

ELLINGTON PRIMARY 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. (Race, disability, gender, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief.)

The school has data on its composition broken down by year group, ethnicity and gender.

Our school became a primary school in September 2015 as part of the reorganisation of the Ashington Partnership of schools from 3 to 2 tier education.

Our school has a greater proportion of boys than girls, which has been the trend for a number of years, and our teaching and learning has a focus on engaging and responding to the needs of all pupils by providing an exciting, diverse and flexible curriculum.

No data is collated by the school about gender reassignment for the pupils or staff population.

When information about changes in marital/civil partnership status or home circumstances is communicated to school, it is recorded on SIMS. Any changes to contact details are recorded on SIMS.

No data is collated by the school about staff or parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

No data about the sexual orientation of pupils, parents or staff is collated or held by the school. Were it to be communicated to the school regarding a pupil, it would be recorded in the child's file.

The school has flexible policies with regard to returning to work and flexible arrangements with regards to emergencies relating to children, child care and parenting.

Almost all pupils are of white British heritage with no pupils believed to speak English as an additional language.

We record and report instances of discriminatory language or bullying should they occur, and set equality objectives accordingly when we identify a need to incorporate anti-discriminatory practice into our teaching and learning.

Some children have extended absences from school in order to visit relatives in their heritage countries.

The school does not record data about Religion.

All children learn about beliefs in addition to Christianity, we have visits to other religious places of worship for example the Synagogue and we consult families about any special occasions we need to be aware of.

Provision exists for children to be withdrawn for acts of Christian worship on the grounds of beliefs.

The school has data on its composition broken down by types of additional and special educational need and disability.

Our school has a high percentage of children with significant special educational needs and barriers to learning and has clear protocols and targeted provision to support those pupils who are on the SEND register.

Intervention plans are in place for all SEND pupils and we monitor the interventions a child has had, the expenditure of the targeted interventions, and their impact on attainment.

The school is an accessible building, with ramps, accessible toilets, wheelchair accessible routes, a soft play surface and specialist rooms for teaching children with additional needs and barriers to learning. eg. a sound enhanced room for the hearing impaired and rooms for small group interventions.

The school has a medical room and an automated external defibrillator.

All staff have undertaken paediatric first aid training which includes the administration of Epipens for the treatment anaphylactic shock and have undergone training in the use of the defibrillator.

The school has a policy for the administration of medicines.

The number of SEND pupils we have is above the national average. Our school's approaches and inclusive ethos are appreciated by families who seek this flexibility and the quality of our provision and our highly trained support staff has been recognised in our three successive outstanding Ofsted reports.

The local offer is extremely comprehensive and is available on the school web site.

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 proportion of pupils eligible for support through pupil premium funding is below average.

The school has data about outcomes connected with ethnicity, gender and disability that is recorded in the school's detailed School Improvement Plan and rigorous Self-Evaluation Form.

In a wide range of subjects, the progress of disadvantage pupils and pupils who have special educational needs and / or disabilities is close to or is improving towards that of other pupils with the same starting points.

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 SIPaSEF. 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.

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 closing gaps and achieving equality of outcome for vulnerable learners.

There are references to the school's responsibilities under the Equality Act in the minutes of governors' meetings, staff meetings and senior leadership team 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.

Responsibilities

The headteacher has special responsibility for equalities matters, supported by the deputy headteacher, who has responsibility for SMSC (Social, Moral, Spiritual and Cultural) and PSHE (Personal, Social and health Education), which are recognised as a major strength of the school.

There is a named governor with responsibility for equalities matters and SEND.

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 teaching and support 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.

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 to promote pupils' spiritual, moral, social and cultural development.

The school takes part in nationally recognised initiatives and award schemes that promote equality and challenge discrimination, for example: Anti-bullying week, Northumberland Healthy Schools enhanced accreditation, Show Racism the Red Card workshops, and SEAL resources.

In curriculum materials in all subjects we consciously seek to promote positive images of all groups of people with protected characteristics.

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.

We ensure that children interact with and experience role models from a range of cultures and generations, men and women as well as disabled people and principles of fair trade and sustainability

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.

ELLINGTON PRIMARY SCHOOL

Equality Objectives 2018-2022

Narrowing gaps

1. Objective: The school has a number of pupils who have one or a combination of several protected characteristics and vulnerabilities which may potentially contribute to a gap in attainment and progress. (For example pupils on the SEND register and those who are eligible for the Pupil Premium Grant.) Our objective is to ensure that all of our pupils achieve in line with or exceed national expectations and we set challenging targets for all groups of learners.

What we will do:

We will carry out detailed analysis of data to target the use of Pupil Premium allocation, SEN funding and further additional funding to initiate a range of evidence-based interventions and targeted support which will be rigorously evaluated.

Fostering Good Relations

2. Objective: As around 40% of the pupils who attend the school currently live outside the catchment area, and a high percentage of the children leaving the school at the end of year 4 have transferred to middle schools out of the Ashington Partnership in recent years, we will strive to create a sense of community and belonging to the Ashington Partnership.

What we will do:

We will plan closely with the two other village schools who also transfer children to Ashington High school at age 11.

We will continue and extend our transition programme by arranging activities for our children at Ashington High prior to the end of Year 4.

We will work in partnership with the staff at the two village schools and at Ashington High School to ensure continuity of curriculum and effective transition.

We will work with our parents to ensure that they have a clear understanding of the school's identity within the Ashington Partnership; including meetings for our parents in our school and Ashington High School.

Progress against the objectives will be reviewed annually, and they will remain our objectives until September 2022, when they are due to be refreshed.