

Moss Park Primary School



Equality information and objectives 2024 - 2025

Date Reviewed	January 2022
Policy Written By	A Foster and S Nunwick (Headteacher)
Date Approved by Governors	July 2022
Date of Next Review	July 2025 or subject to changes in legislation/DFE guidance
Responsible Committee	Curriculum, Standards and Welfare

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1. 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

2. Legislation and guidance

This document meets the requirements under 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
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. 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

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Report back to the full governing board regarding any issues

The Headteacher will:

- Giving a consistent and high profile lead on equality and diversity
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Identify any staff training needs, and deliver training as necessary
- 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.

4. Eliminating discrimination

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September and throughout the year where topics have been identified as a training need. The school has a designated member of staff for monitoring equality issues (the Headteacher), and an equality link committee. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- 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

6. Fostering good relations

The school aims 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, citizenship and personal, social, health and economic (PSHE) education, but 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. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

See Appendix 1

9. Monitoring arrangements

The Headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by Curriculum, Standards and Welfare Committee of the Governing Body at least every 3 years. This document will be approved by the Governing Board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN/D
- Behaviour
- SMSC
- Curriculum

S Nunwick

January 2022

Appendix 1 MPPS Equality Objectives 2022 – 2025

Stage 1 Understanding our School Community

Basic Characteristics Y3, Y4, Y5, Y6 - All Pupils (252 pupils)

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Y3	61	37 (60.7%)	24 (39.3%)	13 (21.3%)	13 (21.3%)	41 (67.2%)	19 (31.1%)	1 (1.6%)	1 (1.6%)	0 (0%)	0 (0%)	0 (0%)
Y4	64	34 (53.1%)	30 (46.9%)	16 (25.0%)	13 (20.3%)	39 (60.9%)	27 (42.2%)	15 (23.4%)	14 (21.9%)	0 (0%)	1 (1.6%)	0 (0%)
Y5	63	33 (52.4%)	30 (47.6%)	17 (27.0%)	17 (27.0%)	44 (69.8%)	35 (55.6%)	13 (20.6%)	12 (19.0%)	0 (0%)	1 (1.6%)	2 (3.2%)
Y6	64	35 (54.7%)	29 (45.3%)	11 (17.2%)	9 (14.1%)	41 (64.1%)	33 (51.6%)	11 (17.2%)	9 (14.1%)	0 (0%)	2 (3.1%)	1 (1.6%)
All	252	139 (55.2%)	113 (44.8%)	57 (22.6%)	52 (20.6%)	165 (65.5%)	114 (45.2%)	40 (15.9%)	36 (14.3%)	0 (0%)	4 (1.6%)	3 (1.2%)

* Includes pupils with **Information Not Obtained**.

Ethnic Group	No. of Boys	No. of Girls	% Pupils
White and Black African	2	2	1.6
White and Asian	5	3	3.2
Pakistani	37	28	25.8
Any Other Mixed Background	10	6	6.3
Any Other White Background	0	3	1.2
Any Other Asian Background	5	6	4.4
White - British	51	36	34.5
Black Caribbean	3	1	1.6
Any Other Black Background	1	2	1.2
Any Other Ethnic Group	2	2	1.6
White and Black Caribbean	2	3	2.0
Chinese	4	1	2.0
Information Not Yet Obtained	0	2	0.8
Black - African	3	0	1.2
Bangladeshi	0	1	0.4
Refused	2	1	1.2
Indian	12	16	11.1
All	139	113	100.0

Stage 2: Understanding the Information Gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment and progress
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards and sanctions
- Representation on school's bodies e.g. school council

Stage 3: Objectives 2022 2025

Equality Objective 1 <i>Eliminating Discrimination</i>			
Increase awareness of the protected characteristics amongst staff and pupils so that teachers can effectively promote an inclusive curriculum and challenge all forms of discrimination			
Action	Resources	Lead	Link to school priority/other policy
Lead training sessions for Staff and Governors so that they understand the protected characteristics within the 2010 Equality Act, the Public Sector Equality duty and how our school policies and practices should reflect the law	<ul style="list-style-type: none"> Staff Training time (one hour) 	SN	<ul style="list-style-type: none"> SIP 'Leadership'
Ensure our PSHE/Relationships Curriculum (interim 2020 – 2022) promotes an understanding of the Equality Act 2010	<ul style="list-style-type: none"> Leadership time (approximately 1 day) 	SN PSHE working party	<ul style="list-style-type: none"> PSHE Relationships
Supplement the new Jigsaw PSHE scheme (September 2022) with a well-planned Assembly & Events programme (school and class work) that deepen pupils understanding of equality, equity, British Values (as defined by the DFE), diversity and discrimination	<ul style="list-style-type: none"> Leadership Time Visiting Speakers (£500 budget) 	SN PHSE working party Ethos team	<ul style="list-style-type: none"> PSHE Relationships British Values SMSC
Continue to review and amend, where necessary, policies and procedures with reference to the promotion of equality opportunity	<ul style="list-style-type: none"> Within ongoing Leadership time (calendar) 	All subject leaders	<ul style="list-style-type: none"> Staffing Pastoral Teaching and Learning
<p align="center">MONITORING AND EVALUATION</p> <ol style="list-style-type: none"> A range of monitoring activities show that teachers and pupils demonstrate a good understanding of the protected characteristics and how to tackle discrimination The syllabus is fully compliant with its PSED Annual planner shows that all aspects of the Equality Act 2010 – including emerging themes – are covered – and virtually all pupils reference assemblies when talking about their learning MPPS has a clear set of policies, resources & materials that demonstrate our commitment to equality 			

Equality Objective 2 <i>Advancing Equality of Opportunity</i>			
Ensure pupils who have a particular characteristic participate fully in any activities - clubs, leadership roles, representation in school			
Action	Resources	Lead	Link to school priority/other policy
Audit of Clubs, monitors, representation	<ul style="list-style-type: none"> Office time 	RB	<ul style="list-style-type: none"> Curriculum policy SIP
Survey/pupil conference	<ul style="list-style-type: none"> Teaching time Google Form 	RB	<ul style="list-style-type: none"> “”
Use findings to analyse groups and individual families' barriers	<ul style="list-style-type: none"> Leadership time 	RB SN	<ul style="list-style-type: none"> “”

Target pupils identified – support with applying for clubs and consider reasonable adjustments to increase participation	<ul style="list-style-type: none"> ▪ MPPS staff lieu time and targeted sports/music clubs 	SN	<ul style="list-style-type: none"> ▪ “” ▪ Charging policy ▪ Pupil Premium statement
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MONITORING AND EVALUATION

1. Analysis highlights any disparity in engagement and informs the review
2. Over the course of the 2021 and 2022 academic year, gaps are narrowed between under and over-represented groups
3. Reasonable adjustments increase participation for individuals and groups of pupils
4. Pupils from all groups are represented in school activities

Equality Objective 3
Fostering Good Relations

Continue to develop all aspects of our curriculum offer to foster greater understanding and respect for cultural diversity

Action	Resources	Lead	Link to school priority/other policy
Revise and extend the RE curriculum according to the new agreed syllabus, mapping out trips and visits over KS2	<ul style="list-style-type: none"> ▪ Support from SACRE ▪ Leadership time 	ZM MR	<ul style="list-style-type: none"> ▪ RE ▪ SMSC
Culture Day/Interfaith Week November 2024	<ul style="list-style-type: none"> ▪ Leadership time ▪ £300 artefacts 	SN MR	<ul style="list-style-type: none"> ▪ “”
Audit Assembly planner to ensure that it celebrated equality and diversity	<ul style="list-style-type: none"> ▪ Leadership time 	SN MR	<ul style="list-style-type: none"> ▪ “”
More involvement of parents from a range of groups to come in to class to share knowledge and skills...	<ul style="list-style-type: none"> ▪ Leadership time 	KH NJ	<ul style="list-style-type: none"> ▪ “” ▪ Curriculum
Audit books, resources to ensure that a wide variety of identities are represented in all classrooms and areas of the school	<ul style="list-style-type: none"> ▪ Leadership time ▪ £1000 Library 	All subject leaders	

MONITORING AND EVALUATION

1. The new curriculum offers a broader understanding of world faiths and issues, with trips and visitors threaded through the whole Key Stage
2. There is a high level of participation for our interfaith events and parent volunteers from schools across different groups
3. Pupils say that our resources and displays across the full range of subjects are inclusive