 [](http://www.tritlington.northumberland.sch.uk/contents.htm) 

**Tritlington First School**

**Published equality information about the context of our school.**

**Equality objectives for the period 2016-2020**

This is our published information (February 2017) about our school population and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It also explains how we promote good equalities practice. The objectives we have set are based on this context and are at the end of this document.

**The school has data on its composition broken down by year group, ethnicity and gender and by proficiency in English. This is available on request**

We are a small, rural, C of E VA First school with 47 children on roll. In some year groups, as a result of the small class sizes, the gender imbalance may be significant, with occasional instances of a whole year group being constituted of only girls or boys.

We teach children about their rights, about respect for one another and the wider communities to which they belong. We celebrate individuality and the unique talents and characteristics of each child.

A very small minority of pupils do not speak English as their first language. The number of BME (Black and minority ethnic) pupils in our community is close to the county average.

Our disadvantaged pupils in respect of whom we receive the [Pupil Premium Grant](http://www.tritlington.firstschool.org.uk/pupilPremium/index.html) are reported on as a discrete group in order to demonstrate the effect of the PPG funding on diminishing the differences in outcomes for these students compared with their peers. We use the funding effectively to offer interventions and small group work led by Teaching Assistants, curriculum enhancement by providing extra trips and school clubs.

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

In school, we represent, discuss and welcome family diversity and the positive aspects of individuality in families where there are people who do not conform to stereotypes. 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, rights-respecting ethos. This is reflected in the Christian Values and our [school aims](http://www.tritlington.firstschool.org.uk/documents/ethos.pdf). Our mission is that pupils thrive in an atmosphere of: love, friendship, forgiveness, courage, perseverance and compassion to all.

We recognise the increased numbers of gender variant pupils in schools. We would encourage any visitor or pupil to use the facilities that correspond to the gender with which they identify.

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 impairment and special educational need. 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 report](http://www.tritlington.firstschool.org.uk/send/index.html) is on the school web site

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 children with SEND. The number of pupils with SEND is above the national average.

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.](http://www.tritlington.firstschool.org.uk/policies/AccessibilityPlan.pdf)

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](http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Document-store/KeepingpupilsinNorthumberlandschoolssafefromdiscrimination.pdf).

We use the resources from the Anti-Bullying alliance on an annual basis

All staff and some governors had face to face WRAP (Prevent) training in 2016 and recognise the relationship between hate crime and radicalisation or extremism. Staff 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 in Newcastle upon Tyne to further develop the work we do to promote understanding and mutual respect. 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. We are using the PSHE Association’s Programme of Study to review our curriculum.

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. The majority of children have been recorded as Christian.

**Documentation and record-keeping**

Our school has a statement of overarching equality policy which is published on the web site.

**Responsibilities**

All staff have responsibility for promoting equality.

All staff 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 system of buddies who support friendships through play. The school’s [anti-bullying](http://www.tritlington.firstschool.org.uk/policies/Antibullying.pdf) and behaviour policies are available [online](http://www.tritlington.firstschool.org.uk/policies/BehaviourAndDiscipline.pdf)[.](http://www.prudhoewest.northumberland.sch.uk/website/documents_and_policies/105958)

**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 to help them to embody values and develop [character](https://www.gov.uk/government/news/funding-boost-for-schools-helping-pupils-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 our [values and ethos.](http://www.tritlington.firstschool.org.uk/documents/ethos.pdf)

**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. Parent View and an annual survey provide this information

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 maintain good communication.

The school acknowledges the impact of changing circumstances on members of staff as well as children. One of our objectives for the future will be to look at how we can support staff wellbeing and resilience.

**Part Two: Objectives**

**Diminishing Difference**

1.Action:

**To diminish the differences in attainment between girls and boys in reading, writing and mathematics by the end of Key Stage 1.**

We have pupils with a combination of protected characteristics which may relate to age, gender, disability, disadvantage, heritage language or ethnicity.

Our data confirms that pupils make good progress from their starting points in reading, writing and mathematics.

**The areas we have defined as needing to be improved include**:

Gender differences at KS1; girls are consistently well above average, while boys’ attainment is around national averages

The quality of written work, in particular the development and progression of handwriting skills and presentation in mathematics are areas identified for attention.

Offering opportunities for children to write at length and independently

Staff training to better support pupils with social, emotional, behavioural and attachment needs which impede learning.

**To meet this objective we will:**

Structure the curriculum to engage pupils; both girls and boys, differentiated for those with additional needs.

Developing opportunities for children to write at length, so that they can develop and refine their writing skills by exploring and manipulating language accurately and with increasing sophistication.

Develop [feedback](https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/) so that children know what they have done well and what they need to do to improve.

In deciding where to target our Pupil Premium Grant and other funding, we have used the [EEF toolkit](https://educationendowmentfoundation.org.uk/about/) to help us define the evidence-based interventions and targeted support that work well.

These include:

[Talk Boost](http://www.ican.org.uk/talkboost) ([Oral Language interventions](https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=159&t=Teaching%20and%20Learning%20Toolkit&e=159&s=)), Moderate impact for very low cost, based on extensive evidence.

[Firstclass@number](https://everychildcounts.edgehill.ac.uk/) ([Numeracy interventions](https://educationendowmentfoundation.org.uk/school-themes/numeracy/))

Attendance and punctuality initiatives which aim to tackle attendance issues.

A member of staff will complete Thrive Practitioner Training in order to embed the Thrive approach in school and to enable screening and better understanding of how attachment and development issues with children can be addressed to improve learning.

**Success Criteria:**

The school will maintain our target of 97% attendance.

The Thrive approach and principles will be introduced. Children’s emotional needs will be met by therapeutic, evidence-based strategies and this will impact positively on achievement, behaviour and wellbeing.

Maintain the current position where maths achievement shows 75% of those children participating achieving expected progress or above in their maths scores.

Read write Inc (Phonics: Internal Results for July 2016): reading scores show this provision was good value for money with 100% of those children participating achieving expected progress or above in their reading. The group included PP children. As a result, this is now to be introduced as a scheme of work in EYFS over 2016- 2017. We expect to maintain this high standard

**2. Fostering Good Relations**

Action**:** Global and national equality

Action: We recognise the geographical and social context of Tritlington (and the wider area beyond the catchment, from which we recruit) 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 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](http://www.redcross.org.uk/en/What-we-do/Teaching-resources) articulated by children.

Willingness to challenge discriminatory thoughts and practices.

Children acting as allies and advocates, respecting and protecting the rights of others.

Continued commitment to giving, fundraising and learning about the causes that need help and support through the charitable and campaigning organisations we support and work with throughout the year.

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 April 2020, when they are due to be refreshed*