

## **Seghill First School**

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

This is our published data (January 2023) 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.**

We are a 1 form entry 3 to 9 first school.

Teaching and learning is focused upon engaging and responding to the needs of all pupils, and engaging and challenging disadvantaged group. 1% children are from BME backgrounds. 1% of pupils are recorded English as their second language (EAL).

The outcomes of our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant are reported as a discrete group in order to demonstrate the effect of the PPG funding on closing gaps.

We have a higher than average proportion of children in receipt of this grant across the school (41%) with % in years groups ranging from 0% to 58%.

#### **The school has data on its composition broken down by types of impairment and by Special Educational Needs and Disabilities (SEND).**

26% of pupils are on the SEND register.

24% of pupils on role are SEND Support and 2% of pupils on roll have a EHCP and 1% are awaiting an assessment.

Our school has clear protocols and targeted provision to support these pupils who are on the SEND register.

Our SENCO role is held by the head teacher in the absence of Mrs Kembrey, our SENCO. Mrs Kembrey will resume her role as SENCO when she returns from maternity leave in February 2023.

Our school has developed and uses intervention tracking grids which enable us to demonstrate the interventions children receive.

The school is a partially accessible building. The main entrance does not have ramped access. All classrooms are accessible or have ramped access.

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

The school uses data to set itself objectives and drive school improvement priorities. These are set within the school's improvement plan.

Objectives relating to children eligible for Free School Meals/ Disadvantaged (forces and Looked After Children) are given a high priority; although financial disadvantage/being in the care of the local authority is not a protected characteristic, it is a significant priority for our school.

We record and report instances of discriminatory language or bullying, and we tackle these.

We are aware of the limited opportunities some of our children have to experience the wider UK and urban contexts that exist outside Northumberland and prioritise a range of learning including day visits and residential visits to address this.

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

Our school has a statement of overarching policy which is published to the web site. In addition to a continuous focus on Equalities day to day, our school dedicates time within every academic year to multicultural opportunities and all of our learning throughout that term aims to extend children's understanding of fostering good relations and challenging discrimination. Work on E safety, Anti-Bullying and British Values are also embedded in the PSHE curriculum.

### **Responsibilities**

The headteacher has special responsibility for equalities matters.

### **Staffing**

There are 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 show that most pupils feel safe from all kinds of bullying and confidence that school would challenge and deal with bullying should it occur.

There is regular staff CPD around safeguarding issues, for example County Lines, the PREVENT agenda, Child Sexual Exploitation.

### **Curriculum**

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

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

There are activities across the curriculum to promote pupils' spiritual, moral, social and cultural development.

## **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.

An annual pupil survey gives us information on how attitudes are changing and what children would like to include or find out about.

## **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 (eligible for the Pupil Premium Grant and on the SEND register).

- Targeted and specific challenges via quality first teaching;
- ½ termly tracking of progress and attainment with flexible interventions to match need;
- Provide intervention/catch up programmes for identified children who are not making expected progress;
- Purchase resources that will specifically improve personal, social and or emotional skills and / or raise the attainment of this group of pupils;
- Subsidise the cost of any off-site or residential visit;
- Procure the services of outside agencies to deliver training to relevant staff to improve outcomes for pupils in receipt of the pupil premium/SEND funding.

### **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.

Relevant governors will monitor the impact of funding and report to the full governing body accordingly.

This information will be shared among the whole staff and governing body and published on the school web site via the SEND statement and the Pupil Premium Strategy statement.

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

### **Fostering Good Relations with each other**

2. Action: To continuously develop and improve the range of spiritual, moral, social and cultural learning opportunities available to children in the school with particular reference to equality and diversity and British Values. We will continue to incorporate and capture the impact of the work and resources of organisations such as Anti-Bullying, E-safety as well as

the RE agreed syllabus from Northumberland County Council. Emotion Coaching principles will be adopted and this will support young people to self-regulate and manage their stress responses. We will consult annually with our pupils about the impact of these initiatives on their learning and their ability to challenge discriminatory practice and promote equality in school and the wider community.

**Expected evidence of impact:**

Increased awareness of equality articulated by staff and pupils including LGBTQI.

Willingness to challenge discriminatory practice.

Increased understanding of the broader, more diverse context of the UK articulated by staff and pupils.

Children applying the equality principles they have learned in their day to day interactions. Emotion Coaching case studies will show:

- adults able to communicate more effectively and consistently with children in stressful situations;
- adults find difficult situations less stressful and exhausting;
- children’s self-awareness of their emotions and generates nurturing relationships.

These objectives replace the previous equality objectives set in 2019. Progress against the objectives will be reviewed annually, and they will remain our objectives until 2022, when they are due to be refreshed.

This scheme will be reviewed annually by the Resource Management Committee.

**Document Record**

<b>Version</b>	<b>Reason for Amendments/Update/Review</b>	<b>Date of Adoption by Seghill First School</b>	<b>Date of next review</b>
1.0	Reviewed previous policy and procedure	October 2019	October 2023
2.0	Reviewed previous policy and procedure	08 February 2023	08 February 2027