Moorside Primary School

Public Sector Equality Duty

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1. Aims

Moorside Primary Schools serves a very diverse local community. A large majority of pupils live in the lowest 10% of deprived wards in the country and almost all of the remainder in the bottom 20%. The school experiences high levels of pupil mobility. Our pupil population is very diverse, representing a wide range of ethnic groups, cultures, languages and religions. We value and celebrate this range of diversity and the richness it adds to our schools.

We seek to raise aspirations and empower pupils, developing their capacity to make informed choices and lead a happy, healthy life. We embrace diversity, recognise individual needs and encourage all pupils to achieve their best.

There are currently:	**Moorside Primary School (correct Autumn 2018 Census)**
Number of Pupils	472 (includes 22 in Playgroup) Aged 5 to 10 347 Aged under 5 125
Number of FSM %	150 (33.3%) excludes Playgroup
Learners with SEN	91 (20.2%) excludes Playgroup
In care / Adopted	2
Disability	0
Ethnicity Groups	Number of Children that English is not their first language
EAL	287 (60.8%)

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 Head Teacher

The governing body of Moorside Primary School will:

- Meet with the Head Teacher every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing body regarding any issues

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Meet with governors termly to raise and discuss any issues
- Identify any staff training needs, and deliver training as necessary

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 annually.

The Head Teacher is the designated member of staff for monitoring equality issues..

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.
- 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 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. 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

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 trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

All school staff will:

- Promote an inclusive and collaborative ethos throughout the school
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.

When recruiting the school will:

- *Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information to help address the under-representation of people with disabilities in the school workforce.*

9. Monitoring arrangements

The governing body will ensure that the Head Teacher updates the equality information we publish at least once a year.

This document will be reviewed by annually.

This document will be approved by the governing body annually.

10. Links with other policies

This document links to the following policies:

- Accessibility plan - Risk assessment – Safeguarding – Multilingual Development Policy – Equality – Charging and Remissions

Revised policy	October 2018
Updated	October 2019