



Morpeth First School

Published Equality information and Objectives

2025 - 2029

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Published equality information about the context of our school (2025)

Published objectives 2025 - 2029

The following is the Spring 2025 published information about our school and indicates the ways in which we work to eliminate differences in outcome for groups with protected characteristics. It includes information about the work we do both to promote equality and to challenge discrimination.

Our other policies which relate to equalities are Safeguarding and Child Protection, Anti-bullying, Online safety and Relational policies, all of which are available on the [school website](#).

Morpeth First School (known locally as Goosehill) is situated on the southern border of the town of Morpeth in Northumberland. The current school opened in 2019 on the new site following the closure of the original Morpeth First School which was situated in the town centre. The new site provides a purpose built two storey facility with a large area of outside space. We are a 2 form entry school and have capacity for 60 children in each year group from Reception to Year 4 as well as a 39 place Nursery. Although the catchment area remains the same as that of the previous site, there has been further housing development in the vicinity of the new school which has reduced the capacity of the school to take children from outside the catchment area.

Our ethos of ensuring that our school community feels 'Treasured, Courageous and Empowered' is at the forefront of all we do. Teaching children about their rights and responsibilities along with respect for others informs our vision. We are very proud to have been the first First School in England to have been awarded the 'School of Character Kitemark Award' in 2022 from the Association of Character Education (ACE), followed in 2023 by the Kitemark Plus award in recognition of further development of our Character Curriculum. We are now an ACE Regional Hub school, and support other schools across the region in developing their own Character curriculum. 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 also promotes our commitment towards the British values of mutual respect, the rule of law and democracy.

As a school community, we recognise that we have a responsibility for helping to foster the attitudes, skills and attributes that our pupils require as they journey through life. Research has shown that young people that are disadvantaged in some way can show less aspiration than their peers and may consider particular pathways or options are closed to them because of this. Furthermore, it has been shown that by the time a child has reached the age of 8, they already have preconceptions about the type of work that is open to them - if their knowledge and understanding of opportunities is limited, their aspirations will also be limited. As a school, we want our pupils to break through these barriers and give them the knowledge, confidence and skills to believe that they can achieve whatever aspirational opportunities they wish in their future and are not held back by stereotypical beliefs. We therefore aim to provide positive role models in a range of situations in order to challenge

these attitudes. One aspect of this is our involvement with the DfE 'Start Small, Dream Big' initiative where opportunities are provided for finding out about a range of skilled work or certain types of employment open to them later in life. In order to support them in this, we regularly provide all pupils with opportunities to find out about different careers linked to their learning as well as provide employer encounters that showcase a broad base of possible opportunities linked to their future in the world of work.

The school has data on its composition broken down by funding in terms of disadvantage

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.

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 when compared to their peers. The funding is used effectively to offer evidence-based academic support and guidance approaches through the provision of smaller group sizes and individualised support where necessary. The funding is also used to offer social and emotional support to children, through our 'Nurture Nook' provision. Parents are involved in decision making regarding the purchase of assistive technology and other aids and 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 thereby providing further opportunities for developing cultural capital. PPG can also be used to provide places at after school clubs and at our wraparound care offer to support children in developing a positive and stimulating play experience.

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

Currently, 12% of the pupil population is identified as having SEND (Jan 2025) consisting mainly of SEMH needs. Although this is just below national average, as reflected in National data, this figure has been increasing year on year since the COVID 19 pandemic.

The school building and site is entirely accessible with ramps, accessible toilets, a shower and wheelchair accessible routes. There is a lift to enable access to the upper floor of the building. Specialist resources and aids are made available where necessary for individuals to support physical and curriculum access. We work closely with partner agencies such as Speech and Language, Hearing Impaired and Physiotherapy Services on a case by case basis to ensure that children have timely and appropriate interventions or aids to support them in accessing the curriculum or other areas of school life.

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

We have two 'Mental Health in Schools' trained lead teachers who oversee the SEMH approach as delivered by the school, however all teaching staff have undergone various training to support different aspects of SEMH. All staff make it a priority to promote emotional health and well being and a range of strategies are used to encourage resilience and mental health. These include the 'Nurture Nook' staffed by a highly experienced Higher Level Teaching Assistant to support social and emotional difficulties which are a barrier to particular children learning. For those few children who find it difficult to manage learning in a busy class, there are quiet areas in the learning corridors and a small 'Hub' area where learning can be tailored specifically to certain children's needs and interests. Staff are trained in a relational approach championed by Paul Dix ([*'When the Adults Change, Everything Changes'*](#)) as a means to support behaviour management. 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. This allows staff to identify issues and enable support to be quickly targeted where necessary. Resources are regularly signposted to support parents and carers and the school community regularly takes part in initiatives supporting mental health and neurodiversity to help promote understanding and eliminate the stigma of poor mental health within school and in wider society.

The school has data on its composition broken down by year group, ethnicity, gender and by proficiency in English. This is available on request.

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.

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 toilet facilities and make sensitive adaptations when a child needs support. Parents are welcomed into school to share aspects of religious festivals and celebrations with classes to support understanding of different faiths.

We record and report instances of discriminatory language including racial, sexual and homophobic language, bullying and perceived harassment on CPOMS which can be used to identify any concerning patterns of behaviour. 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. As an employer, the Governors of the school have clear policies and procedures in place for the employees if any member of staff needs to report harassment or abuse of any kind.

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. Where possible we also have links to partner schools in other parts of the country and the world to extend the children's horizons and perspectives. Children 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, however it is not compulsory for parents to notify us. This data is used to ensure that we are inclusive and sensitive with regards to pupils' religions and beliefs.

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*'.

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. There is no requirement for the uniform to carry branding and we operate a pre-loved uniform facility which further supports families on low income.

Responsibilities

All members of staff have responsibility for meeting equalities 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. We have a robust Dignity at Work policy and have put in place steps to prevent staff from being subject to discrimination or harassment from other staff members or third parties as part of their work as well as having procedures for dealing with incidents of this nature.

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.

Documentation and record keeping

Records of progress are kept by the class teachers and assessments are carried out at intervals to ensure that any attainment gap is closing. Subject managers are responsible for monitoring progress in curricular subjects and this is shared with the Leadership team. Whole school data is scrutinised regularly which allows any emerging patterns to be identified and acted on early. Equalities information such as SEND is transferred securely via our information management system to their new settings when pupils leave our school. Other equalities information which has been shared by parents/carers with the school as part of the data collection process will also be shared.

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.

Progress is shared with parents at formal parent consultation meetings, but informal 'catch ups' take place regularly, either at the request of the parent/carer or of the teacher. Parents/carers of children who require the involvement of outside agencies for example, due to SEND, are involved from the time of referral and are kept updated as involvement with other agencies continues. Pupils' views are also taken into account during referrals, as part of any EHCP reviews or the creation of specific, individualised behaviour plans.

The school has procedures for finding out how pupils think and feel about the school including regular questionnaires and reflective journals and has regard to these in respect of the Equality Act. The School Council is active in making sure that pupil voice is heard and they take a leading role in supporting national initiatives and fundraising for various charities and causes that raise the profile of particular groups of individuals who may suffer discrimination.

The school regularly consults with parents and carers more generally through online surveys, and thorough user groups.

The School's Governors take an active role in ensuring that the school meets its legal duties in terms of equalities, and wherever possible, they ensure that they are visible at school events and are happy to engage with parents who raise any issues. As a school, we recognise the importance of ensuring that all stakeholders feel that their voice is listened to and the school operates an 'open door' policy where we aim to respond as quickly as possible to any parental issues, concerns or queries, particularly 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 support them in working at the expected standard or above.

These interventions will be targeted individually or at small cohort groups. Interventions are reviewed on a short term basis eg weekly or half termly depending on the type of intervention to ensure that they are having the desired effect. Progress indicators are reviewed more formally each term and reviewed annually to establish longer term goals where necessary. Following termly evaluations, interventions that do not have a significant impact on progress will be discontinued and replaced with an alternative or in some instances, further external support is sought.

Interventions include:

- Small group Remedial phonic intervention
- Individual remedial phonic intervention
- Small group/individual literacy support
- Small group/ individual 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
- Provision of specific calming areas or individualised sensory equipment

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 utilising aspirational role models 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 and financial disadvantage.

We will provide opportunities for children to develop their interpersonal skills and 'character' through offering opportunities for them to achieve success in the wider life of the school and local and global community.

Opportunities will include:

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

Expected evidence of impact:

- Children will be able to talk positively 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.

- Continue to foster 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
- To raise awareness within the school community of the challenges that minority groups face in their lived experiences and consider how behaviour and language can impact on these experiences
- 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, forced relocation
- 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
- Using the links with the Font Alliance schools, provide opportunities for children build communities of involvement with children from a range of different backgrounds

Expected evidence of impact:

- Children will be able to talk confidently about the issues that they have been involved in and begin to draw their own informed conclusions.
- They will be able to articulate how they might challenge discrimination stereotypes and be aware of injustices
- Members of the school community 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 2021

Progress against the objectives will be reviewed annually and they will remain our objectives until Autumn 2029 when they are due to be refreshed.

Equality Targets 2025 - 2029

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 • Specifically recommended SEND interventions, eg Speech and language, physiotherapy • Reading fluency support 	<p>Identified pupils with protected characteristics will make or exceed the expected progress relative to their starting points</p>	<p>Half termly</p> <p>Class teachers</p> <p>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 sensory resources and/or referral for support from the following HLTA/TA interventions if required:</p> <ul style="list-style-type: none"> • Nurture nook • Sensory interventions incl provision of noise reduction headphones, weighted blankets etc • Kinaesthetic interventions • Short term memory booster programs • Provision of quiet/calming spaces for learning and reflection • Opportunities for outdoor learning including forest school • Specific resources as required <ul style="list-style-type: none"> • Parental access to staff support for reducing parental conflict • Signposting mental health resources for parents 	<p>Children with protected characteristics will be engaged effectively and will be ready to learn</p>	<p>Half termly</p> <p>Class teachers</p> <p>HLTA/TA</p> <p>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 varied career role models • Interaction with community projects and groups • Leadership and teamwork training through sports intervention and Commando Jo training • Whole school responsibilities (eg ICT leaders) • Character awards representing diverse categories • Fundraising involvement • Involvement with local, national and international issues (eg climate change) • Involvement with inter school events and competitions • Implementation of positive noticing through relational policy 	<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> <p>Continue links with local churches and places of worship</p> <p>Regular evaluation to ensure that resources including reading materials to ensure a mix of family diversity, disability, gender role models etc</p> <p>Source schools and organisations from diverse areas to form links with</p> <p>Through the character curriculum, explore how children can identify and challenge societal discrimination and inequalities</p> <p>Children to explore local, national and world issues and consider how they can be involved in tackling poverty, climate change etc</p> <p>Children to explore democracy and consider what it would be like in areas where this is not the norm</p>	<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>Children become confident at communicating with others in order to build strong relationships</p> <ul style="list-style-type: none"> • Staff are aware of the most up to date/acceptable 	<p>Termly</p> <p>SLT</p> <p>SR</p> <p>Teachers</p>	

<p>School community recognise how the 'lived experience' of minority groups can be positively affected through raising awareness of up to date terms.</p>	<ul style="list-style-type: none"> • Equalities training in most recent terminology around minority groups for all staff • Plan opportunities for pupils to work alongside children from other local schools through the Font Alliance. 	<p>terminology and information around minority groups</p> <ul style="list-style-type: none"> • Staff confident to challenge discriminatory or language that could be construed as offensive 	<p>By end of Spring 2 term 2025</p> <p>Training information provided by G Finch (NCC) for all staff</p> <p>Information included in induction information going forward and annual update training</p>	
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