



Morpeth First School

Published Equality information and Objectives

2021 - 2025

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

Published objectives 2021 - 2025

The following is our published information (November 2021) about our school and the ways in which we work to eliminate differences in 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, gender and by proficiency in English. This is available on request.

Morpeth First School is a relatively large first school situated on the southern border of the town of Morpeth, in a semi-rural setting in north Northumberland. Having been situated in the centre of the town for the previous 110 years, we have recently moved to a purpose built two storey facility with outside space on the outskirts of the town whilst still maintaining the existing catchment area. This move, alongside the shift in community awareness as a result of the COVID-19 pandemic has allowed us the opportunity to revisit the school's ethos and vision for our children and wider community.

Teaching children about their rights and responsibilities along with respect for others is at the forefront of our vision. Our ethos of ensuring that our school community feels 'treasured, courageous and empowered' is at the forefront of all we do. We are very proud to have recently been awarded the 'School of Character Kitemark Award'. As well as celebrating and valuing the unique talents and characteristics of each child within our school we also endeavour to recognise talents and characteristics in members of the local community and wider society using these as role models for our pupils. The ethos of the school promotes our commitment towards the British values of mutual respect, the rule of law and democracy.

A relatively small percentage of pupils do not speak English as their first language and the percentage of BAME pupils in our school is well below the national and county average.

Our disadvantaged pupils in respect of whom we receive the Pupil Premium Grant (PPG) are reported on as a discrete group in order to demonstrate the impact of the PPG funding on diminishing the difference in outcomes for these pupils in comparison with their peers. The funding is used effectively to offer evidence based academic support and guidance approaches through the provision of smaller group sizes. The funding is also used to offer social and emotional support to children, (and their parents if necessary), through our 'Nurture Nook' provision. Parents are involved in decision making regarding the purchase of assistive technology and other resources where this is required for children to engage with the curriculum more effectively. We also use PPG funding towards subsidising music tuition and residential visits where parents request this. Objectives relating to children eligible for free school meals have a high priority for schools, although financial disadvantage is not a protected characteristic. Many eligible pupils have additional protected characteristics.

We represent, discuss and welcome family diversity and the positive aspects of individuality in families through our PSHE schemes of work, our character curriculum and through the resources used within school. We establish safe spaces for changing and using toilet facilities and make sensitive adaptations when a child needs support.

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

The school has data on its composition broken down by types of disability and special educational need

The graduated Approach offers children a range of interventions and specialist cycles of support to help them learn and make progress.

Two 'Mental Health in Schools' trained lead teachers and all of the school staff help to promote emotional health and well being and a range of strategies are used to promote resilience and mental health. These include the 'Nurture Nook' staffed by an experienced 'Thrive' trained practitioner to support social and emotional difficulties which are a barrier to particular children learning. Staff trained in the effect of parental conflict can support parents in understanding the effect that this may have on their children. As part of our Character curriculum, children are also provided with designated time to reflect on events and their response to these in class or individual character reflective journals which are used by the teachers to identify issues to enable support to be quickly targeted where necessary. Resources are regularly signposted to support parents and carers and to help eliminate the stigma of mental health.

The school building is entirely accessible with ramps, accessible toilets, showers and wheelchair accessible routes. There is a lift to enable access to the upper floor of the building.

We use data on inequalities of outcome when setting objectives for achievable and measurable improvements.

We record and report instances of discriminatory language including racial, sexual and homophobic language, bullying and perceived harassment on CPOMS which helps to build a picture around a child. The school can request further support from the local authority with regard to managing incidents involving hate crime and extremism or request support from local safeguarding partners. Training scripts are provided to support staff in dealing with challenging situations where discriminatory language is used. All staff receive Prevent training through the Government approved course when initially employed and this is refreshed on a regular basis. Where a concern is raised regarding the possible radicalisation of a child or young person the local authority guidelines are followed for referral.

We do recognise that some pupils may have few opportunities to experience the wider UK and urban contexts outside Northumberland and provide a range of visits and visitors to broaden understanding of the wider multicultural, multi faith context in modern Britain. We also have links to partner schools in London and Nepal to extend the children's horizons and perspectives and regularly discuss news items which contribute to the sense of being connected to the wider world. We ensure that our 'Character Champion' awards and resources represent our diverse society.

The school records data about religion and belief when it is provided by parents through our data collection arrangements. This enables us to ensure that we are inclusive and sensitive with regards to pupils' religions and beliefs.

Documentation and record keeping

Our school has an overarching statement of equality policy. Other policies which relate to equalities are Safeguarding and Child Protection, anti-bullying, e-safety and behaviour policies, all of which are available on the [school website](#).

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 trusted adults through our PSHE schemes of work and our Character curriculum. Our commitment to the British values of democracy, tolerance and mutual respect is provided through specifically targeted activities and through our ethos, inspiring children to feel treasured, courageous and empowered.

Responsibilities

All members of staff have responsibility for meeting equality objectives. All staff take responsibility for anti-bullying good practice and challenging discrimination whenever and wherever it occurs.

Staffing

Our recruitment process ensures that we do not discriminate against any protected group when employing staff. There is equal opportunity in the promotion opportunities offered to staff.

Behaviour, safety and personal development

Both the PSHE and character curriculum as well as the wider focus on learning in school demonstrates the value placed on learning about fair, safe and equal relationships, respect, values and consent. PSHE and Character education are specifically prioritised each week in order to achieve these goals.

When appropriate, we engage with community partners to demonstrate our integrity in supporting those with protected characteristics. Using these community links supports children in transcending perceived barriers.

School Council members are advocates for their peers and regular questionnaires completed by both parents and children show that the children in our school feel safe from all kinds of bullying. The school's anti-bullying policy is available on the [school website](#).

Curriculum

There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion, safe and respectful relationships and mutual understanding.

The school ensures that the children are taught these values in an age-appropriate way through planned and sequenced lessons in order that they can access their rights and recognise those of other children.

There are further opportunities throughout the curriculum to promote children's spiritual, moral, social and cultural development and help them to experience the values and cultures of others, further extending children's understanding of equality.

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 for the Equalities Act.

The school has procedures for finding out how pupils think and feel about the school including regular questionnaires and reflective journals and has regard in these in respect of the Equality Act.

The school regularly consults with parents and carers through online surveys, and thorough user groups such as the Parents' Character Group and the Parents' Nutrition Group . We are able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Part Two

Intent 1

Diminishing the difference - Attainment

We have small cohorts of pupils with a combination of protected characteristics and vulnerabilities which contribute to a significant or small gap in attainment and progress between them and their peers. (gender, SEND, PPG eligible). We use evidence based interventions and targeted support which will enable us to increase pupils' attainment and ensure that they work at the expected standard or above.

These interventions will be targeted individually or at small cohort groups and reviewed annually. Following termly evaluations, interventions that do not have a significant impact on progress will be discontinued and replaced with an alternative.

Intended interventions include:

- Remedial phonic intervention
- Small group literacy support
- Small group numeracy support
- Social and emotional support to increase readiness for learning

- Sensory intervention
- Kinaesthetic intervention programs
- Short term memory booster programs
- Opportunities for outdoor learning including forest school
- Reading fluency support

Expected evidence of impact:

- Identified pupils with protected characteristics will make or exceed the expected progress relative to their starting points
- Children's readiness to learn and engagement will reflect the success of the strategies

Intent 2

Diminishing the difference - Character

As a school we will endeavour to raise the aspirations of all children, but especially those with protected characteristics in order that they set ambitious goals for themselves and are not held back by societal stigma.

We will endeavour to provide opportunities for increasing ambition through providing aspirational role models and opportunities for children and empowering them to be courageous in their choices. We will also endeavour to support children whose ambition may be hindered by circumstances at home including parental mental health. Opportunities will include:

- Access to career role models either in person, or linked to particular subject content
- Interaction with community projects
- Interaction with community groups (eg Home for Elderly)
- Visits from community volunteers
- Access to services where required
- Parental access to staff support for reducing parental conflict
- Signposting mental health resources for parents
- Sports leadership training
- Whole school role models/responsibilities (ICT leaders, school buddies)
- Peer awards
- Character awards
- Fundraising involvement
- Involvement with local, national and international issues, eg climate change

Expected evidence of impact:

- Children will be able to talk about their ambitions for their own futures, that of their wider community and society in general.
- They will recognise and talk about the contribution made by themselves and others in society.
- They will recognise when others are not given the same opportunities and challenge this.

Intent 3

Fostering good relationships

We recognise the context of Morpeth and the relative lack of opportunity that pupils may have to engage with role models from urban and minority communities. We recognise the important role that the school is expected to play in opening up the children's perspectives to the wider context of the UK beyond rural Northumberland, in preparing them for adult life and appreciation of the wider diversity of the UK and beyond.

Our aim is to provide opportunities such as those listed below to support both our character curriculum and British values in order to promote tolerance, understanding and community involvement.

- Re-establish links with local churches and places of worship and encourage visits and assembly speakers
- Audit resources including reading materials/texts to ensure a mix of family diversity, disability gender role models etc
- Continue to build links with partner schools in London and Nepal to explore issues around homelessness
- Through the character curriculum, explore how children can identify and challenge discriminatory language and discrimination when it happens
- Children to explore local and global issues and consider how they can be involved eg climate change, food poverty
- Children to explore democracy and consider what it might be like to live in areas where this is not the norm.
- KS2 to hold debates about local, national and international issues

Expected evidence of impact:

- Children will be able to talk confidently about the issues that they have been involved in.
- They will be able to articulate how they might challenge discrimination stereotypes and be aware of injustices
- Children to be allies and advocates of others, respecting and protecting the rights of others
- Children will have increased understanding of engaging with campaigning and being concerned citizens
- Children recognise that they have the power to make a positive difference in their own community and more widely.

These objectives replace the previous objectives set in 2018

Progress against the objectives will be reviewed annually and they will remain our objectives until Autumn 2025 when they are due to be refreshed.

Equality Targets 2021 - 2025

Intent 1 Diminishing the Difference - Attainment	Implementation	Evidence of impact	Review Date Person responsible	Next steps
<p>To continue to work on diminishing the difference between those with protected characteristics and those without in terms of their attainment</p>	<p>Progress of targeted children tracked half termly across Literacy and numeracy and intervention/booster groups set up as required. To be run by teachers and HLTA's where possible to maximise impact (see EEF research). Groups to include where required:-</p> <ul style="list-style-type: none"> ● Remedial phonic intervention ● Literacy small group support ● Numeracy small group support 	<p>Identified pupils with protected characteristics will make or exceed the expected progress relative to their starting points</p>	<p>Half termly Class teachers SLT</p>	
<p>For all children to be in a state of readiness to learn</p>	<p>Social and emotional needs of children monitored on a regular basis and referral for support from the following HLTA/TA interventions if required:</p> <ul style="list-style-type: none"> ● Nurture nook ● Sensory interventions ● Kinaesthetic interventions ● Short term memory booster programs ● Reading fluency support ● Opportunities for outdoor learning including forest school ● Specific resources as required 	<p>Children with protected characteristics will be engaged effectively and will be ready to learn</p>	<p>Half termly Class teachers HLTA/TA SLT</p>	

Intent 2 Diminishing the Difference - Character	Implementation	Evidence of impact	Review Date Person responsible	Next steps
<p>To raise the aspirations of children with protected characteristics so that they set ambitious targets for themselves and are not held back by societal stigma or background</p>	<p>Opportunities provided for increasing cultural capital and experience opportunities currently outwith their experience through:</p> <ul style="list-style-type: none"> ● Provision of career role models ● Interaction with community projects and groups ● Access to services where required ● Parental access to staff support for reducing parental conflict ● Signposting mental health resources for parents ● Leadership and teamwork training through sports intervention and Commando Jo training ● Whole school responsibilities (ICT leaders) ● Character awards representing diverse categories ● Fundraising involvement ● Involvement with local, national and international issues (eg climate change) 	<p>All children including those with protected characteristics to be able to talk about and have high expectations of their ambitions for their future</p> <p>Children to be able to recognise and talk about the contribution that they have made in society</p> <p>All Children to recognise when others are not given the same opportunities and to find ways to challenge inequalities in ambition and life chances</p>	<p>Termly</p> <p>SLT SR</p>	

Intent 3 Fostering good relationships	Implementation	Evidence of impact	Review Date Person responsible	Next steps
<p>Children to recognise the wider context of the world in which they live and to recognise and respond appropriately to diversity and equality issues</p>	<p>Provide opportunities as appropriate and as follows:</p> <ul style="list-style-type: none"> ● Re-establish links with local churches and places of worship ● Audit resources including reading materials to ensure a mix of family diversity, disability, gender role models etc ● Continue to build links with partner schools in Nepal and London to explore issues around homelessness ● Through the character curriculum, explore how children can identify and challenge societal discrimination and inequalities ● Children to explore local, national and world issues and consider how they can be involved in tackling poverty, climate change etc ● Children to explore democracy and consider what it would be like in areas where this is not the norm 	<p>Children to talk confidently about the issues they have been involved in</p> <p>Children able to articulate how they might challenge discriminatory language and actions</p> <p>Children to be allies and advocates of others, respecting and protecting the rights of others</p> <p>Children to have increased understanding of engaging with local , national and international campaigns and being concerned citizens</p> <p>Children recognise that they have the power to make a positive difference in society</p>	<p>Termly</p> <p>SLT</p> <p>SR</p> <p>AH</p> <p>Teachers</p>	