



Equality Statement

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Moorside Primary School's Vision and Aims

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.

We pride ourselves in belonging to a caring school community where everyone is welcome.

We strive to deliver an outstanding education for all our children. We help everyone to become caring and active citizens.

We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.

We want to create new opportunities for everyone to succeed.

We want to create a culture which broadens all of our horizons.

We want everyone to be able to tackle the challenges we will face in an ever changing world.

We want all of our children to effectively engage with each other and with our community.

Our values

We all believe...

Our local community deserves a school they can be proud of.

We are a caring community where everyone is welcome.

We all value, respect and support each other.

Our community has the right to be safe and healthy.

Our children should have the chance to enjoy and be enthused by their time in our school.

We all agree...

Everyone will always try their best and take pride in all that they do.

Everyone will demonstrate good manners at all times.

Everyone will respect each other and show consideration.

Everyone will respect and care for our environment and resources.

Everyone will celebrate each other's successes and achievements.

2. Why we have and Equalities statement

On 1st October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

It places a duty on public sector organisations including schools to:

- **Eliminate discrimination** and other prohibited conduct
- **Advance equality of opportunity** between people who share a protected characteristic and those who don't
- **Foster good relations** between people who share a protected characteristic and those who don't

Under the Act, the following characteristics are protected characteristics:-

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

We also recognise the challenges presented by social disadvantage and our actions relating to equalising opportunity are designed to address this issue.

There is an expectation that schools will:

- Publish a statement each year, which demonstrates how they are meeting the aims of the Act.
- Undertake a thoroughgoing review every four years.

We believe that people perform best when they feel confident that they are valued and supported. To achieve this, we will work to maintain an environment for our children, staff, parents/carers and visitors that is safe, welcoming, and free from all forms of discrimination, prejudice, bullying, harassment and all forms of disrespectful and damaging behaviour.

This statement presents our principal objectives for the period 2022-2026 and details the actions we will take in 2023-2024 together with our measures of success.

Our actions are based on three principle intentions:

- To increase our **understanding** of the issues
- To promote **respectful attitudes and behaviours**
- To extend our range of **support**

In July 2024, we will review the progress we have made in the delivery of these objectives. This will inform our actions for 2024-2025.

3. Legislation and Guidance

This statement details the actions we are taking to ensure that we meet 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](#).

4. Roles and responsibilities

The Board of Governors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school including to staff, children and Parents/Carers and, more widely, via our website,
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher
- Nominate a member of the Board to serve as Governor with special responsibility for Equality

The link governor for Equality will:

- Meet with the Head Teacher and other relevant staff members once each term 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 Head Teacher will:

- Promote knowledge and understanding of the equality objectives among staff and children
- Monitor the school's success in achieving the objectives and report back to governors

All school staff will have regard to this document and will work to achieve the objectives as set out in section eight.

5. Our Objectives

5.1 Eliminating discrimination

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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at least annually and whenever regulations and requirements change. The Head Teacher is responsible for monitoring equality issues, and we have a nominated link governor with responsibility for Equality. They meet at least once each term to review progress and discuss issues and actions.

5.2 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 that are connected to a particular characteristic they have (e.g. children who have special learning needs and/or physical or sensory disabilities, economically disadvantaged children)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. respecting and accommodating the dress codes of children from ethnic groups)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all children to be involved in the full range of school extended opportunities available at school)

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

- Publish attainment data each academic year showing how children with different characteristics are engaging and performing
- Analyse the above data to assess progress made, identify strengths and areas for improvement, and develop actions to be taken in response to findings. This analysis will be published.
- Implement agreed actions and monitor their effectiveness making adjustments in year as necessary
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own children

5.3 Fostering good relations

The school aims to foster good relations between all members of its highly diverse community 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, and activities in other curriculum areas.
- Holding assemblies dealing with relevant issues. Children 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 outings and activities based around the local community
- Taking action to avoid tensions arising between different groups of children within the school.
- Continuing to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

5.4 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 children with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school outings and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

6. Specific Actions for 2023-2024

Action 1 - To continue to be an equal opportunities employer

Implementation

- With support and advice from the Local Authority we will review and revise our recruitment literature to ensure that it is free from all bias and that it encourages applications from a diverse range of candidates e.g. through use of the double tick symbol
- We will continue to follow the Local Authority's guidance on recruitment and selection processes
- We will monitor and analyse applications for all advertised posts
- We will monitor and analyse the composition of our workforce

Success Criteria

- The pattern of applications will demonstrate strong interest in our school from suitably qualified and experience applicants who are increasingly representative of our school and its composition
- Our staff profile over time will become increasingly representative of our school and its community

Action 2 - To strive to remove barriers to learning and progress for all children in school

Implementation

- Recognising that good attendance is the first part of active participation and success in learning, we will work with parents and the Local Authority to address the issues negatively impacting on children's attendance
- We will continue to ensure that staff and Governors receive the training they need to raise their awareness and understanding of issues relating to equal opportunities including recognising prejudice and eliminating discrimination. This will include:
 - Maintaining up to date knowledge of the provision of "Keeping Children Safe in Education"
 - Training in relation to specific characteristics, for example, Stonewall
 - Training, Show Racism the Red Card
 - The Prevent Duty
 - Recognising Hate Crime
 - Operation Encompass
 - Poverty proofing
- We will continue to equip staff with the skills they need to address the learning needs of our children especially in relation to:
 - Language acquisition
 - Reading
- We will develop a language facility to enable intensive support to be delivered for those children who require it
- Working with other professionals, we will seek to make an early assessment of children's learning, physical and emotional needs and to take action to address them. This will include working with:
 - Local Authority Specialist SEND Team
 - LEAPS

- Local Authority EAL Team
 - Educational Psychologists
 - Counselling Services
 - Health Services
- We will ensure that the funding provided under Pupil Premium is used effectively to address learning issues arising from economic disadvantage
 - We will monitor the effectiveness of our interventions for individual children and identified groups
 - We will monitor the relative performance of different groups within our cohort of children, seeking to understand the reasons for differences in order to inform future action

Success Criteria

- Early identification of children's issues and needs
- Appropriately focussed, documented interventions which are shared with staff and monitored for effectiveness
- Positive reports from staff relating to their confidence in the identification of children's issues and the delivery of interventions
- More effective first wave teaching and specialist support
- Improved attendance levels
- Improved progress and achievement
- Positive external assessment of our support for children
- Positive external assessment of our skill sets for support

Action 3 - To further develop the curriculum in a way which recognises, reflects and celebrates our multicultural school and the diverse needs of our children

Implementation

- Through the continual reinforcement of our expectations in relation to standards of behaviour and mutual respect and support, we will strive to eliminate all forms of bullying
- We will continue to promote respect, tolerance and understanding through our approach to the delivery of British Values, the PHSE curriculum and our Core and Foundation studies
- Where possible, we will reflect the heritage of our children in the design and delivery of the curriculum seeking to use examples from their cultures, for example, in Art, Literature, Music
- We will engage our children in the process of selecting reading materials for the library and other resources in school
- We will work in a culturally sensitive way, making adjustments to ensure that children can access and participate in all areas of the curriculum

Success Criteria

- Monitoring demonstrates reductions in the number and type of bullying related incidents
- Positive feedback from children and staff concerning the "climate" for learning and their sense of worth and well being

- Active engagement from children in the development of the curriculum
- Positive feedback from children concerning their enjoyment of school
- Increased engagement in reading and library use visible in reading diaries and home/school reports
- All children engaging in all areas of the curriculum safely and comfortably

Action 4 - To continue to build positive and supportive relationships with parents/carers

Actions

- Recognising that good attendance is essential to effective learning, we will work with parents /carers and the Local Authority to reduce absence, paying particular attention to cases of persistent absence
- In the context of our best value Uniform Policy, we will continue to provide support for parents/carers in the provision of elements of the school uniform
- We will continue to offer advice to parents/carers to enable them to support their children's learning at home, including through the provision of advice to parents/carers whose children have special educational needs
- We will maintain an up to date knowledge of support agencies for parents/carers which are available in the local area and/or of the local authority's support offer for parents/carers and they are appropriately signposted to support where needed
- We will ensure that parents/carers are properly involved in their children's education through formal and informal contact re their children's progress and performance

Success Criteria

- Improved punctuality and attendance
- Support sessions for parents/carers delivered in school
- Positive feedback from parent/carers concerning support at school and advice relating to supporting children's learning at home
- Positive relationship with parents/carers evidenced in Parent/Carer Surveys

Action 5 - To engage with relevant accreditation initiatives in order to clarify, develop and validate our Equalities practice

Actions

- We will continue to engage with the UNICEF Rights of the Child Award Scheme
- We will continue to engage with the Schools of Sanctuary Award Scheme

Success Criteria

- Accreditation in one of these schemes achieved by July 2024

9. Monitoring arrangements

Our Equality data will be reviewed termly and updated and published annually.

Progress made in the implementation of our Specific Actions will be reviewed termly and reported to Governors at the end of the year.

Specific actions will be reviewed and revised annually by the Head Teacher and the nominated Link Governor.

The Equalities Statement will be reviewed and revised at least every four years or in response to notified changes in legislation/requirements.

Each year, this document will be approved by the Governing Board at the second Autumn Meeting of the Full Board

10. Links with other policies

This document links to the following policies:

- Accessibility plan.
- Risk assessment.
- Code of Conduct.
- Child Protection and Safeguarding Policy.
- Inclusion Policy.
- Special Educational Needs Policy and Information.

Date implemented	September 2022
Date reviewed	July 2024