

Rothbury First School



Equality and Information Objectives

January 2021

Review January 2025

Published equality information about the context of our school

This is our published data about our school population and the ways in which we work to eliminate 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.

We are a small first school with less than 100 children on roll. This number fluctuates with 3 nursery intakes over an academic year. The school's rurality means that some children have limited access to services such as sports facilities and the theatre or cinema. There are pockets of disadvantage alongside privilege.

Teaching and learning is focused upon engaging and responding to the needs of all pupils, and engaging harder to reach groups

At the moment most of the pupils speak English as their first language. When we require support for an EAL (English as an Additional Language) pupil, we draw upon the expertise of the County Council's EAL support teacher who comes in weekly to support children who arrived here as part of the Homes for Ukraine scheme.

Fewer than 6% of the current cohort of pupils represent minority ethnic groups, compared with 30.7% nationally. There are no significant patterns of under-achievement in our BAME (Black, Asian and Minority Ethnic) 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 raising achievement equally for all groups. We use the funding effectively to offer academic support and guidance, ensuring high quality teaching and learning, from very well qualified staff.

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

We are aware of some differences in outcomes between girls and boys' achievement. Small cohorts of children and variations in intake can make it difficult to define trends in underachievement or vulnerability in groups of children on the basis of gender, ethnicity or disability. It is not uncommon to find a year group with a small number of boys or girls. We respond to the needs of children as individuals.

In teaching and learning, we represent, discuss and welcome family diversity and the

positive aspects of individuality in families. 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. This is reflected in our inclusive PSHE curriculum, where children learn about different families, respectful and safe relationships and about appreciating and valuing differences. The school has safe spaces for changing and using toilet facilities.

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.

Our school has clear protocols and targeted provision to support these pupils who are on the SEND (Special Educational Needs and Disability) register.

A small minority of pupils have communication issues. We address this through targeted support and staff training. Staff have had training in ASD (Autism Spectrum Disorder), attachment and emotional literacy.

We currently have a small number of pupils who are supported with EHCPs (Education Health Care Plans).

The school is an accessible building, with flat access, accessible toilets in nursery and the dining room and wheelchair accessible routes.

The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements. These are outlined in the school's accessibility plan and development plan.

In accordance with Ofsted's guidance, we record and report instances of discriminatory language or bullying, and we tackle these in accordance with the County Council's guidance for dealing with discriminatory incidents.

All staff recognise the relationship between hate crime and radicalisation or extremism. We recognise the vulnerability of some 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 address this.

The school does not record data about religion in SIMS (School Information Management System). The village is predominantly Christian in nature. We welcome visits from the local United Reformed Church. We hope to extend this to cover a broader range of religious leaders and representatives.

All staff and governors completed required Prevent training and recognise the relationship between radicalisation and extremism. We are conscious of the vulnerability of people in the community to becoming involved in campaigns based on stigma or discrimination and welcome open discussion and debate with the children in order to dispel myths and misconceptions. One of the ways in which we do this is through regular discussion of current affairs and controversial topics covered on the BBC Newsround broadcasts. This develops critical thinking, extends the children's understanding of broader contexts than life in the North East of England, and builds political and media literacy.

We recognise that some of our pupils may have limited opportunities to experience the wider UK and urban contexts outside Northumberland, so we prioritise a programme of learning including planned visits and visitors to broaden understanding of the plural, multicultural, multi-faith context of modern Britain.

Documentation and record-keeping

Our school has a statement of overarching equality policy which is published to the 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

The head teachers have responsibility for anti-discriminatory work across the school.

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. Anti-bullying week is an annual event with assemblies and activities.

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 annually receives a letter from Northumberland County Council to confirm the number of racist incidents.

Curriculum

Focused attention is paid to the needs of specific groups of pupils with protected characteristics. There is extra or special provision for certain groups, which changes as appropriate.

The school annually receives a letter from Northumberland County Council to confirm the number of racist incidents.

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 help them to embody values and develop character traits such as resilience, determination, character, perseverance and optimism.

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 characteristics and vulnerabilities which contribute to a significant gap in attainment and progress between them and other children (children on the SEND register and writing and maths for a minority in KS2. Boys and girls greater depth writing in upper KS2). We intend to initiate a range of targeted support which will enable us to see the pupils' attainment increase to bring them at least in line with their peers.

Actions and expected impact

The school will annually review and define which packages are our most effective in terms

of cohort, characteristic and identified need. As a school, we use Hamilton Trust, Read Write Inc and White Rose Maths.

This information will be shared among the whole staff and governing body and published on the school website. Evidence based research is regularly reviewed and staff apply new learning and findings.

The gap will narrow in line with national expectations for all of our disadvantaged pupils, relative to their starting points, with a specific focus on KS2 Maths and Writing with a particular focus on the Year 3 cohort who have been greatly impacted by the Covid pandemic.

2. Action: The school intends to develop teaching and learning resources and interaction with role models that challenge some outdated gender stereotypes. Teaching of the RHE curriculum, current events and wider personal development mean that school can focus on concepts or gendered expectations as well as safe and respectful relationships in any context. This extends to the reduction of parental conflict.

We will work to introduce both boys and girls to role models and situations that challenge misconceptions and stereotypes about gender and aspiration.

Actions and expected impact:

Increased awareness of equality and inclusion articulated by staff and pupils

Willingness by staff and children to challenge discriminatory thoughts and practices.

Increased understanding of the roles and responsibilities experienced by role models who will be drawn from all sectors of the community and include LGBT and minority ethnic people. Challenging misconceptions and stereotypes when we encounter different role models and situations.

Children will articulate an increased awareness of how diverse representation in society is open to everyone. Children will be comfortable around diverse role models.

Fostering Good Relations

3.Action

Our audit of Social Moral Spiritual and Cultural education in the curriculum highlighted that we still have more to do if we wish to say that we are fully inclusive of children who have (as many do) increased family diversity and diverse caring arrangements.

Actions and expected impact

A conscious decision to represent and talk openly about more diverse family circumstances (same sex parents, grandparents, foster carers, single parent families) will build resilience and confidence in children who will be able to see that we recognise and celebrate difference.

The impact of this work will be visible in displays, resources, conversations and the ability of our pupils to articulate that family diversity is visible and welcomed in school.

4. Action

We recognise that we may contribute to a relatively monocultural perception of religion, worship and belief through the opportunities we are able to offer for children to have first hand experiences that represent the wider mosaic of religion, worship and belief that exists in modern Britain.

Actions and expected impact

We plan to extend the learning and interactions children have to give them better preparation for life in modern Britain in contexts more diverse than Rothbury.

We expect children to articulate increased knowledge as well as tolerance, understanding and mutual respect.

Pupils will better understand the concept of 'Britishness' in the wider UK context.