



Equalities

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
- In our last OFSTED report, it was judged that ‘Pupils have an excellent understanding of bullying and the different forms it can take, such as cyber bullying and bullying as a result of prejudice. They say that bullying is rare and are confident that staff sort out any problems well.’

Context

- Moss Side Primary School is a single form entry school, located in the Moss Side area of Leyland.
- The admission number is 37 per year and we are consistently over-subscribed (currently 259/259 on roll).
- School stability is high (94% in 2021) and has been consistently over time. For 21/22, outward mobility was 3.2% of the school population, compared to a Lancashire average of 4%.
- Usually we have a higher proportion of boys to girls, although this is beginning to narrow (currently 134 Boys, 125 girls)
- Due to having a potential intake of 259 pupils, we have 8 classes (Reception, mixed Reception/Year 1, mixed Year 1/2, Year 2, Year 3, Year 4, Year 5 and Year 6) across school.
- The school has a diverse range of pupil backgrounds and needs, leading to a wide spread of abilities across the large classes.
- Moss Side has a pupil base which averages in quintile 4 for deprivation as of January 2020. The school currently has 25% pupils FSM6 and 67 pupils receiving pupil premium in total.
- There are currently 3 CLA pupils and 4 PLAC.

- The percentage of pupils with SEND is 12%. There are several pupils with extremely high levels of need and there are currently 4 EHCP pupils, in addition to one being finalised and one currently under statutory assessment.
- The school is predominantly White British but reflects 9 out of 17 possible ethnic groups. 7 pupils classify as EAL, with five different languages spoken.

Legislation and Guidance

This document refers to the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Mrs M Brown. They will:

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Eliminating Discrimination

At Moss Side Primary School, we recognise that all members of the school and our wider community are of equal value. The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes. This is a regular topic for discussion and CPD.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing Equality of Opportunity

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

How will we achieve our aims?

As a school we believe that we should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We school aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school and outside school. For example, our Junior pupils undertook an initiative in support of racist abuse of England players at Euro 2020 (held June 2021).
- All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- Pupil voice is utilised to support this, such as through the School Council's work on anti-bullying.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Publicising the Plan

This policy will be available via the school website and updates uploaded.

Equalities Objectives (2020-2024)

Objective	Progress Made 2022	
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<p><i>To embed a PSHE curriculum which supports the ethos that all humans deserve equal respect and to avoid discrimination.</i></p>	<p>One Decision is used throughout school and is supplemented by a range of related assemblies. Staff and pupils are becoming more familiar with the way that this curriculum is sequenced and their learning is strong. The 'Moss Side Way' is a school behaviour model built on respect and is consistently applied by pupils.</p>	
<p><i>To ensure access around the school building remains accessible, through maintenance and review of the space.</i></p>	<p>The building caters for the needs of the school community. Further access points have been identified, to allow easier community use.</p>	

Monitoring Arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Body at least every 4 years.

They are monitored regularly via evaluation of the school development plan by SLT and the Governing Body.

As always, all school stakeholders are encouraged to provide relevant feedback on this policy and implementation.

Considering Equalities in Decision Making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis, asking relevant questions about the impact of our decisions on different groups in the school community.

