



# Equality Statement

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## **1. 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 an Equalities statement

On 1 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 do not.
- **Foster good relations** between people who share a protected characteristic and those who do not.

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 social disadvantage presents, and our actions relating to equalising opportunity are also designed to address this issue.

There is an expectation that schools will:

- Publish a statement each year demonstrating how they are meeting the aims of the Act.
- Undertake a thorough 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 and 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 2022-2026 and details the actions we will take in 2024-2025, 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 February 2025, we will review our progress in delivering these objectives. This will inform our actions for 2025-2026.

Our baseline for performance, where relevant, is the position in 2024.

### **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 this statement's equality information and objectives are published and communicated throughout the school, including to staff, children, 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 every four years.
- Delegate responsibility for monitoring the achievement of the objectives daily 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 to Governors.

All school staff will regard this document and work to achieve the objectives set out in section 8.

### **5. Our Objectives**

#### **5.1 Eliminating discrimination**

Where relevant, our policies reference 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 and the minutes of meetings are maintained.

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 monitors equality issues, and we have a nominated link Governor responsible 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 needs of people with a particular characteristic (e.g. respecting and accommodating the dress codes of children from ethnic groups).
- Encouraging people with 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).

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

- Publish attainment data each academic year showing how children with different characteristics engage and perform.
- Analyse the above data to assess progress made, identify strengths and areas for improvement, and develop actions to respond to findings. This analysis will be published.
- Implement agreed actions and monitor their effectiveness, making adjustments in the year as necessary.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues that could affect our 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 various religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Holding assemblies dealing with relevant issues. Children will be encouraged to take the 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 on the local community.
- Taking action to avoid tensions between different groups of children within the school.
- Continuing to develop links with people and groups with specialist knowledge about particular characteristics helps inform and develop our approach.

## **5.4 Equality considerations in decision-making**

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

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

- 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 simultaneously as the risk assessment when planning school trips 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.
- 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 a strong interest in our school from suitably qualified and experienced 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/Carers and the Local Authority to address the issues negatively impacting 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 concerning specific characteristics, for example, Stonewall Training, Show Racism the Red Card
- The Prevent Duty
- Recognising Hate Crime
- Operation Encompass
- Poverty proofing
- Data Protection

- 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 assess children's learning, physical, and emotional needs early and take action to address them. This will include working with:
  - Local Authority Specialist SEND Team
  - Children's Social Care
  - 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 to inform future action.

### **Success Criteria**

- Early identification of children's issues and needs.
- Supportive settling-in processes, exposing children to early experiences of spoken English for those new to English.
- Appropriately focussed, documented interventions shared with staff and monitored for effectiveness.
- Positive reports from staff relating to their confidence in identifying children's issues and delivering 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 that recognises, reflects and celebrates our multicultural school and the diverse needs of our children.**

### **Implementation**

- Through continually reinforcing our expectations concerning 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 delivering British Values, the PHSE curriculum and our Core and Foundation studies.
- Where possible, we will reflect our children's heritage in the curriculum's design and delivery, seeking to use examples from their cultures, such as art and design, literature, and music.

- We will engage our children in 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 curriculum areas.

### **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 support Parents/Carers in providing 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 providing advice to Parents/Carers whose children have special educational needs.
- We will maintain an up-to-date knowledge of support agencies for Parents/Carers 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 regarding their children's progress and performance.

### **Success Criteria**

- Improved punctuality and attendance.
- Support sessions for Parents/Carers delivered in school.
- Positive feedback from Parents/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 to clarify, develop and validate our Equalities practice**

#### **Actions**

- We will engage with the UNICEF Rights of the Child Award Scheme.
- We will engage with the Schools of Sanctuary Award Scheme.
- Inclusion Quality Framework (IQF).
- Social Impact Schools Award.



## **Success Criteria**

- Accreditation in one of these schemes achieved by July 2024.

## **9. Monitoring arrangements**

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

Progress in implementing our specific actions will be reviewed termly and reported to Governors at the end of the year.

The Head Teacher and the nominated link Governor will review and revise specific actions annually.

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 assessments
- Code of Conduct
- Safeguarding Policy