



***Believe to Achieve***

## **Whitley Memorial CE First School**

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

### **November 2017**

This is our published data (November 2017) about our **school population**:

Year Group	Boys	Girls	Difference	Total
Nursery	18	26	8	44
Reception	27	25	2	52
Y1	28	25	3	53
Y2	28	23	5	51
Y3	31	22	9	53
Y4	27	26	1	53
	159	147		306

(Source: SIMS)

We are a 2 form entry 3 to 9 Church of England First school.

- Nursery 1 and Year 3 have the greatest gender imbalance
- Teaching and learning is focused upon engaging and responding to the needs of all pupils and engaging harder to reach groups
- The staff profile is not representative of any one age group more than another, but we only have 1 male teacher
- Fewer than 10 children are from BME backgrounds and no children speak English as their second language
- Our disadvantaged pupils (who 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. We have 27% Pupil Premium children in school
- We have 21% SEND children in school – 14 of them have Top-up funding and 4 have EHCPs
- Our school has clear protocols and targeted provision to support pupils who are on the SEND register
- Our SENDCo is a member of our SLT
- Our school has developed and uses progress grids which enable us to demonstrate the interventions children receive.
- The school is an accessible building, with ramps, accessible toilets and wheelchair accessible routes

### **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
- These are set within the school's development plan
- 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
- We record and report instances of discriminatory language or bullying, and we tackle these
- Many of our children have limited experience of the wider UK and urban contexts that exist outside Northumberland, we aim to offer a range of learning including visits and a Year 4 residential 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 focuses on a different Core value each half term to extend children's understanding of fostering good relations and challenging discrimination.

### **Responsibilities**

- The SLT has special responsibility for equalities matters – ensuring parity across all key stages and the whole curriculum

### **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.
- 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.
- We hold the LA's Anti-Bullying accreditation and there is regular staff CPD around the PREVENT agenda. Year 3 and Year 4 have a day of learning with 'Show Racism the Red card' each year

### **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 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.
- We have a Whitley Parliament with MPs from each class. They meet regularly with the HT to discuss issues.