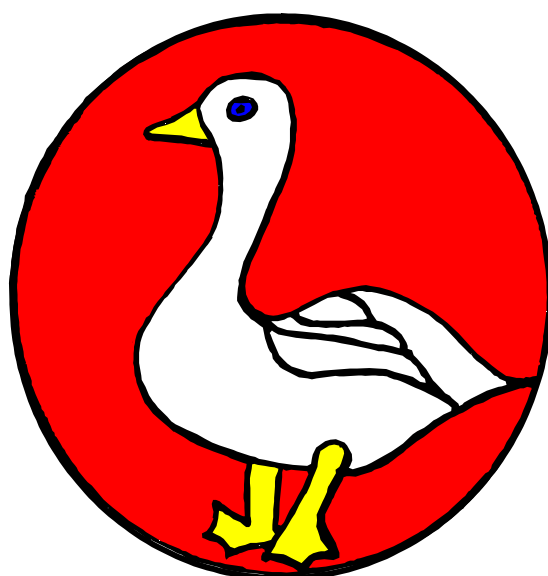


Morpeth First School



**Published Equality
Information
September 2019**

Morpeth First School

Part One

Published Equality Information about the context of our school relating to the nine protected Characteristics

This is our published information about our school population (September 2019) and the ways in which we seek to eliminate differences in outcome for groups with protected characteristics (based on data for the academic year 2018-2019).

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 large, two form entry First School admitting children from the ages of 3-9. We have recently moved from an old, outdated building the centre of the market town of Morpeth to a new, purpose built school on the southerly outskirts of the town. This move will enable us to create more effective provision and greater opportunities for all of our pupils than our previous site allowed. We are currently at almost full capacity, with the majority of children coming from within our own catchment area. Our ethos statement, available on our website, sets out our ambitions for the children in our care as well as our vision for teaching and learning.

Children are taught about their rights and responsibilities as young citizens at an age appropriate level. They are taught to respect one another, the school community and wider communities. We celebrate individuality and the unique talents and characteristics that each child brings. We promote British values and place a strong emphasis on teaching respect for others and a tolerance of different beliefs and lifestyles.

A very small number of our pupils speak English as an additional language, which is below the national average (state primary school [average 21%](#)). We also have relatively few BAME pupils in our school in contrast with the National average ([33% of children](#) in state primary schools).

Our disadvantaged pupils in receipt of Pupil Premium Grant are reported on as a discrete group in order to demonstrate the effect of the PPG funding on diminishing the differences in outcomes for these pupils compared with their peers. We use the funding effectively to offer academic support and guidance using evidence-based approaches. The funding is also used to provide social and emotional support to those children requiring it. Access to school visits, residentials, swimming and instrument tuition may also be funded as appropriate from this source. Most of the pupils in receipt of this grant are making expected or better progress relative to their starting point and SEND status.

Small cohorts

Many of the cohorts of children with protected characteristics are small (sometimes consisting of 1 or two children), which can make it more difficult to identify trends or patterns in data.

We represent and welcome family diversity and the positive aspects of individuality in families that do not conform to stereotypes. We work together to challenge perceptions of diversity that may be uncomfortable for some members of the community to accept, acknowledging that our priority is for every child to feel safe and welcomed in the knowledge that we are committed to our legal duty to keep them safe from discrimination. We work together to identify and eliminate any unintended, unconscious bias in the language we use to children, parents and the wider community in order to embody the inclusivity within the school's ethos.

We recognise the increased number of gender diverse pupils within primary schools. Our toilet facilities are gender neutral for those who are gender non-conforming and staff have been provided with awareness training to support pupils who may not conform to traditional gender stereotypes. Further support on supporting transgender pupils is also available from the local authority.

Our school uniform is designed to be flexible and 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 needs

Our school has clear protocols and targeted provision to support those children who are on the SEND register. The SEND policy and SEND report are accessible on the [school website](#).

A number of pupils join the school with communication delay. We address this through individualised intervention plans and the support of outside agencies such as speech and language therapists. Other support is also provided through SLA's from Northumberland Local Authority.

Our new school building is totally accessible with accessible toilets, routes both in and outside of the school and an accessible lift to the upper floor. The multi-use games area also has full access to wheelchair users to minimise any inequality of access to sport and to maximise children's potential physically and socially where they can acquire appropriate skills, values and attitudes.

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

We record and report the incidences of discriminatory language and bullying and we deal with these in accordance with the County Council's recently revised [guidance for dealing with hate crime and discriminatory incidents](#). Racist incidents are reported using the [online form](#) and further support and guidance can be sought at this point if necessary.

Staff and Governors have received the required 'Prevent' training and recognise the relationship between hate crime and radicalisation or extremism. We are aware that people in our region are vulnerable to far right extremism and we welcome open discussion to dispel myths and misconceptions.

We recognise the limited opportunities available in our region for our children to experience urban multiculturalism and multifaith communities and work hard to provide a program of learning to mitigate this including visits to a variety of places of worship and welcoming visitors to school from

different cultures and countries. These vary year on year according to significant events and situations.

The school records data about religion and belief when it is provided by parents and carers through data collection mechanisms. As this is not always supplied, it makes it difficult to ensure that we are inclusive with regard to pupil's religions and beliefs but we do ensure that we respond to those that we are aware of and ensure that we utilise opportunities to share their beliefs and cultures if this information is provided on a more informal basis.

Documentation and record keeping

Our school has an overarching equalities and diversity policy available [here](#). Other policies relating to equalities include Behaviour, anti-bullying and safeguarding.

We aim to extend our children's understanding of fostering good relations in a practical context through the work we do in our PSHE and RE curriculum. Through these we aim to give children the confidence and strategies to promote friendships, positive relationships and how to deal with feelings and keeping safe. We also regularly hold 'collapsed curriculum' weeks where many of these issues are dealt with in greater detail to reinforce positive messages. The ethos of the school promotes our commitment towards the British values of mutual respect, the rule of law and democracy.

Responsibilities

All members of staff have equal responsibility for equalities and meeting the equality objectives. All staff have responsibility for ensuring that the anti-bullying policy is upheld and promoting good practice in this area.

Staffing

We follow the County policy on staff recruitment to ensure that applicants receive fair and equal treatment. We also have good equal opportunities for promotion of both teaching and non-teaching staff. Staff are provided with appropriate aids to support them where they have a disability.

Behaviour and safety

There are clear procedures for dealing with prejudice-related bullying and incidents. Any which do occur are reported to the local authority and governors receive an annual update on these.

We regularly liaise with the community police in order to support our ethos and values and welcome them into school to reinforce our message in supporting those who may be vulnerable to hate crime. As part of our PSHE curriculum and anti-bullying projects we have found that pupils overwhelmingly feel safe in school and also know where they can go for help.

Curriculum

There is coverage in the curriculum of equalities issues, particularly to deal with tackling prejudice, promoting community cohesion and mutual understanding. Regular whole school projects also support children in their understanding of these issues. Assemblies support pupils' spiritual, moral,

social and cultural development and help them to experience appropriate values for their role as a global citizen.

Consultation and involvement

The school has procedures for consulting and involving stakeholders as well as the wider community and has regard in these in respect of the Equality Act.

The school has procedures to find out the views of pupils and parents on the school and has regard of these in respect of the Equalities Act. The school is able to respond quickly to any concern about perceived inequality, unlawful discrimination or harassment.

Part Two - Objectives

1. Diminishing the difference

Action

- Termly Community Cohesion planning sent to parents to aid uptake of involvement including 'hard to Reach' parents/carers
- Provision of subject specific support initiatives for parents
- Track SEND and PP progress and attendance termly to aid early identification of barriers to attendance
- Targeted lesson stimuli to encourage boys writing development
- The introduction of motor skills groups to support the development of fine motor skills to support and develop writing
- Identification and support of children who would benefit from the 'Thrive' approach to develop greater readiness for learning

Expected evidence of impact

- The school will review termly the intervention packages selecting the most effective and adapting as necessary in terms of cohort, characteristic and identified need
- Information will continued to be shared amongst the staff, governors and published on the website
- The gap will continue to diminish between the pupils with protected characteristics and other children in line with set targets
- Increased self-esteem of targeted children resulting in improvement in confidence and behaviour for learning

2.Fostering good relations

Action

- To continue to develop children's spiritual, moral and cultural experiences with particular reference to equality and diversity
- Work with outside agencies as appropriate and monitor the impact of such interventions on pupils' views and attitudes
- Seek opportunities for children to work with others who have protected characteristics in order to increase their experience of diversity
- Plan an 'Equalities' collapsed curriculum project
- Continue to build links with citizens from European and World countries through International award projects to allow children to experience a range of other cultures
- Continue to encourage children to question and challenge discriminatory practice and give them the strategies to do so through activities beyond the curriculum (eg dance/drama opportunities)
- Establish staff communications group so that staff from all areas of the school have a voice in the school's development plan

Expected Evidence of impact

- Increased awareness of equality articulated by staff and pupils
- Willingness to question and challenge inequality
- Growing awareness of the broader more diverse context of the UK and wider world articulated by pupils and staff
- Greater involvement in community activities
- Children applying the equality principles they have learned in their day to day interactions

These objectives replace and update those previously set in 2016. Progress against these objectives will be reviewed annually and they will remain our objectives until 2022 when they are due to be refreshed.