



West Tyne Federation Greenhead & Henshaw Church of England Primary Schools

Published equality information about the context of our federated schools. Published objectives 2016-2020

This is our published information (October 2016) about our school populations and the ways in which we work to eliminate differences of outcome for groups with protected characteristics.

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

The schools are small rural primary schools which reflect the rural nature of the communities where they are situated.

We teach children about their rights, 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.

A very small minority of pupils do not speak English as their first language. The number of BME pupils in our community is smaller than the county 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. We also subsidise access to some of our trips, experiences and cultural programmes of learning. Some of the pupils on behalf of whom we receive the grant are making and exceeding expected levels of progress. The difference in outcome for this group continues to diminish.

Objectives relating to children eligible for Free School Meals have a high priority for schools, although financial disadvantage is not a protected characteristic.

Small cohorts of children mean that it is 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, rights-respecting ethos. The UNICEF Convention on the Rights of the Child is displayed in every classroom.

We recognise the increased numbers of gender variant pupils in schools. We establish safe spaces for changing and toilets. Staff work supportively with pupils whose gender identity or sexual orientation are nonconforming.

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 on each school web site

A small number of pupils have communication issues. We address this through individualised intervention plans and the support of speech and language therapists

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 schools' accessibility plans and the development plans. ([Greenhead](#), [Henshaw](#))

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.

All staff will complete face to face WRAP training in 2016 and recognise the relationship between hate crime and radicalisation or extremism. We are aware 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 see the limited opportunities many of our children have to experience the wider UK and urban contexts that exist 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.

The schools record 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 with regard to pupils' religions and beliefs.

Documentation and record-keeping

Our schools have a statement of overarching equality policy published to the respective web sites.

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 Christian ethos of the schools supports and underpins all of this work about tolerance and mutual respect.

Responsibilities

Senior members of staff have responsibility for equalities and for defining equality objectives.

All teachers take responsibility for anti-bullying work.

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 schools annually return 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 schools' anti-bullying policies are available from the respective web sites ([Henshaw](#), [Greenhead](#))

Curriculum

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

The schools both ensure that the UNCRC is prominent in every classroom and 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 the help them to embody values and develop [character](#) traits such as resilience, advocacy, perseverance and optimism. The [Christian values](#) promoted in both schools further enhance understanding of values such as forgiveness, trust and justice. 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 for the concerns of the Equality Act.

We consult parents and carers through surveys and a feedback mechanism. We also use social media as a quick, current means to improve how we share information and hear back 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 at both schools 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, 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](#)

Speech and language interventions

Maths interventions

Sensory feedback resources and interventions (bands, fiddle toys) for [self-regulation](#)

Attendance and punctuality initiatives (breakfast club, transport)

Access to [after school clubs](#) for isolated children

Programmes to develop skills such as gross motor and cross lateral movement ([Write Dance](#) for boys who have problems forming letters)

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 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 rurality of our communities and the relative lack of opportunity our pupils experience to engage with role models from minority communities (LGBT, BME, disabled people, people of different faiths). We recognise the important role that the school can play in opening up the children's lives 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 and the legal context with regard to hate crime and hate incidents.

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.

Children acting as allies and advocates, respecting and protecting the rights of others

Increased understanding of the importance of engaging with community agencies 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.

Fostering good relations

3. Recognising that most of our staff set demanding standards for themselves in giving a great deal of time and commitment to the schools and their objectives, we are setting an equality objective which has a focus on emotional and physical wellbeing.

Many of the staff have responsibilities and interests outside school which encompass the protected characteristics of age and disability, religion and belief.

To promote and foster good relations between staff, the wider community and the school, we will consult with all staff about ways in which we could contribute positively to their emotional and physical wellbeing.

This will be responded to through a 'you said, we did' process. Both schools will evaluate and put in place any reasonable and manageable suggestions with the objective of enhancing and promoting a sense of wellbeing, physical and emotional resilience among the staff.

Expected evidence of impact:

Staff feeling valued, improved morale and sense of being able to improve and enhance one's working environment.

Better understanding of the issues that matter most to people with protected characteristics who are represented in the workforce

Reflect the learning and changes in long term planning and policy, and demonstrate that good equalities practice is as much about valuing staff as it is about creating opportunities for pupils.

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