

Otterburn First 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. Due to very small cohorts we have no real trends

Our school is 1 form entry

Teaching and learning has a focus on engaging and responding to the needs of all pupils, and engaging harder to reach groups with themes they may not have previously been engaged e.g. boys writing

Very few children are from BME backgrounds and almost 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.

Currently a very small % of our pupils are on the SEND register, and our school has clear protocols and targeted provision to support these pupils. Our SENCO is Sally Ong: She and our HLTA provide targeted interventions for 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.

The school's Behaviour for Learning strategy supports our SEND pupils to develop strategies and to self-regulate in order to get most from their time in lessons.

The school is an accessible building, with ramps, 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.

In general, disabled children's achievement meets national expectations. There is 1 EAL pupils on roll at the moment. Due to small numbers our FSM number is suppressed.

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 set within the school's development 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. We are unaware of homophobic language.

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.

We comply with the request for returning numbers of racist incidents and this is reported annually at a full governing body meeting.

There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings.

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 to predict if there will be any impact.

Responsibilities

The Head Teacher has special responsibility for equalities matters.

A member of the governing body has a watching brief for equalities matters.(SS)

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. Pupil questionnaires and Ofsted questions 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.

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.

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 Healthy Schools Award, Show Racism the Red Card and Stonewall Education Champions.

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.

We use RWI as our phonics package across the school and our reading schemes contain a broad mix of Oxford Reading Tree, Big Cat, Usborne, Ginn and RM books.

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

To address inequality we run our computer club at lunchtimes, thereby including the children who do not have access at home.

Our year groups are too small to have any real patterns or trends in performance re boys and girls.

Fostering Good Relations

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

To promote spiritual, moral, social and cultural development through the teaching of English, PSHE and RE and with particular reference to issues of equality and diversity.