

Amble First School

Published equality information about the context of our school (2021)

Published objectives 2021-2025

This is our published information (January 2021) 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.

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.

The school is a one-form entry first school in the Coquet partnership in Northumberland. The [vision and values](#) statement outlines our ambitions for the children, our place in the global community and our vision for learning.

We teach children about their rights and about our core values of respect, happiness and growth. We celebrate individuality and the unique talents and characteristics of each child. Our school promotes and teaches the children to understand the British values of tolerance and mutual respect, democracy, individual liberty and the rule of law.

The school's ambitious curriculum underpins our belief that 'if you're ready to try, you're ready to fly'. We prepare children well for the opportunities, responsibilities and experiences of later life.

A very small number of our children have English as an additional language and we also have a below average number of children who are of Black or minority heritage.

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 additional funding on diminishing the differences in outcomes for these pupils compared with their peers. We use the funding effectively on evidence-based approaches to support children both academically and emotionally where needed. We invest heavily in the provision for early language, communication and reading, ensuring that those children who start school with a delay in their language are effectively supported in their development. Funding is also used to subsidise school visits and emotional literacy support (ELSA) for those children who need it.

Objectives relating to children eligible for Free School Meals have a significant priority for schools, in spite of financial disadvantage not being a protected characteristic in law. Many eligible pupils also have additional protected characteristics, for example disability or ethnicity.

We represent, discuss and welcome family diversity and the positive aspects of diversity in families. We welcome the opportunity to discuss any perception that family diversity may be uncomfortable for members of the wider school community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to protect them 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 and caring citizenship.

We challenge gender stereotypes and promote gender equality. We recognise the increased numbers of gender variant pupils in schools. We establish safe spaces for changing and using toilet facilities. Staff work supportively with pupils whose gender identity or sexual orientation are nonconforming, or who do not fit traditional gender stereotypes. [Guidance for schools](#) supporting transgender pupils is available from the local authority.

We want all of our pupils to succeed and achieve their full 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 does not exclude anyone on the basis of gender, race, disability, gender identity, financial status or belief.

Our school has clear protocols and targeted provision to support these pupils who require additional learning or emotional support. The [SEND policy](#) and [Accessibility Plan](#) are accessible from the school web site and are available in printed format on request. The school has data on its composition broken down by types of disability and special educational need.

The school is accessible to people with physical disabilities. There are ramps, an accessible toilet and wheelchair accessible routes on the ground floor.

The school pays for school nurse support to be available fortnightly. This is to support both children and their families with any challenges that they are facing with health, behaviour and emotional difficulties.

The school's accessibility plan explains in more detail the ways in which we plan to improve access to the environment, curriculum and written material for pupils.

We record and report instances of discriminatory language, peer-on-peer abuse or bullying, and try to help children to understand why discriminatory language does not belong in the atmosphere of positive and healthy relationships we promote.

All staff and governors undertake appropriate training about inclusion, equality and safeguarding. There is a clear understanding of the relationship between extreme perspectives of stigma and discrimination and when to make a referral.

The school records data about religion and belief when it is provided by parents or carers through our data collection mechanism.

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 positive relationships, coping 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-discriminatory good practice.

Staffing

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

Behaviour and attitudes

The [behaviour policy and anti-bullying policies](#) are published to the school web site.

School council members and our Puffin Patrollers are advocates for their peers. The school's Puffin Code, which was devised by our staff, pupils and parents, explicitly states 'No to bullying!' and this is evidenced through our wellbeing questionnaires which our Puffin Patrollers undertake with our pupils.

Curriculum

There are opportunities throughout the curriculum, including in PSHE and assembly for equality, diversity, inclusion and cohesion to be addressed. The Spiritual, Moral, Social and Cultural aspects of children's education are developed, and we share a sense of community pride and responsibility.

The school ensures that children learn in an age-appropriate way to value and access their rights and those of other children.

Consultation and involvement

The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations.

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 through questionnaires and the school website. We can respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Part Two: Objectives

Schools and other public sector organisations subject to the Public Sector Equality Duty (PSED) must, in the exercise of their functions, have due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

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

Foster good relations between people who share a protected characteristic and those who do not.

Objective 1: Eliminating discrimination

To develop the provision of PSHE and RSE in order to embed a clear understanding of the protected characteristics at an age appropriate level.

Why we have chosen this objective: To ensure that our pupils are well-prepared for an ever-changing and diverse society and that they consistently display our core value of 'respect' in their interactions with other people.

To achieve this objective, we plan to: Embed the equality values throughout the curriculum and our wider provision.

Progress we are making towards this objective: Opportunities to discuss the protected characteristics have been identified in the long term PSHE planning. Whole class evidence books are used to keep evidence of discussions in these lessons. Regular opportunities are planned for discussion around the protected characteristics in collective worship, in particular during the weekly British Values assembly.

Objective 2: Advancing equality

To ensure that the curriculum celebrates the diversity not only in our community but across the UK. To develop a curriculum where all children are represented and that they develop a greater understanding of diversity through the texts that they read and share.

Why we have chosen this objective: Amble is a predominantly white, British town. We aim to increase our pupils' understanding of diversity, ensuring that children from all background are represented.

To achieve this objective, we plan to: Review the curriculum, ensuring representation of different cultures and backgrounds.

Progress we are making towards this objective: We have started to review our reading spine and subject leaders are currently reviewing the curriculum offer.

Objective 3: Fostering good relations

Amble is a small, coastal town in rural Northumberland. We aim to develop and foster relationships with pupils and staff from parts of the country that are different to our own community.

Why we have chosen this objective: Some of our children do not have many experiences outside of the local area. We want them to develop new friendships and learn about how life is different in other towns and cities.

To achieve this objective, we plan to: create a link with an inner city school, sharing our similarities and differences. Liaise with pupils of the same age, sending letters, visiting their school and local area and showing them what Amble has to offer.

Progress we are making towards this objective: Children in Year 4 have exchanged letters with a 2-form entry school in Gosforth. There are plans in place for virtual calls, assemblies led by the head teachers in each other's schools, and joint trips to Newcastle and Amble.