

[How our school is complying with the public sector equality duty](#)

OBJECTIVES

Narrowing gaps

We have year groups of pupils who have a combination of protected characteristics and vulnerabilities which can contribute to a difference in attainment and progress between them and other children (boys, girls, disadvantaged, those in receipt of pupil premium, those on our SEND register).

To use evidence based interventions and targeted support to improve attainment and progress from their starting point for these groups of children.

Action: 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, ethnicity, SEND, eligible for the Pupil Premium Grant, disability, for example). We deploy evidence-based strategies to use the Pupil Premium allocation to initiate a range of evidence-based interventions and targeted support which will enable us to see the pupils' attainment increase to ensure that they work at the expected standard or above.

The interventions are reviewed termly, and are targeted at individual children, rather than cohorts or groups. If an intervention does not have an impact, it is evaluated and discontinued.

Intervention used include:

- Phonics
- ELSA to promote social and emotional wellbeing
- Literacy support
- Maths interventions
- Sensory resources and interventions
- Bespoke interventions such as speech and language programmes
- After school clubs for children experiencing periods of disadvantage
- Forest School

Fostering Good Relations

To promote pupils spiritual, moral, social and cultural development through appropriate curricular opportunities, with particular emphasis on promoting equality and diversity.

We recognise the context of Morpeth and the relative lack of opportunity our pupils experience to engage with role models from minority communities (LGBT, BME, disabled people, different faiths) and the important role we as a school can play in opening up the children's lives to the wider context of the UK beyond rural Northumberland.

Action: We recognise the context of our rural communities and the relative lack of opportunity pupils may have to engage with role models from urban and minority communities (LGBT, BAME, disabled people, people of different faiths). 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 an appreciation of the wider diversity

of the UK and beyond. Through the curriculum, PSHE and assemblies we will continue to extend the range of opportunities the children have to engage with themes such as family diversity, disability equality, anti-discriminatory language and behaviour, tolerance and mutual respect, the role of the bystander, religion and belief, how democracy affects us and British Values. This is represented in our literature and materials used with children.

They explore how a sense of agency and how taking action can impact on the emotional and physical wellbeing of the whole community. Community engagement activities and their impact on various types of disadvantage are explored through Harvest Festival, charity work, working with the local Food Bank and considering collective community responses to issues such as de-forestation, preserving wildlife, climate change and mental health issues. Children will have role model visitors and workshops from the LGBT community, religious leaders from different faiths, champions of neurodiversity, gender sports role models in Olympians and Paralympians.

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