

Prudhoe West First School



Equality Objectives

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Published equality information about the context of our school.

Equality objectives for the period 2016-2020

This is our published information (November 2016) 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 follow the information.

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 first school with 318 children on roll.

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 (Black and minority ethnic) pupils in our community is smaller than the county and 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 and to subsidise activities and visits. We recently commissioned a Pupil Premium Review from the Local Authority to assist in better targeting of resources. We subsidise access to some of our trips and some experiences and cultural programmes of learning. The majority of pupils in receipt of the grant are making and exceeding expected levels of progress. The difference in outcomes for this group has diminished and continues to decrease.

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

In school, we represent, discuss and welcome family diversity and the positive aspects of individuality in families where there are people who do not 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.

We recognise the increased numbers of gender variant pupils in schools. We are reviewing access to toilets, the distances children walk in school to current gendered facilities and the practical advantages of assigning gender-neutral facilities in the school.

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. 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 trained Teaching Assistants and the provision of targeted interventions such as [Early Talk Boost](#).

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

The school welcomes and offers a high level of support to an increasing number of children with complex needs. Staff with medical expertise support in classrooms, and the school's caring, inclusive ethos means that the children are integrated and supported within the mainstream setting. Healthcare plans are developed in accordance with the school's [Supporting Pupils with Medical Conditions](#) policy.

We use data on inequalities of outcomes and involvement when setting objectives for achievable and measurable improvements. These are outlined in the school's accessibility plan and development 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 Anti-Bullying Week 2015, Key Stage 2 pupils participated in the Northumberland/Stonewall E-Stars programme. Every participating pupil pledged not to be a bystander when encountering discrimination or bullying. The pupils also visited the Fuse community cinema for a screening of the [Free](#) film resource, about friendship, family and being free to be yourself.

All staff have undertaken face to face WRAP training and recognise the relationship between hate crime and radicalisation or extremism. The school arranges a session as required for any new staff who join the team. Teachers 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 including visits and visitors to broaden understanding of the wider multicultural, multi-faith context of Britain. We

have a link with a contrasting school in the West End of Newcastle and this helps us to better understand children's lives in a different context to Prudhoe.

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 belief.

Documentation and record-keeping

Our school has a statement of overarching [equality policy](#) which is published on the school website.

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.

Responsibilities

All teachers and support staff have responsibility for promoting equality.

All teachers and support staff have responsibility for anti-bullying work.

Staffing

There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and support 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. A partnership pyramid group has been recently established where good anti-bullying practice can be shared.

The school has a number of anti-bullying ambassadors and buddies. The school's anti-bullying policy is 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 which helps them to embody values and develop [character](#) traits. In school we celebrate these weekly in a celebration assembly with awards for resilience, attitude, motivation, presentation, friendship, independence, behaviour and teamwork.

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 regularly, and maintain good lines of communication through our social media presence

The school acknowledges the impact of changing circumstances on members of staff as well as children. We have developed strategies and purchased resources and interventions to help support staff members affected by disability, caring circumstances or age related issues.

Part Two: Objectives

Diminishing Differences

1. Action: We have groups of pupils who have a combination of protected characteristics and vulnerabilities which can contribute to a difference in attainment and progress between them and other children (boys, girls, disadvantaged, eligible for the Pupil Premium Grant, on the SEND register, disabled, complex needs, summer born children).

Through our Pupil Premium Review and Action Planning process, we have used the [EEF toolkit](#) to help us define ways to use the Pupil Premium allocation to initiate and continue a range of evidence-based interventions and targeted support which will enable us to see the pupils' attainment increase to bring them at least in line with their peers nationally.

These include:

[Talk Boost](#) ([Oral language interventions](#))

[Early Talk Boost](#) ([Oral language interventions](#))

[Primary Talk](#) ([Oral language interventions](#))

[Sounds Write](#) ([Phonics](#) Moderate impact for very low cost based on extensive evidence)

[Firstclass@number](#) and Firstclass@number2 ([Numeracy](#))

An attendance and punctuality initiative which aims to target pupils eligible for PPG by offering 'early bird' opening of the school.

Staff training on [Growth Mindsets](#)

HTLA offering dedicated support to assist children with reading ([1:1 Support](#)) ([Literacy](#))

Expected evidence of impact:

The school will regularly review and define which packages are our most effective in terms of cohort, characteristic and identified need.

This information will be published on the school web site

Differences in achievement between PP and non PP children are significantly reduced and the school continues to achieve or exceed the national averages for PP children.

Attendance increases by 1% from the 2015/16 figure of 96% to 97%, to bring in line the attendance rate of PP children with non PPG-eligible children.

85% of Year 1 pupils working at required standard in phonics

100% of Year 2 pupils working at the required standard in phonics

Children read regularly to an adult

Fostering Good Relations

2. Action: Gender Equality -The gender mix of the school staff is predominantly female. The children have recently observed construction work on the school premises and observed the exclusive context of signs such as 'Caution med working overhead'. We will work to introduce both boys and girls to role models and situations that challenge misconceptions and stereotypes about gender and aspiration. In particular the ambition of girls to aim for careers in science, engineering and construction.

Expected evidence of impact:

Increased awareness of equality and aspiration articulated by staff and pupils

Willingness to challenge discriminatory expectations and practices.

Increased understanding of the opportunities that exist for careers and professions that deviate from stereotypes.

3. Fostering Good Relations

Action: We recognise the context of Prudhoe 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.

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