



Published equality information about the context of our school.

Equality objectives for the period 2018-2021

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance Equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act

- race,
- disability,
- gender,
- gender identity
- age,
- pregnancy and maternity,
- marital status,
- sexual orientation,
- religion and belief

This is our published information about our school population and the ways in which we promote equality of access, attainment and progress for all individuals,

The detail of these objectives should also be read in conjunction with the school's current equality information which is held on the internal school tracking systems (SIMs, IASSEND, Classroom Monitor, Provision Mapping) and in local and national databases (LA Data Report, ASP) which is broken down by year group, gender, ethnicity, term of birth, SEND, Disadvantaged and LAC categories.

We are a large primary school with 294 pupils on roll and 42 part time pupils in nursery. We have a growing number of children who are eligible for Pupil Premium and at least the same number who are living in areas of high deprivation but do not qualify for PP. The Pupil premium group are reported on as a discrete group to evidence the impact of the Pupil Premium Grant on diminishing the difference in outcomes for this group. Although this is not a protected characteristic it is a

significant driver for our school and objectives relating to children eligible for free school meals have a high priority.

We have a small minority of children who do not speak English as their first language. We access appropriate support for this group to ensure they have the same opportunities as their peers.

In school we represent, discuss and welcome family diversity. We audit resources, displays, letters and the language we use for intentional and unconscious bias and aim to develop our whole workforce and school community to embody the inclusive and rights respecting ethos. We use a range of resources such as Statements of the Week collective worship, Journey in Love relationships materials, clear policies and procedures for including all of our community, a family support worker and Thrive practitioners and an inclusion support worker to support our diverse community.

We recognise that the increased number of gender variant pupils in our schools. We have a gender neutral toilet and changing facilities which can be made available should any pupil or adult need them.

Our school uniform policy is flexible and 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 and 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 number 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 Talk Boost. Some staff use Makaton to help communicate with pupils who communicate in this way.

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 a growing number children with SEND

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 and action 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 2017, the school took part in Clued Up Kids project to find out children's perceptions of bullying and what could be done to prevent it. Children made their own films about incidents and these are available for use in the future. We have also worked with theatre groups in 2016 to explore the issues around bullying. Every participating pupil pledged not to be a bystander when faced with discrimination or bullying.

All staff had WRAP (Prevent) training in 2015 and recognises the relationship between hate crime and radicalisation or extremism. There is an ongoing programme for new staff as part of induction. Staff and governors 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. Through the diocese, we have a direct link to be able to visit a synagogue and each year we have visitors from the Islamic Diversity Society in Newcastle upon Tyne to further develop the work we do to promote understanding and mutual respect. In 2017 we hosted the Anne Frank exhibition which explored the need to challenge discrimination. 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. Our Catholic ethos is supported and enhanced by the 1 Decision PSHE and SMSC programme.

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 an overarching equality policy which is published to the web site.

Responsibilities

All teachers have responsibility for promoting equality. All teachers 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.

The school has a number of buddies who work with younger children and our head and deputy boys and girls, school council and house captains and vice captains play a regular role in addressing these issues. The school's anti-bullying and behaviour 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 the help them to embody values and develop character traits. In school we celebrate these weekly in a celebration assembly when we look at all of the ways in which children have embodied the week's 'Statement to live by' and celebrate achievements both in and outside school.

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 employ a family support worker to liaise directly with families. The school acknowledges the impact of changing circumstances on members of staff as well as children.

Part Two: Objectives

Diminishing Difference

1. Action:

We have year 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, health needs, summer born children). Through our own Pupil Premium Review and Action Planning process, we have used the EEF toolkit to help us define ways to use the Pupil Premium allocation. We will 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) Firstclass@number (Numeracy) 1:1 HLTAs support to help pupils catch up in core subjects (Moderate impact for high cost based on extensive evidence) Breakfast club HLTAs offering dedicated support to assist children with reading (1:1 Support) (Literacy) Lexia literacy programme. Better Reading Partnership one to one work, Thrive and inclusion support.

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 all children.

Attendance increases by 3% from the 2015/16 figure of 93% to the national average of 96%, to bring in line the attendance rate of PP children with non PPG-eligible children.

Fostering Good Relations

2. Action: Gender Equality 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 perceive themselves as potential scientists and engineers.

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.

Fostering Good Relations

3. Action: Global and national equality Action: We recognise the context of Blyth 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, global learning, human rights, disability equality, anti-discriminatory language and behaviour, tolerance and mutual respect and the role of the bystander.

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 agencies and being concerned citizens who advocate for and enable others to access their own rights. Continued commitment to giving, fundraising and learning about the causes that need help and support through organisations such as CAFOD, Mary's Meals, Samaritan's Purse and Missio 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 January 2021, when they are due to be refreshed