

# St. Robert's Catholic First school

Oldgate, Morpeth, Northumberland NE61 1QF



*We care, we serve, we learn together in the love and truth  
of Jesus*

## Equality objectives for the period 2016-2020

Date Reviewed:

November 2016

David Sutcliffe

Headteacher

Review Date:

November 2020

Fiona Swift

Chair of Governors

## **St Robert's RC First School and Nursery, Morpeth**

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

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

This is our published information (November 2016) 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 RC first school with 146 children on roll (2016-2017). There is also a nursery on site.

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 smaller than the county and national averages. There are no patterns of underachievement in our small BME population.

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 diminishing the differences in outcomes for these students compared with their peers. We use the funding effectively to offer academic support and guidance and to subsidise activities and visits. The majority of pupils in receipt of the grant are making and exceeding expected levels of progress. The difference in outcome for this group has diminished and continues to decrease.

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. We intend to extend the work we currently do through the week through our 'Statements to live by' when we embark upon the [Unicef Rights Respecting School](#) award.

We recognise the increased numbers of gender variant pupils in schools. We have gender-neutral toilet and changing facilities in the school should any pupil or adult need them.

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 disability 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 local offer](#) is on the school web site

A small minority of pupils have communication issues. We address this through the support of a visiting speech and language therapist and the provision of targeted interventions such as [Talk Boost](#). Some staff use Makaton to help communicate with pupils who communicate in this way.

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 a growing number children with SEND.

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](#).

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](#).

In Anti-Bullying Week 2015, Key Stage 2 pupils participated in the Northumberland/Stonewall E-Stars programme. Every participating pupil pledged not to be a bystander when faced with discrimination or bullying.

All staff had face to face WRAP (Prevent) training in 2015 and recognise the relationship between hate crime and radicalisation or extremism. Staff and governors 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 and Islamic Society 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. Our Catholic ethos is supported and enhanced by the [1 Decision](#) PSHE and SMSC programme.

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.

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

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

### **Responsibilities**

All teachers have responsibility for promoting equality.

All teachers 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 recently obtained Northumberland County Council's Anti-Bullying accreditation

The school has a number of anti-bullying ambassadors and buddies. The school's anti-bullying and behaviour policies are available [online](#).

### **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 the help them to embody values and 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 the week's 'Statement to live by'

### **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 consult parents and carers regularly, and maintain good lines of communication through the [ClassDojo](#) app.

The school acknowledges the impact of changing circumstances on members of staff as well as children. To value and recognise staff, half a recent school training day was devoted to team building in an outdoor adventure environment.

## **Part Two: Objectives**

### **Diminishing Difference**

1.Action: We have year groups of pupils who have a combination of protected characteristics and vulnerabilities which can contribute to a difference in attainment and progress between them and other children (boys, girls, disadvantaged, eligible for the Pupil Premium Grant, on the SEND register, disabled, health needs, summer born children).

Through our own Pupil Premium Review and Action Planning process, we have used the [EEF toolkit](#) to help us define ways to use the Pupil Premium allocation. We will initiate and continue a range of evidence-based interventions and targeted support which will enable us to see the pupils' attainment increase to bring them at least in line with their peers nationally.

These include:

[Talk Boost](#) ([Oral language interventions](#))

[Maths Whizz](#) virtual online maths tutor (licence purchased for 1 year for 2 pupils)

[Read Write Inc](#)

[Firstclass@number](#) ([Numeracy](#))

[1:1 HLTA support](#) to help pupils catch up in core subjects (Moderate impact for high cost based on extensive evidence)

[Breakfast club](#)

HTLA offering dedicated support to assist children with reading ([1:1 Support](#)) ([Literacy](#))

### **Expected evidence of impact:**

The school will regularly review and define which packages are our most effective in terms of cohort, characteristic and identified need.

This information will be published on the school web site

Differences in achievement between PP and non PP children are significantly reduced and the school continues to achieve or exceed the national averages for all children.

Attendance increases by 3% from the 2015/16 figure of 93% to the national average of 96%, to bring in line the attendance rate of PP children with non PPG-eligible children.

## **Fostering Good Relations**

### **2. Action: Gender Equality**

We will work to introduce both boys and girls to role models and situations that challenge misconceptions and stereotypes about gender and aspiration. In particular the ambition of girls to perceive themselves as potential scientists and engineers.

Expected evidence of impact:

Increased awareness of equality and aspiration articulated by staff and pupils

Willingness to challenge discriminatory expectations and practices.

Increased understanding of the opportunities that exist for careers and professions that deviate from stereotypes.

### **3. Fostering Good Relations**

Action: Global and national equality

Action: We recognise the context of Morpeth 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](#) articulated by children.

Willingness to challenge discriminatory thoughts and practices.

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

Increased understanding of the importance of engaging with agencies and being concerned citizens who advocate for and enable others to access their own rights.

Continued commitment to giving, fundraising and learning about the causes that need help and support through organisations such as [CAFOD](#), [Samaritan's Purse](#) and [Missio](#)

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*