

## **Seghill First School**

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

This is our published data (October 2017) 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.

We are a first school with some mixed aged classes, catering for children from 3 years old to 9 years old.

Teaching and learning is focused upon engaging and responding to the needs of all pupils, and engaging and challenging disadvantaged group. 2.9% children are from BME backgrounds.

No pupils are recorded as having English as their second language.

The outcomes of our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant are reported as a discrete group in order to demonstrate the effect of the PPG funding on diminishing the differences.

We have a higher than average proportion of children in receipt of this grant across the school with % ranging from 20% to 70% across all year groups.

The school has data on its composition broken down by types of impairment and by Special Educational Needs and Disabilities (SEND).

9.1% of pupils on role are SEN Support and 0 pupils on roll have a Statement of SEN. Our school has clear protocols and targeted provision to support these pupils who are on the SEND register.

Our SENCO role is held by the deputy head teacher, Mrs Knowles.

Our school has developed and uses progress grids which enable us to demonstrate the interventions children receive.

The school is a partially accessible building. Some entrances have ramped access, although the main entrance does not. All classrooms have amped access.

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

The school uses data to set itself objectives and drive school improvement priorities. These are set within the school's development plan.

Objectives relating to children eligible for Free School Meals/ Disadvantaged (forces and Looked After Children) are given a high priority; although financial disadvantage/being in the care of the local authority is not a protected characteristic, it is a significant priority for our school.

We record and report instances of discriminatory language or bullying, and we tackle these.

We are aware of the limited opportunities that many of our children have to experience the wider UK and urban contexts that exist outside Seghill and Northumberland, and prioritise a range of learning, including day visits and residential visits to address this.

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

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

In addition to a continuous focus on equalities day to day, our school dedicates one week of each term every academic year to multicultural opportunities and all of our learning throughout those weeks aims to extend children's understanding of fostering good relations and challenging discrimination. Work on E safety, Anti-Bullying and Stonewall principles are also embedded in the PSHE curriculum.

### **Responsibilities**

The head teacher has special responsibility for equalities matters.

### **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 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. There is regular staff CPD around safeguarding issues e.g. the PREVENT agenda, Child Sexual Exploitation.

### **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 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.

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:**

All year groups have a number of pupils who have a combination of protected characteristics and vulnerabilities which contribute to a significant gap in attainment and progress between them and other children (eligible for the Pupil Premium Grant, on the SEND register).

- Targeted and specific challenges via quality first teaching
- Playground leader training and CPD for support staff
- Tracking of progress and attainment with flexible interventions to match need.
- Pupil profiles for all children on the SEND register and for those in receipt of the Pupil premium Grant.
- Funded extra-curricular activities.

##### **Expected evidence of impact:**

The school will annually review and define which packages are our most effective in terms of cohort, characteristic and identified need. Relevant governors will monitor the impact of funding and report to the full governing body accordingly. This information will be shared among the whole staff and governing body and published on the school web site via the SEND statement and the Pupil Premium statement. The gap will narrow in line with national expectations for all of our disadvantaged pupils, relative to their starting points.

#### **Fostering Good Relations with each other**

##### **Action:**

To continuously develop and improve the range of spiritual, moral, social and cultural learning opportunities available to children in the school with particular reference to equality and diversity and British Values. We will continue to incorporate and capture the impact of the work and resources of organisations such as Stonewall, Anti-Bullying, E-safety as well as the RE agreed syllabus from Northumberland County Council. We will consult annually with our pupils about the impact of these initiatives on their learning and their ability to challenge discriminatory practice and promote equality in school 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.
- Evidence of children applying the equality principles they have learned in their day to day interactions.

These objectives replace the previous equality objectives set in 2017. Progress against the objectives will be reviewed annually, and they will remain our objectives until 2019, when they are due to be refreshed.

<b>Version control</b>	
<b>Policy reviewed</b>	October 2017
<b>Next review date</b>	October 2019