



Tritlington C of E First School

Published equality information about the context of our school Published objectives 2020-2024

This is our published information (March 2020) about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It includes information about the work we do to promote equality and challenge discrimination.

Our school is a small, church aided first school in the Morpeth Partnership situated in south east Northumberland. Children attend the school from the age of 3 to 9. We have our school values of love, friendship, perseverance, courage, compassion and trust which underpin the ethos of our school. Our [web site](#) outlines our ambitions for the children, our place in the global community and our vision for learning.

Very few of the pupils speak a community language other than English. Very few are of BAME heritage.

We report on the progress of disadvantaged pupils in respect of whom we receive the [Pupil Premium Grant](#) in order to demonstrate the effect the additional funding has in diminishing the differences in outcomes for these pupils compared with their peers. We use the funding effectively.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families.

We challenge any perception that family diversity may be uncomfortable for some members of the community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to keep them safe from discrimination. 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 ethos based on values of responsibility, Christian belief and caring citizenship.

We aim for all of our pupils to achieve their potential, academically, physically and socially in an atmosphere where they can grow and acquire useful skills, values and attitudes.

Our school uniform is flexible and the guidance does not discriminate against any child on the basis of gender, race, disability, gender identity or belief.

Our school has clear protocols and targeted provision to support these pupils who require additional learning or emotional support. Local [SEND information](#) is available from the school website.

The school is an accessible building for people with physical disabilities; it has level access, an accessible toilet and wheelchair accessible routes. Pupils have helped us to develop the priorities in our accessibility plan.

The school's accessibility plan has more detail about the ways in which we are working to improve access to the environment, curriculum and printed information for pupils with disabilities.

We record and report instances of discriminatory language or bullying and can report racism to the local authority [online](#).

All staff and governors completed required [Prevent training](#) and recognise the relationship between hate crime and radicalisation or extremism.

Documentation and record-keeping

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

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. The ethos of the school supports and underpins our commitment to the values of democracy, tolerance and mutual respect.

Responsibilities

All members of staff have responsibility for equalities and for meeting equality objectives.

All staff take responsibility for anti-bullying good practice.

Staffing

There is good equal opportunities practice in the recruitment and promotion of staff.

Behaviour and attitudes

The school's behaviour policy is on the [web site](#).

We collaborate with local and national programmes and make links to well-established cultural, religious and statutory partners who support our ambitions for equality.

Curriculum

There is coverage in the curriculum through timetabled PSHE education and SEAL of spiritual, moral, social and cultural aspects of learning, particularly with regard to tackling prejudice and promoting mutual understanding.

Consultation and involvement

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations. The curriculum is developing to ensure that challenges are built in to learning. There is a trained Thrive practitioner on the staff team.

The school has procedures for finding out how pupils think and feel about the school, and how they feel about fair and unfair situations.

We consult parents and carers during parent's evenings and celebration assemblies. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Part Two: Objectives

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Protected characteristics: Disability, sex, age, disadvantage, race

Curriculum development

Reason for the objective: The main equalities challenge we recognise and face is that of being a very small school, with only two classes and a significant number of pupils who have learning disabilities. The main challenge for teachers here over the next four years is to ensure that there is a personalised curriculum for each year group and cohort of children, and that children are able to learn and develop effective learning strategies whilst being in a class with two other year groups.

Process:

Curriculum development is ongoing and meets the needs of all learners in a mixed-age class.

Every child will access the curriculum at an appropriate point.

[A graduated approach](#) ensures that children with developmental delay and SEND are supported through a range of approaches to learning, interventions, assessment and identification of need.

Education Health Care Plans (EHCPs) and Individual Education Plans (IEPs) will be resourced, reviewed at least annually and each child will be encouraged to share their views during this review. This will help us to understand how well the curriculum delivery is working to help meet their needs.

A recently trained Thrive practitioner will work with children to develop strategies that promote emotional regulation and wellbeing, and this will also assist those children who are sometimes unable to access learning because they are anxious, distressed or emotionally dysregulated.

Specific and measurable

This equality objective is also being built into the whole school development plan.

Over the four year cycle of the objective, we would expect all staff and pupils to be able to articulate and give examples of how the curriculum is accessible for different children, depending upon the protected characteristics the child might have.

All children will be able to describe the strategies that work best for them.

This approach is also the focus of our accessibility plan and our consultation with children and young people.