



Choppington Primary School

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

This is our published data 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, and by proficiency in English.

Our school was a half form entry during the academic year 2017/18. In that academic year, the school has two EYFS classes (Little Learners and Reception/Nursery), one class of Year 1/2, one class of year 3/4, and one class of Year 5/6. All ages are on the same site.

We currently have one year group where girls are significantly in the minority (33%). Teaching and learning has a focus on engaging and responding to the needs of all pupils, and engaging harder to reach groups with subjects they are weaker in; e.g. through specific interventions.

Fewer than 3 children are from BME backgrounds and all children speak English as their first language. There are no current trends in underachievement for these pupils.

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 closing gaps in attainment.

The school has data on its composition broken down by types of impairment and special educational need.

A high proportion of our pupils are on the SEND register (over 30%), and our school has clear protocols and targeted provision to support these pupils. Our SENDCO co-ordinates interventions and is responsible for liaison. Further staff and HLTAs also deliver targeted interventions to this group.

Provision plans are in place for all SEND pupils. Provision mapping enables us to illustrate and map the interventions a child has had, the expenditure of the targeted interventions, and their impact on attainment.

We monitor all SEND children half termly.

The school is an accessible building, with accessible toilets and wheelchair accessible routes. There is a current and recently updated accessibility plan.

The school has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.

There are no EAL pupils on roll at the moment, our BME heritage children achieve in line with their peers.

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

The objectives we set that relate to attainment and closing gaps for vulnerable groups of children are linked to the school's action plan. Objectives relating to disadvantaged children eligible for Free School Meals are similarly given a high priority, although financial disadvantage is not a protected characteristic, it is a significant priority for schools. We record and report instances of discriminatory language or bullying, and set equality objectives accordingly when we identify a need to incorporate anti-discriminatory practice into our teaching and learning.

Documentation and record-keeping

Our school has a statement of overarching policy which is published to the web site, and there are references in the school improvement plan to gap closing and achieving equality of outcome for vulnerable learners.

Before introducing important new policies or measures, the school carefully assesses their potential impact on equalities, positive or negative, and keeps a record of the analysis and judgements which it makes (especially within HR or staffing).

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

A senior member of staff (Headteacher) has special responsibility for equalities matters. A member of the governing body has a watching brief for equalities matters.

Staffing

The school's programme for continuing professional development (CPD) includes reference to equalities matters, both directly and incidentally. 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. Our Local Authority has close working relationships with Stonewall (through the Education Champions Programme) and Show Racism the Red Card, our partners for anti-racist education.

The school annually returns a report on the number of racist incidents to the Local Authority.

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Curriculum

Focused attention is paid to the needs of specific groups of pupils, for example those who are registered as SEND, and there is extra or special provision for certain groups, as appropriate, with online resources purchased through subscription.

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 that promote pupils' spiritual, moral, social and cultural development.

The school takes part in nationally recognised initiatives and award schemes, for example: Anti-bullying week, Northumberland Enhanced Healthy Schools Award and Show Racism the Red Card.

In curriculum materials in all subjects there are positive images of disabled people; of gay and lesbian people; of both women and men in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds. From 2015 we have worked jointly with the LA Schools Equalities Co-ordinator and the police to promote the acceptance of difference and hate crime.

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.

Part Two: objectives

Narrowing gaps

1. Action: We have year groups with 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 (boys, eligible for the Pupil Premium Grant, on the SEND register). We have created a Pupil Premium Strategy Statement to help us define ways to use the Pupil Premium allocation to initiate 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.

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.

This information will be shared among the whole staff and governing body and published on the school web site

The gap will narrow in line with national expectations for all of our disadvantaged pupils, relative to their starting points.

Fostering Good Relations

2. Action: To reduce the incidence of prejudice-related bullying in some groups throughout the school. During 2018/19 academic year we will be supported by 'Mermaids UK' (an organisation who support gender identity and diversity) and Show Racism the Red Card.

Expected evidence of impact:

Less incidents of unwanted behaviours, racial incidents and fixed term exclusions

NSPCC Speak out, stay safe programme to enable children to access and be aware of the relevant safeguarding agencies and services.

Expected evidence of impact:

Raised self-esteem and resilience. Greater awareness of personal safety and how to access support.

We are going to incorporate and develop the work of PREVENT and our PHSE curriculum.

Community Cohesion

3. To promote and enhance community cohesion and a sense of shared belonging in school, and in the school's neighbourhood.

Expected evidence of impact:

Work within our school action plan to raise aspiration for our children within this area of deprivation. That children are more tolerant and resilient, with a greater mind set for reaching their full potential.

Reviewed: Autumn 2018

Next Review: Autumn 2019