

Amble Links First School Published Equality Information and Objectives

This is our school's published information (October 2017) about our context and school population. We have published details of what we know we do well to promote equality of opportunity. At the end of this document we have set ourselves two objectives which reflect the greatest equality challenges we recognise and need to address.

The school has data on its composition broken down by year group, ethnicity, first language and gender

- Ours is a one form entry first school.
- All of the teaching and learning is developed to focus on the needs of all pupils and to mitigate the effects of any disadvantages or vulnerabilities on learning, in order to offer equality of opportunity to all.
- Fewer than 10 of our pupils are from BME backgrounds. We have no children who speak English as an additional language.
- Our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant are monitored and we report on the progress of this group in order to demonstrate the effect the funding has on closing gaps in attainment. We have a higher than average proportion of children eligible for this grant. In some year groups this is as high as 45%
- Our uniform list is gender-neutral and promotes equality.

The school maintains data about the proportion of children with additional needs and disabilities.

- The school has clear protocols and targeted provision to support the pupils who are on the SEND register
- The school is an accessible building with ramps, accessible toilets and wheelchair accessible routes and a gender neutral accessible toilet/shower room.
- The school promotes positive attitudes towards disability and challenges any disablist perceptions.

The school uses data on inequalities of outcome or unequal representation and involvement to set objectives that will bring about achievable, measurable improvements

- The school uses data to set targets and objectives
- These targets sit within the school's development plan
- We place high importance on the strategies we deploy to close the gap for children eligible for Free School Meals. Although financial hardship is not a protected characteristic, it remains a high profile area of inequality for schools to address. A governor holds senior leaders to account for this measure of success in promoting equality of opportunity.
- We record, report and tackle instances of discriminatory language or bullying.
- We recognise the limited opportunities many of our children have had to experience wider UK and urban contexts beyond Northumberland, and prioritise a range of learning opportunities and external visitors to address this.

- Teachers promote fundamental British values through SMSC in the curriculum.

Documentation

- Our school has an overarching Equality Policy which has been published to the web site
- Equality of opportunity is at the heart of the school's published vision and ethos.
- The school's 'It's Okay' ethos is the basis upon which we base all of the work we do to promote tolerance and mutual respect.

Staffing

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

Behaviour and Safety

- We ensure that every pupil who attends the school feels safe to learn.
- We follow a recommended pathway of actions when dealing with racist, homophobic, transphobic and biphobic incidents.
- We welcome workshops from Show Racism the Red Card for our older pupils
- We hold the LA's anti-bullying accreditation and all staff have had face to face WRAP (Workshop to Raise Awareness of Prevent) training in October 2015.

Curriculum

- The curriculum provision reflects the needs of specific groups of pupils. We have additional and targeted provision which changes along with need.
- The curriculum is designed to explicitly cover issues such as: tackling prejudice, promoting community cohesion and understanding, 'It's Okay' and the 6Rs
- There are opportunities throughout the curriculum to promote the spiritual, moral, social and cultural development of all pupils.

Consultation and involvement

The school has mechanisms it uses to gauge how pupils think and feel about the school.

Part Two: Objectives

Closing Gaps

Over the next three years we will focus on closing the gaps for pupils who are eligible to receive Pupil Premium funding as well as gender gaps within specific cohorts.

The strategies we will employ include:

- Mixed ability teaching to promote social capital and a differentiated learning environment with the same high expectations for all
- Whole staff training to develop and consolidate quality feedback in line with the findings and recommendations of the EEF Toolkit.
- A focus on Bloom's Taxonomy to promote higher level thinking
- A high level of TA support which improves the quality and availability of constructive feedback and emotional literacy

- The joint appointment of a specialist speech and language specialist TA, shared with another First School.

Expected evidence of impact:

- We will see gaps narrowing in line with our own projected PPG and overall school outcomes which have been very specifically outlined in the School Improvement Plan.
- The high level of challenge and support from the school's PPG governor will ensure that the school remains focused on this target

Fostering Good Relations

Our school will continue to develop the 'It's Okay' (Todd Parr book) mindset to develop pupils as equality champions and role models who challenge to role of bystanders and develop the resilience to challenge discriminatory and intolerant attitudes.

Expected evidence of impact

- An atmosphere of tolerance and mutual respect
- A willingness for staff and pupils to challenge intolerance or discrimination
- Increased understanding of the broader cultural and religious context of the UK articulated by staff and pupils.
- Children applying principles of equality and fairness in their day to day interactions