



Beaufront County First School  
Near Sandhoe  
Hexham  
Northumberland  
NE46 4LY  
01434 602903



Headteacher Mrs E. Daniel  
admin@beaufront.northumberland.sch.uk

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## Equality Information – gathered 2014-2015

(February 2015 data)

### Age and Sex:

- Our standard number is 15 and there are approximately 15 children in each of the year groups from Reception through Y1, Y2 ,Y3, to Y4.
- There are more boys than girls in school (28 G: 41 B)
- We have a significant number of summer term birthdays in our school.22 /70. This is especially significant in year One (7/13).

### Disability:

- 0 children have physical disabilities.
- 1 member of staff has a hearing disability
- We have wheelchair accessibility to the building provided by a ramp to the rear of the building.
- We have a disabled toilet
- We have no stairs in the building.

### Gender reassignment:

- No data is collated by the school about gender reassignment for the pupil or the staff population.

### Race

- The vast majority of children in school are White British. 3 children are recorded as belonging to a group other than White British.
- There are no significant patterns of underachievement from minority ethnic groups.
- The school has consistently recorded and reported no racist incidents to the local authority.

### Religion or belief

- The ascribed religions of the school population are Christianity, Jewish or no religious belief, as defined by parents on the school's data collection forms.

- Provision exists for children who elect to be absent from acts of Christian corporate worship on the grounds of belief to do so.
- All pupils learn about beliefs other than Christianity.

### **Sex**

- All the teaching and non- teaching staff are female.
- Currently we have individuals across all year groups with lower attainment in writing. These individual are mostly boys.

### **Sexual orientation**

- No data about the sexual orientation of pupils, staff or parents is collected or held by the school.

### **Marriage and civil partnership**

- When information about changes in marital status or home circumstances is communicated to school , it is recorded in the school's file. Any changes to contact details are recorded in the child's file.
- No data is collated by the school about parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

### **Pregnancy and maternity**

- The school has a flexible approach with regard to returning to work and flexible arrangements regarding emergencies relating to children, childcare and parenting.

### **Free School Meals, school deprivation indicator and vulnerable groups.**

- 2.9 % of our pupils are eligible for free school meals. The performance of these children is tracked individually. (National 26.7%)
- The school deprivation indicator shows a value of 0.07 placing our school in the least deprived quintile nationally. (National value is 0.23)
- Our vulnerable groups tend to be individual children, with the reason for their vulnerability varying from cohort to cohort. A list of children causing staff concern is held within our SEF. We have a very small number of looked after children on roll.

### **Bullying**

- Any instances of bullying are recorded initially in our "incident" file and then reported to NCC via the HT report and governors returns.
- Most of the issues of conflict in school relate to friendship and games.
- No data is recorded about the prevalence of, for example identity based bullying, homophobic language or gender based bullying.

### **Performance differentials by group**

- No clear patterns emerge. Children are tracked as individuals because of the small cohorts. (15 per year)
- However individual performing significantly below national expectations in writing are mostly boys.

**Objectives:**

**The School's equality objectives have been established by looking at the most significant and meaningful equalities challenges we face:**

**They are:**

- To ensure that children who make less progress than their peers but who do not attract additional funding from Pupil Premium or top up funding make the maximum amount of progress and are given the provision that matches their needs.
- To ensure that high achievers maximize their progress across the curriculum.