



Published Equality Information about the context of our school relating to the nine protected characteristics

This is our published data about our **school population** and differences of outcome for groups with protected characteristics.

The school has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.

- Whittonstall is a single form entry 3 to 9 first school and Broomley is a single form entry 4 – 9 First school..
- Teaching and learning is focused upon engaging and responding to the needs of all pupils, and engaging harder to reach groups e.g. practical approaches including Forest School.
- Currently no children are from BME backgrounds and very few children speak English as their second language in each school.
- 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 closing gaps (Please see Pupil Premium information separately). We have approx. 5% of these children in each school.
- We have defined DSEN leader roles in each school.

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

- Our school has clear protocols and targeted provision to support these pupils who are on the DSEN register.
- Our school has developed and uses progress grids which enable us to demonstrate the interventions children receive and the progress they make whatever their starting points.
- The school is an accessible building, with ramps, accessible toilets and wheelchair accessible routes (see accessibility plan and policy).

The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

- The school uses data, monitoring and observational evidence to set itself objectives.
- These are set within the school's self-evaluation and Priority plan with named key individual responsibilities.
- We record and report instances of discriminatory language or bullying, and we tackle these.

Documentation and record-keeping

- Our school has a statement of overarching ethos which is published within the Head Teacher statement on the website.
- We have a continuous focus on Equalities in the day to day running of our schools and it is particularly prevalent in whole school activity weeks such as Healthy Choices / Friendship (Anti-Bullying) and in selected days such as Democracy day which looks at the importance of Pupil Voice.



Responsibilities

- A designated governor has special responsibility for equalities matters.

Staffing

- There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative which is overseen by the Chair of our Governors' Staffing Committee.

Behaviour and safety

- There are clear reporting procedures for dealing with prejudice-related bullying and incidents.
- The schools annually return a report on the number of racist incidents to the Local Authority. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.

Curriculum

- Focused attention is paid to the needs of specific groups of pupils. There is extra or special provision for certain groups, which changes as appropriate.
- 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 to promote pupils' spiritual, moral, social and cultural development.

Consultation and involvement

- The schools have procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and have regard in these for the concerns and requirements of the Equality Act.
- The schools have procedures for finding out how pupils think and feel about the schools, and have 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

Narrowing gaps

Action: We recognise that in both schools girls continue to outperform boys in writing and we are taking measures to ensure this gap narrows. Last year we successfully closed the gap at Whittonstall but do not wish to become complacent and so have maintained the focus by:

- Whole staff training on motivating boys / methods of learning.
- Pie Corbett approach to writing; Talk for writing.
- A lead governor for Teaching and Learning and for SEN who monitors and challenges progress



Expected evidence of impact:

- The schools 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 schools web site specifically for Pupil Premium children
- The gap will narrow in line with national expectations for all of our disadvantaged pupils, relative to their starting points
- The small gender gap will narrow at Broomley and continue to remain closed at Whittonstall.

Fostering Good Relations

Action: Through the introduction of our Enrichment Programme for all children beginning in January 2016, we will develop and improve the range of spiritual, moral, social and cultural learning opportunities available to children in the schools. With particular reference to equality and diversity, we will look to incorporate the work and resources of organisations such as The Red Cross and Show Racism the Red Card and to consult with our pupils about the impact of the Enrichment Programme on their learning and their ability to challenge discriminatory practice and promote equality in schools and the wider community.

Expected evidence of impact:

- Increased awareness of equality articulated by staff and pupils
- Willingness to challenge discriminatory practice
- Increased understanding of the broader, more diverse context of the UK articulated by staff and pupils.
- Children applying the equality principles they have learned in their day to day interactions.

These objectives replace the previous equality objectives set in Sept 2014.

Progress against the objectives will be reviewed annually, and they will remain our objectives until Sept 2016, when they are due to be reconsidered.