

## Linton Primary School

### Published equality information about the context of our school.

#### Equality objectives for the period 2016-2020

This is our published information (January 2017) about our school population and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It also explains how we promote good equalities practice. The objectives we have set are based on this context and are at the end of this document.

#### **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**

We are a very small rural primary school with fewer than 30 pupils. 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.

None of the current pupils speak English as their second language. The County average is 1.6%. At almost 40%, the proportion of BME (Black and minority ethnic) pupils in our community is significantly higher than the county average (5%). The group of children we have follow the national trend with regard to attendance and under-achievement. Gypsy, Roma and Traveller pupils are the lowest achieving groups within schools in England. These poor outcomes are not just limited to education but are also present in areas such as health, child poverty and economic inclusion. Education is a key factor in addressing these issues and the root causes of the wider socio-economic inequalities that Gypsy Roma and Traveller communities face.

Our disadvantaged pupils in respect of whom we receive [Pupil Premium](#) funding are reported on as a discrete group in order to demonstrate the effect of the funding on diminishing the differences in outcomes for these students compared with their peers. We use the funding effectively to develop attendance initiatives and to offer a subsidised breakfast club, to improve attendance, punctuality and readiness to learn.

The difference in outcome for most children in this group is not diminishing as quickly as we would like, and it remains a challenge for the school to mitigate the effects of circumstances and multiple protected characteristics on many of our students.

While financial disadvantage is not a protected characteristic, it is a significant priority for schools. We continue to encourage families to apply for FSM if they are eligible.

In school, we represent, discuss and welcome family diversity and the positive aspects of individuality in families where there are people who do not fit 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. This is reflected in the school's welcome message: 'Everyone's welcome here. Everyone belongs.'

We recognise the increasing numbers of gender variant pupils in schools. We have gender-neutral toilet and changing facilities in the school should any pupil or adult need them.

Our school uniform policy is flexible and gender neutral and the expectations do 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. This is available on request.**

Our school has clear protocols and targeted provision to support these pupils who are on the SEND register. The [SEND local offer](#) is on the school web site

A small minority of pupils have communication issues. We address this through the support of a visiting speech and language therapist and the provision of targeted interventions such as [Read Write Inc](#) and [Talk Boost](#).

The school is an accessible building and has wheelchair accessible routes.

The school welcomes and offers a high level of support to a growing number of children with Special Educational Needs and Disabilities.

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 policy.

[http://www.linton.northumberland.sch.uk/website/accessibility\\_policy\\_/270670](http://www.linton.northumberland.sch.uk/website/accessibility_policy_/270670)

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 Anti-Bullying Week 2016, pupils participated in a week of activities linked to the Disney Film 'Inside out' and our work had a focus on the power of our emotions, respect and empathy. We also experienced a performance and workshops by Big Foot Theatre, on the theme of 'RESPECT'.

All staff have completed face to face WRAP Prevent training and Governors had the opportunity to attend in 2016. We recognise the relationship between hate crime and radicalisation or extremism. Staff 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 recognise 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 to broaden understanding of the wider multicultural, multi-faith context of Britain. We have recently subscribed to the [Big Classroom](#) initiative in order to facilitate communication with children in diverse UK contexts.

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 school records data about religion and belief if it is provided by parents. This enables us to say with confidence that we are inclusive of pupils' religion and beliefs.

### **Documentation and record-keeping**

Our school has a statement of overarching equality policy which is published to the web site.

### **Responsibilities**

All staff have responsibility for promoting equality.

All staff have responsibility for anti-bullying work.

### **Staffing**

There is good equal opportunities practice in the recruitment and promotion of staff

## **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.

Surveys and focus groups show that most pupils feel safe from all kinds of bullying. Children use the Friendship Bench and the School Council members can represent concerns and issues children raise.

The school's behaviour and anti-bullying policies are available [online](#).

## **Curriculum**

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 and to help them to put our values into practice. These include: perseverance, resilience, tolerance, respect and truth. We also hold an achievement assembly that recognises star of the week for work and rewards 'sparkly blue' behaviour. We are aware of the positive impact that character education can have upon equality and achievement.

## **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 finds out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act.

With such a small pupil population, and a very close community, we rely heavily upon face to face contact with families to help communicate messages that aren't successfully being read through newsletter, text or from the school web site.

## **Part Two: Objectives**

### **Diminishing Difference**

1. Action: Protected characteristics and underachievement.

We have pupils who have a combination of protected characteristics (gender, ethnicity, disability, eligible for FSM). This contributes to a significant difference in their achievement between the progress they make and national expectations.

We are using the [EEF Toolkit](#) to help us define the most effective strategies to initiate and continue a range of evidence-based interventions which we hope will enable us to precipitate attainment towards the expected standards of their peers nationally.

This approach will build on the current involvement of numerous professionals and agencies including; Traveller Family Liaison, EWO, ASD and Behaviour Team, The Dales Special School Head Teacher, Behaviour Support, Speech and Language, Inclusion support, CYPS and the Literacy Team.

A focus on attendance is a key element of this strategy. A range of strategies will be introduced to improve attendance and reduce extended, unauthorised absences.

We have also trialled a subsidised breakfast club with early access to the school premises, nutritious and varied food and an opportunity to start each day well. This is extremely well attended. We will evaluate the sustainability of the initiative and evaluate the impact.

Expected evidence of impact:

Attendance of 96% minimum.

Teachers report improved attention span and readiness to learn.

Children working to age related expectations

A growing body of evidence about what works in our context

## **2. Fostering Good Relations**

Action: Global and national equality

Action: We recognise the context of Linton 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, cultural heritage and traditions). We see 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, visits, themed learning, The Big Classroom and assemblies we will continue to extend the range of opportunities the children have to engage with concepts such as family diversity, global learning, human rights, disability equality, anti-discriminatory language and behaviour, tolerance and mutual respect and active citizenship.

Northumbria Police will work with us to understand the impact of Hate Crime from the perspective of the target, but also as a perpetrator.

Expected evidence of impact:

Increased awareness of equality and justice articulated by staff and pupils

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.

Developing pupil perspectives of fairness about concepts such as gender equality and respect which may not be reinforced by the culture outside of school

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*