





Small cohorts of children mean that it is often 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 challenge any perception that family diversity may be uncomfortable for some members of the community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to keep them safe from discrimination. 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 ethos based on values of responsibility and caring citizenship. We recognise the increased numbers of gender variant pupils in schools. We establish safe spaces for changing and using toilet facilities. Staff work supportively with pupils whose gender identity or sexual orientation are nonconforming, or who do not fit traditional gender stereotypes. [Guidance for schools](#) supporting transgender pupils is available from the the local authority. We contributed some of our own good practice to the development of this resource.

We want all of our pupils to perform to their maximum potential, academically, physically and socially in an atmosphere where they can grow and acquire appropriate skills, values and attitudes.

Our [school uniform](#) 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 policy and SEND report](#) are accessible from the school web site.

A number of pupils join the school with communication delay. We address this through individualised intervention plans and the support of speech and language therapists. We also purchase support through the ASD and Speech and Language SLAs from Northumberland Education. We have usually diminished this deficit during a child's time in the Early Years Foundation Stage.

The school is an accessible building, with ramps, an accessible toilet 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 school's accessibility 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 schools. We can report racist incidents using the [online form](#) which also gives schools the opportunity to request



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further support to deal with hate crime and extremism or request a workshop from Show Racism the Red Card. *Create Achieve Respect Enjoy*

All staff and governors completed required Prevent training and recognise the relationship between hate crime and [radicalisation or extremism](#). We are conscious 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 that some pupils may have limited opportunities to experience the wider UK and urban contexts outside Northumberland and prioritise a programme of learning including planned visits and visitors to broaden understanding of the plural, multicultural, multi-faith context of modern Britain. The visits we make vary year by year.

The school records data about religion and belief when it is provided by parents or carers through our data collection mechanism. This enables us to state with confidence that we are inclusive and sensitive with regard to pupils' religions and beliefs.

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

Our school has a statement of overarching equality policy published to the web site. 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 ethos of the school supports and underpins our commitment to the values of democracy, tolerance and mutual respect.

### **Responsibilities**

All members of staff have responsibility for equalities and for meeting equality objectives.

All staff take responsibility for anti-bullying good practice.

### **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, which governors approve in the autumn term.

When appropriate, we can 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 school's [anti-bullying policy](#) and [behaviour policy](#) are each available to download from the web site.



## Curriculum

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

The school ensures 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, including PSHE and assemblies to promote pupils' spiritual, moral, social and cultural development and to help them to experience values and develop the concept of global citizenship and responsibility within a community.

## 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 in respect of the Equality Act.

We consult parents and carers through surveys and contact them through Facebook and the school web site. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

## Part Two: Objectives

### Fostering Good Relations

Action: The main equalities challenge we recognise and face is the relative lack of opportunity some pupils may have to engage with role models from urban and minority communities (LGBT, BAME, disabled people, people of different faiths). We recognise the important role that the school is expected to play in opening up the children's perspectives 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, religion and belief, through elections; learning about local and national democracy.

Children experience visits to places of worship in culturally diverse, religiously plural contexts in the north, when we visit a local church and learn about the context of religion in Berwick.

Visitors to school represent local cultural heritage and faith groups.

Expected evidence of impact:

Awareness of equality and social justice articulated by staff and pupils



Greater resilience and an awareness of national and [global issues](#) articulated by children.

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Willingness to challenge discriminatory thoughts and practices and to recognise and challenge stereotypes and misconceptions.

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Children as allies and advocates of the rights of others

Increased understanding of the importance of engaging with campaigning organisations 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.

All of the impacts described above will be well evidenced by photographs, correspondence and the children's work, video coverage, and curriculum planning.

## 2. Diminishing difference

The second equality challenge we face is that many of the children who qualify for additional Pupil Premium funding are also children with learning disabilities. The children are supported through a range of strategies all evidence-based and chosen because they are the best approaches for their needs.

The most helpful strategies for the children with this combination of protected characteristics are:

Speech and language therapy in school: This is particularly helpful in closing the deficit with which many children join school in the EYFS. We rely upon this support to diminish this delay by the end of EYFS which enables children to access the curriculum in line with age appropriate expectations.

[Talk Boost KS1](#) and [Talk Boost KS2](#): This is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills.

ELSA: We spend some of our allocation of PPG on Emotional Literacy Support. Most of our teaching assistants have received specific additional ELSA training from educational psychologists. Their role is to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them. [Meta-cognition and self-regulation](#) are recognised to be low cost, high-impact strategies.

Expected evidence of impact:

Better access to the curriculum for pupils with Special Educational Needs and Disabilities.

Differences in attainment diminish over time.

Children access the curriculum and feel that they are well supported to learn

*These objectives replace the previous equality objectives set in April 2011.*



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*Progress against the objectives will be reviewed annually, and they will remain our objectives until April 2020, when they are due to be refreshed*

01289 307413

**Head Teacher- Mrs Wendy Kiff**  
**wendy.kiff@spittal.northumberland.sch.uk**



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