engaged citizens of their world'.

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



## 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 approve in the autumn term.

When appropriate, we engage with Northumbria Police's Community Engagement Officer 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 policy](#) is available from the web site.

## Curriculum

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

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 to promote pupils' spiritual, moral, social and cultural development and to help them to experience values and develop the 5R's. This work further extends children's' understanding of equality.

## 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 in respect of the Equality Act.

We consult parents and carers through surveys and a parent forum. We also use social media as a quick, current means to improve how we share information and obtain responses from parents and carers. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.



# Part Two: Objectives

## Diminishing Difference

### 1. Action:

We have small cohorts of pupils with a combination of protected characteristics and vulnerabilities which contribute to a significant or small gap in attainment and progress between them and their peers (gender, ethnicity, SEND, eligible for the Pupil Premium Grant, disability, for example). We have used the **EEF toolkit** to help identify strategies to use the Pupil Premium allocation to initiate a range of evidence-based interventions and targeted support which will enable us to see the pupils' attainment increase to ensure that they work at the expected standard or above.

The interventions will be reviewed annually, and will be targeted at individual children, rather than cohorts or groups. If an intervention does not have an impact, it is evaluated and discontinued.

*Those we intend to use include:*

- **Phonics**
- Literacy support
- Maths interventions
- Sensory resources and interventions
- Attendance and punctuality initiatives
- Bespoke interventions such as 'Muddy Writers' a kinaesthetic stimulus for writing with boys.
- Access to **after school clubs** for isolated children
- Programmes to develop skills such as gross motor and cross lateral movement
- Physical and social interventions such as **Forest School**
- Male role models and sports interventions

Flexibility with staffing means that the school can reduce class sizes for core subjects, or move male role models *around school as needed*.

*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

- Identified pupils with protected characteristics will make or exceed the expected progress and standards, relative to their starting points.

## Fostering Good Relations

### 2. Action:

We recognise the context of Alnwick's communities and the relative lack of opportunity pupils may have to engage with role models from urban and minority communities (LGBT, BME, disabled people, people of different faiths). We recognise the important role that the school is expected to play in opening up the children's perspectives to the wider context of the UK beyond rural Northumberland, in preparing them for adult life and 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 the legal context with regard to hate crime and hate incidents. Having years 5 and 6 in school will increase the significance of work about the rule of law, as we now have children of the legal age of criminal responsibility.

Children will experience visits to places of worship in culturally diverse, religiously plural contexts in the north.

### *Expected evidence of impact:*

- Increased awareness of equality and justice articulated by staff and pupils
- Greater resilience and an awareness of **global issues** articulated by children.
- Willingness to challenge discriminatory thoughts and practices and to recognise and challenge stereotypes and misconceptions.
- Children as allies and advocates, respecting and protecting the rights of others
- Increased understanding of the importance of engaging with campaigning organisations and being concerned citizens who advocate for and enable others to access their own rights.
- Pupils will understand why Northumberland is developing to become a place of refuge and safety for those fleeing conflict, and understand how they and their communities can contribute positively.



**These objectives replace the previous equality objectives set in April 2011.**

**Progress against the objectives will be reviewed annually, and they will remain our objectives until April 2020, when they are due to be refreshed**

VERSION HISTORY		
VERSION	DATE	DESCRIPTION
Initially adopted	25 September 2017	Work by Head and Gill Finch (NCC)

APPROVAL AND AUTHORISATION				
	NAME	JOB TITLE	SIGNATURE	DATE
Approved by	<b>Jenny Smith</b>	Head Teacher		
Approved by	<b>Julie Henderson</b>	Chair of Governors		
DATE OF NEXT REVIEW			<b>Autumn 2020</b>	

