

## Tyneview Primary School Published Equalities Objectives 2020-2024

This is our published information 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.

### **Context:**

Tyneview Primary is an average sized primary school in the east of Newcastle. Pupils range in age from 2 to 11. The school is one of six schools within NEAT Multi Academy Trust. Each school in the trust is encouraged to have its own ethos and character but to work collectively as one trust to achieve our shared common purpose, vision and strategic aims. Our shared values are the behaviours that will help us to do this.

Our common purpose as a trust is to **nurture, educate, achieve and transform together.**

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 and NEAT web sites outline our ambitions for the children, our vision for learning.

The trust wide PSHE curriculum underpins learning about values, about respect for one another and the wider communities to which children belong. We celebrate and try to uncover the unique talents and characteristics of each child. Our school promotes and teaches the children to understand pluralistic British values.

14 community languages in addition to English are spoken by children at the school. 9% of our pupils currently speak English as an Additional Language which is lower than the national primary school average of 21%<sup>1</sup> 10% of our pupils are from BAME backgrounds which contrasts with the national average of 33.5%<sup>2</sup>.

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 funding on diminishing the differences in outcomes for these pupils compared with their peers. The number of pupils eligible for this funding is well above the national average<sup>3</sup>. We use the funding effectively to offer academic support and guidance using evidence-based approaches. The funding is also used to provide food, clubs, nurture visits and books. Most of the pupils on behalf of whom we currently receive the grant are making expected levels of progress.

<sup>1</sup> *OfE Schools, pupils and their characteristics. January 2019*

<sup>2</sup>SFR template National Statistics 240815

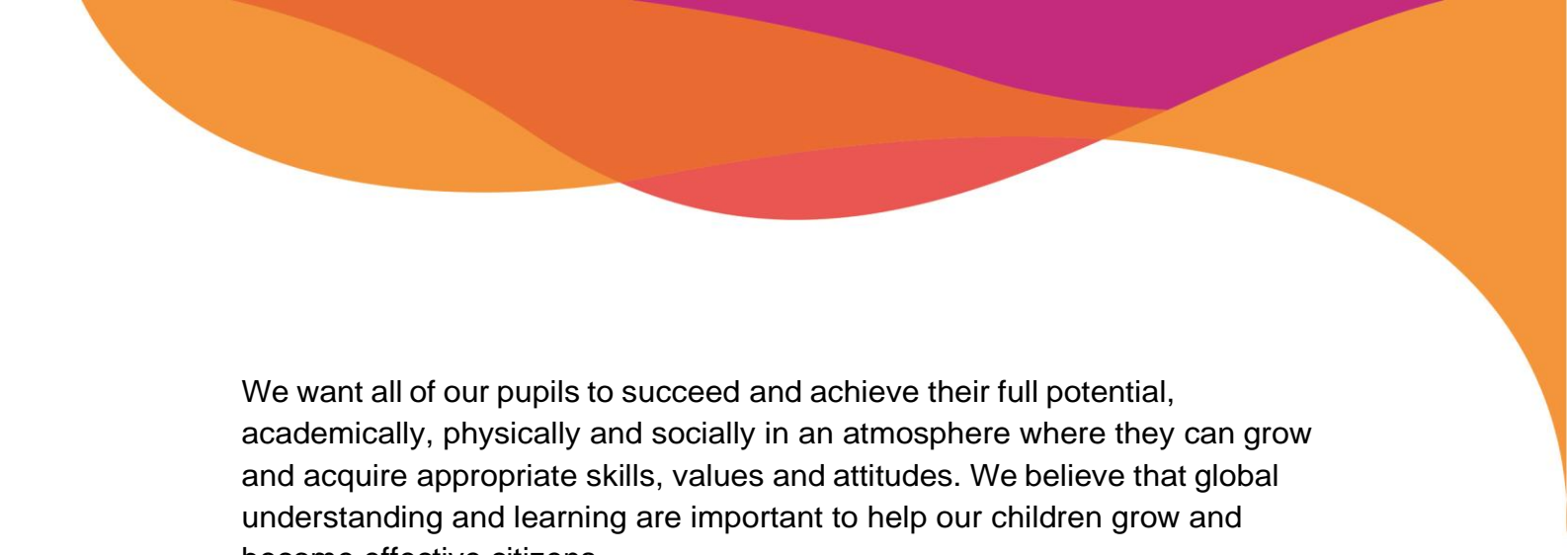
<sup>3</sup>SFR template National Statistics 240815

Tyneview is very proud of our status as a Young Money Centre of Excellence; Our vision is that pupils possess the knowledge, skills and confidence in personal finance that enable them: to be resilient when faced with financial issues, to show respect for other people's personal financial situations and to demonstrate responsibility when handling money and making important financial decisions.

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.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families. We discuss any perceptions of aspects of diversity that may be uncomfortable for members of the school 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 and caring citizenship.

Staff work supportively with pupils about gender, gender identity or sexual orientation and we challenge gender stereotypes and promote gender equality.



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 appropriate skills, values and attitudes. We believe that global understanding and learning are important to help our children grow and become effective citizens.

Our uniform 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.

Our school has clear protocols and targeted provision to support these pupils who are on the SEND register. The SEND local offer and SEND report are accessible from the school web site.

Many pupils join the school with communication delay. We address this through individualised intervention plans and the support of parents and carers. This is one of the most significant equality challenges we face. We work hard to try to diminish this deficit during a child's time in the Early Years Foundation Stage.

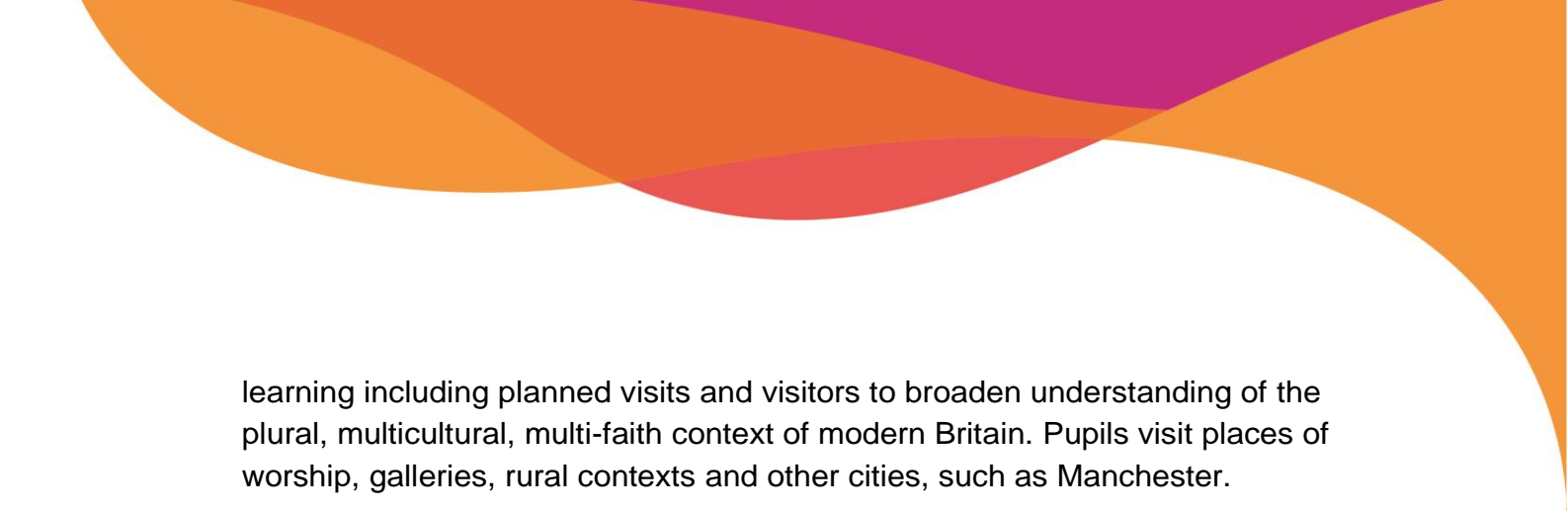
The school is an accessible building, with ramps, an accessible toilet and wheelchair accessible routes. There are lifts which could be used if a child with a physical disability were to need them.

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

We record and report instances of discriminatory language or bullying on our CPOMS system.

All staff recognise the relationship between hate crime and radicalisation or extremism. We are conscious 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 that some pupils may have limited opportunities to experience the wider UK and rural contexts outside Walker and prioritise a programme of



learning including planned visits and visitors to broaden understanding of the plural, multicultural, multi-faith context of modern Britain. Pupils visit places of worship, galleries, rural contexts and other cities, such as Manchester.

The school records data about religion and belief when it is provided by parents through our data collection mechanism. This enables us to state with confidence that we are inclusive and sensitive with regard to pupils' religions and beliefs. The school also has a good relationship with our local church.

### **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 are good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

### **Behaviour and attitudes**

There are clear procedures for dealing with prejudice-related bullying and incidents.

When appropriate, we can engage with Northumbria Police's Community Engagement Team to demonstrate our integrity in supporting those with protected characteristics from vulnerability to hate crime and extremism.

Clued Up Kids have also worked with children to better understand how they perceive safe and less safe relationships.

School council members are advocates for their peers, and we know from our meetings that the majority of pupils feel safe from all kinds of bullying.

The school's anti-bullying and behaviour policies are available from the website.

### **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, including PSHE and assemblies to promote pupils' spiritual, moral, social and cultural development and to help them to experience values and develop the concept of global citizenship and responsibility within a community.

### **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. Family Fun is an informal mechanism we use to involve parents in all that we have been learning.

The school has procedures for finding out how pupils think and feel about the school, and has regard in these in respect of the Equality Act.

We consult parents and carers through questionnaires, a progressive parent's forum which works closely with governors and contact via text and the school website. We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

## **Part Two: Objectives**

### **Fostering Good Relations**

#### **Objective 1: Characteristic: Disability**

##### **Vulnerable Learners**

**The school will promote resilience, positive approaches to mental health and early diagnosis and prompt interventions for any pupils whose**

**health may be a barrier to full attendance or to achieving the education they need to be ready for the next stage in their learning.**

### **Specific**

'Vulnerable learners' may be characterised by some or all of the following:

- Poor attendance, low engagement when in school, challenging behaviour, low self-- esteem, high levels of mobility between school placements, undiagnosed SEMH needs (pupils with severe difficulties in managing their emotions and behaviour).
- They often show inappropriate responses and feelings to situations), Adverse Childhood Experiences (ACEs) and other aspects of neurodiversity (ASD, sensory, dyslexia, for example).

The complex combination of these vulnerabilities means that school has a great deal of additional work to do with many of our pupils in order for them to access the high-quality teaching, cultural learning opportunities and opportunities for personal development that we have to offer them.

Work has been ongoing across the Trust, to develop innovative, robust solutions and mechanisms to help professionals see at- a-glance the 'windscreen' of interventions, partners, resources and support that is available to work through and support many of the issues that are barriers to learning and emotional resilience. Is school counsellor access available to all pupils?

Tyneview Primary has an ARC with 8 places for pupils with communication difficulties who are placed by the SEND panel. The pupils are fully integrated in school and follow a personalised curriculum. There is a great deal of work being done to address communication in Newcastle schools, and this will be a key aspect of how we address this aspect of equality.



## **Measurable**

Developed systems process and provision including:

- Speech and Language Provision.
- Prompt applications for EHCPS
- Mobilising resources for vulnerable children
- A growing picture of resources and a graduated response to SEND via the windscreen approach being pioneered and developed in the Trust

**Objective 2: Characteristics: sex, sexual orientation, gender reassignment, race, religion and belief, disadvantage.**

## **Community context**

### **Specific**

Staff in every school within the Trust need access to regular, specific and accurate facts and contextual information about the communities from which our pupils are drawn. Accurate contextual information helps us to understand the challenges and opportunities we need to address.

A key objective for the next 4 years is for the NEAT Trust to continue to research, develop and articulate accurate and informative contextual information to inform all of the strategies and partnerships we use to challenge inequality; the majority of the inequalities faced by our pupils do not occur on the school site, but if we fail to address them, we limit the impact we can have on children's happiness, life chances and social mobility.

- Staff induction will include training about protected characteristics in the context of the school and the wider Trust area
- A social mobility strategy for children and young people in the NEAT Trust will be articulated by defining contextual barriers that we need to actively work to overcome
- Best practice guides will be developed and used to address inclusion. Building on the strength of the work already in place to promote LGBT inclusion, this will be the first to be shared
- Community intelligence is promptly shared with partners
- Useful pathways and interventions are added to the windscreen model and good practice in tailoring the right intervention at the right time is

enhanced and continuously improved.

### Objective 3

#### **Characteristics: sex, race, religion and belief, sexual orientation, disadvantage. Internationalism and global learning**

During the period up to 2013 when European funding and education projects were accessible to schools, Tyneview was involved with the Comenius programme. The opportunities to build partnerships and exchange learning and ideas with European partners contributed significantly to the concepts of internationalism and understanding global or international contexts.

An important objective for us is to extend the learning, perspectives and horizons of our pupils by reinvigorating and resourcing the work we do to develop global learning.

This objective will encourage staff to research and evaluate the resources, partnerships, links and opportunities that are available to us to reinvigorate global learning and the links we make between our own community and those in other parts of the UK and the world.

#### **Measurable**

We will ensure that there are opportunities in the learning we introduce for us to measure the impact on attitudinal change of pieces of global learning.

We will introduce global learning opportunities thematically and at appropriate times in the year, consistent with national and international campaigns and commemorative events. This calendar will be constantly growing and developing and staff, parental and pupil input will be welcomed.

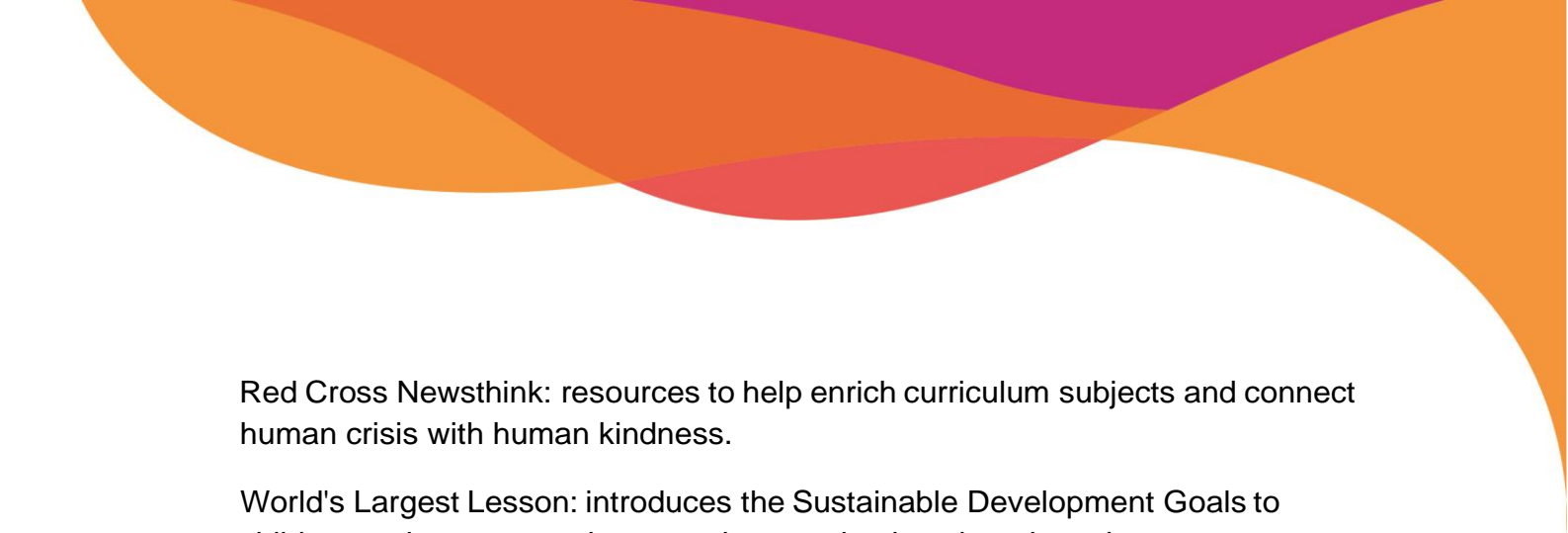
Free resources to help us achieve this objective include:

RISC: How do we know it's working? Tracking Changes in pupil attitudes

Global Dimension The World in your classroom

Global Dimension calendar: events archive





Red Cross Newsthink: resources to help enrich curriculum subjects and connect human crisis with human kindness.

World's Largest Lesson: introduces the Sustainable Development Goals to children and young people everywhere and unites them in action.

*These objectives replace the previous equality objectives set in April 2016.*

*Progress against the objectives will be reviewed annually as part of the school improvement cycle, and they will remain our objectives until April 2024, when they are due to be formally reviewed.*