



## **Bellingham Middle School**

### **Equality Information and Objectives 2016-19**

Our Equalities Policy Statement outlines our principles in relation to our commitment to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

#### **Context**

- We are a one form entry school (with exceptions in occasional year groups which have two smaller classes).
- Quality of teaching and curriculum provision is developed to ensure that the needs of all pupils are met and to mitigate the effects of any disadvantages or vulnerabilities on learning.
- Fewer than 5 of our pupils are from BME backgrounds.
- Our disadvantaged pupils, in respect of whom we receive the pupil premium grant, are monitored and targets set in our Pupil Premium strategy as well as in our School Development Plan. We currently have 23 pupils eligible for this grant (17%).
- We maintain data about children with additional needs and disabilities and have targeted provision to support pupils on the SEND register.
- The school is an accessible building with ramps and accessible toilets – this is under review for further improvement.
- We promote positive attitudes towards all groups of people including those with disabilities and we actively work to challenge or pre-empt any disablist perceptions. We welcome work with Sky Sports Mentors (including mentors who participate in the Paralympics).
- We use data to set targets and objects and these sit within the school development plan.
- We place very high importance on diminishing the difference for children eligible for the pupil premium grant. A named member of our Steering Group holds the school to account for this.
- We record, report and tackle instances of discriminatory language or bullying.
- We promote fundamental British values.
- There is good, compliant equal opportunities practice evident in the recruitment of staff and staff and governors have had face-to-face WRAP training in January 2016.
- There are opportunities in the curriculum to promote the spiritual, moral, social and cultural development of all pupils.

## Equalities Objectives

2016 – 2019 (to be reviewed annually)

Objective	Lead	Expected evidence of impact	Review 2017	Review 2018	Review 2019
<p>Diminish the difference for pupils in the disadvantaged group by tracking and monitoring their progress and attainment. Take rapid action to ensure they make accelerated progress by addressing any barriers to learning.</p> <ul style="list-style-type: none"> <li>✓ Use of data, observation and DA passports to identify barriers to learning and work to overcome them – enlisting support from outside agencies as needed.</li> <li>✓ Quality First teaching, supported by CPD</li> <li>✓ Use of targeted interventions where appropriate (maths, English, nurture etc)</li> <li>✓ Work with parents/carers so that pupils are supported at school and at home.</li> </ul>	Head / SLT	<ul style="list-style-type: none"> <li>• Disadvantaged (DA) pupils who enter our school below age related expectations (ARE) make accelerated progress so that they are more able to access the curriculum and work at ARE and beyond.</li> <li>• DA pupils who are at, or deepening within, ARE are enabled to make accelerated progress to further deepen their learning.</li> </ul>			
<p>We will improve the wheelchair access in school so that the dining hall is more easily accessed and carry out any further improvements arising from our Accessibility Plan.</p>	Head / SLT	<ul style="list-style-type: none"> <li>• All pupils can easily access any part of our school</li> <li>• Pupils and visitors report that our school environment is welcoming and suitable for their needs.</li> </ul>			
<p>Develop work within school, as well as with partners such as Sky Sports Mentors / Show Racism the Red Card / Newcastle Football club outreach / STEM Ambassadors etc. to continue to foster good relations and encourage role models to work with our pupils on our SMSC targets.</p>	MC / DW / AV / SLT	<ul style="list-style-type: none"> <li>• Pupils apply principles of equality and fairness in their day to day interactions</li> <li>• Pupils can articulate strategies to keep themselves safe from extremism, racism and other discriminatory behaviours or attitudes.</li> </ul>			