



Holywell First School

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

**This is our published data (April 2022) 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. 4% children are from BME backgrounds.

0.6% of pupils are recorded as having 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.

Historically, we have a lower than average proportion of children in receipt of this grant across the school but this is rising post Covid (15%) with % in years groups ranging from 7% to 20%.

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

We have a rising number of pupils, who are deemed to have SEN (15%). 10% of pupils on roll are SEN Support and 6% of pupils on roll have an EHCP/COSA; our school has clear protocols and targeted provision to support these pupils who are on the SEND register: [School SEND Information](#).

Our SENCO role is held by the head teacher.

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, a fully accessible and equipped wet room 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 and drive school improvement priorities.

These are set within the school's development plan.

Objectives relating to children eligible for Free School Meals/ Disadvantaged (forces and Looked After Children, Adopted From Care) 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. [School Pupil Premium Strategy](#)

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 one half term out of 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 Stonewall principles are also embedded in the PSHE curriculum.

### **Responsibilities**

The head teacher has special responsibility for equalities matters.

### **Staffing**

There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

### **Behaviour and safety**

Our school's primary approach to securing a safe environment for all children and adults is to adopt a 'kind and caring' ethos and culture using the 'Emotion Coaching' strategy; this results in very few incidents of bullying.

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 BIG national accreditation. There is regular staff CPD around safeguarding issues e.g. 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, on the SEND register or EAL).

- Targeted and specific challenges via quality first teaching
- ½ termly Tracking of progress and attainment with flexible interventions to match need.
- Funded extra-curricular activities.
- 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.
- Offer extra-curricular activities that are chargeable at no cost to the parents/carers
- Subsidise or waiver 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. Sources of evidence to document impact include, but are not restricted to:

- Pupil Premium Strategy
- SEND Information Report
- Termly Pupil Progress meetings
- Annual Data Report
- LAC Report (where appropriate)

This information will be shared among the whole staff and governing body and published on the school web site via the SEND information report 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 Stonewall, Anti-Bullying, E-safety as well as the RE agreed syllabus from Northumberland County Council. We will monitor and evaluate the Emotion Coaching principles which have been implemented and how this supports 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 LBGTQI

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 & exhausting
- ✓ children's self-awareness of their emotions and generates nurturing relationships

**These objectives replace the previous equality objectives set in 2021. Progress against the objectives will be reviewed annually, and they will remain our objectives until 2023, when they are due to be refreshed.**

This scheme will be reviewed annually by the Strategic Policy and Direction Committee.

Next Review: Spring 2024

Signed \_\_\_\_\_ Chair of Governors

Date: