



Equality, Diversity and Inclusion Policy

Equalities Leader / HT	Mr A Wright
Equalities Governor	Mrs M Brown
Last Updated	November 2023
Approved by the Governing Body	November 2023



Aims

Our school is dedicated to fostering an environment that values and promotes equality, diversity, inclusion, and equity in all aspects of school life. We are committed to creating a community where every individual feels respected, supported, and has equitable opportunities to thrive.

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
- Equality: To ensure that all members of our school community are treated fairly and have equal access to opportunities, regardless of their background or characteristics.
- Diversity: To celebrate and embrace the diverse identities, cultures, and experiences within our school, fostering an inclusive and enriched learning environment.
- Inclusion: To create a school culture that actively includes and values every individual, recognising and accommodating different needs and abilities.
- Equity: To promote fairness and justice by addressing and eliminating systemic barriers that may prevent certain individuals or groups from fully participating in school life.

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 in many year groups (currently 249/259 on roll).
- School stability is high (90% in 22/23) and has been consistently over time. For 22/23, outward mobility was 1.9% of the school population, compared to a Lancashire average of 3.9%.
- Usually we have a higher proportion of boys to girls, although this has now significantly narrowed (currently 126 Boys, 123 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 is above average for deprivation. The school currently has 31% of the population on pupil premium in total.
- There are currently 3 CLA pupils and 9 PLAC pupils.
- The percentage of pupils with SEND is 12%. There are several pupils with extremely high levels of need and there are currently 4 pupils with an EHCP.
- The school is predominantly White British but reflects 11 different ethnic groups. 11.6% pupils classify as EAL, with 15 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 Body 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:

- Oversee the effective implementation and monitoring of this comprehensive policy.
- 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 are expected to actively promote equality, diversity, inclusion, and equity in their daily interactions and practices and 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 EDI issues

Pupils are encouraged to uphold the values of respect, inclusion, and equity, reporting any incidents of discrimination, and contributing to a positive school culture.

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

Parents and guardians are vital partners in supporting the school's commitment to fostering a culture of equity and inclusion.

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

At Moss Side Primary School, we are committed to providing equal opportunities for all pupils and recognise the importance of equity in addressing individual needs. We will ensure that additional



support and resources are allocated based on the principle of equity, aiming to level the playing field for all. We will make great effort to:

- Remove or minimise disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who identify as gay who are being subjected to homophobic bullying). This could also include the family members of those with protected characteristics (e.g. pupils from a same-sex family).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils who are Muslim 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:

- Analyse data around groups to determine strengths and areas for improvement, as well as implementing actions in response.
- 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 .

Understanding Equity

Equity, in the context of our school's commitment to EDI, refers to the fair and just treatment of every individual, acknowledging and addressing the unique needs, circumstances, and barriers that may exist among different members of our community. While equality ensures that everyone is treated the same, equity recognises that not everyone starts from the same place and therefore requires tailored support to achieve the same outcome. It involves identifying and dismantling systemic barriers that may disproportionately impact certain groups, ensuring that all pupils have access to the resources, opportunities, and support they need to thrive. Equity is about promoting justice and creating an inclusive environment where diversity is not only acknowledged but actively embraced. By prioritising equity in our practices and decision-making, we aim to create a school where every pupil can reach their full potential, regardless of their background or individual circumstances.

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. This is called 'The Moss Side Way' and is explicitly stated in our Positive Behaviour Policy. We 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.
- Inclusive Curriculum - Our curriculum will be designed to be inclusive and equitable, ensuring that it reflects and respects the diversity of our community and the wider world. We will actively seek to include resources that address and challenge systemic inequalities.

Publicising the Plan

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

Equalities Objectives (2020-2024)

Objective	Progress Made 2022	Progress Made 2023
<i>To embed a PSHE curriculum which supports the ethos that all humans deserve equal respect and to avoid discrimination.</i>	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.	Further enrichment and CPD has been undertaken (and/or planned) to support our curriculum. HSB, anti-racism and trauma informed CPD forms part of the CPD cycle for 23-24 and is already being applied. Assembly and other visit opportunities are being used as opportunities to widen diversity, such as the careers theme for KS2 Autumn 23.
<i>To ensure access around the school building remains accessible, through maintenance and review of the space.</i>	The building caters for the needs of the school community. Further access points have been identified, to allow easier community use.	School car park facilities have been improved to support access for individuals with a physical disability. Recently, a member of staff with a wheelchair was employed by school and this has led to improvements to access, such



		as a portable ramp being purchased.
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Monitoring Arrangements

We will regularly review and update the equality information we publish, at least each year, to demonstrate how we are meeting the aims of the 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 Senior Leadership Team 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 is dedicated to integrating the principles of Equality, Diversity, and Inclusion into all aspects of decision-making processes. We recognise that equitable and inclusive decision-making is crucial for fostering a school environment where everyone feels valued and represented. In each decision, whether related to policies, resource allocation, or program development, we will consider the potential impact on different groups within our diverse community. This proactive approach ensures that our decisions promote fairness, eliminate discrimination, and contribute to an inclusive and supportive learning environment for all. Additionally, we will strive to actively seek input from various stakeholders, including pupils, parents, and staff, to incorporate diverse perspectives and experiences into our decision-making processes, ultimately enriching the overall quality of our educational community. Through this commitment, we aim to embed EDI principles into the core of our school's ethos, fostering a culture of respect, understanding, and equal opportunity for everyone.