MOSSPITS LANE PRIMARY SCHOOL

Policy title	Equality Policy
Function	To set out how the school fulfils its duty to ensure there is equal access to all elements of school life and how it teaches children about the importance of equality.
Non-Statutory guidance	Anti-Bullying Policy Relationships and Behaviour Policy Equality Policy Parent code of conduct Staff code of conduct Social media policy
Statutory Guidance	Keeping Children Safe In Education 2024 Equality Act 2010 DfE The Equality Act 2010 and Schools SEND Code of Practice
Last reviewed	Autumn 2024
Date of next review	Autumn 2025
Signed (Headteacher)	V. Corbett
Signed (Chair of Governors)	E. Cheliotis

Contents

1. Aims.....
2. Legislation and guidance.....
3. Roles and responsibilities .....
4. Eliminating discrimination .....
5. Advancing equality of opportunity..... 6.
Fostering good relations ..... 7.
Equality considerations in decision-making..... 8.
Equality objectives ..... 9.
Monitoring arrangements..... 10.
Links with other policies.....

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Erini Cheliotis, supported by safeguarding link governors. They will:

- 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

- 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 board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils

- Monitor success in achieving the objectives and report back to governors

The designated members of staff for equality are Kate McGing, Karen Owens and Joanne Phillips. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils

- Meet with the equality link governor regularly to raise and discuss any issues

- Support the headteacher in identifying any staff training needs, and deliver training as necessary

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.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a Governors' 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. In addition, the school has an online CPD platform, Creative Education, and specific courses are suggested and assigned for staff to complete.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. 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 that 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 activities)

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

- Publish an overview of attainment data for end of key stages each academic year showing how all pupils are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information, i.e. identify if one group of pupils is not performing as well as another.
- 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, through the SACRE curriculum in KS1 and the Opening Worlds curriculum in KS2, 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 encouraging leaders of local faith groups to come in to school to talk to pupils or members of staff 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. We have recently achieved the Inclusion Quality Mark (Summer 2024) and are working towards the Rainbow Flag Award through YPAS (Autumn 2024). We are also in partnership with The Virtual School and Attachment Research Community, to enhance our specialist knowledge of all groups of pupils and ensure provision is effective for all members of the community.

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

Objective 1

- **To protect the well-being of all pupils by challenging any non-inclusive views held by anyone within the school or wider community.**

Why we have chosen this objective:

This objective has been chosen as a result of some of the reports of non-inclusive views in regard to race and sexuality from pupils.

To achieve this objective we plan to:

- Work towards the YPAS Rainbow Flag Award, to achieve the full award by December 2027.

- Engage with and invite specialists in to school to talk to children about the importance of inclusivity and equal opportunities and respect.

- Work with parents of pupils who have demonstrated non-inclusive views to educate families in this regard

- Continue to look for opportunities to enhance the resource base within school to ensure that they reflect the world in which we live

Progress we are making towards this objective:

- The school has reintroduced the values and brought them inline with school games values, which were well embedded through sports lessons

- The curriculum reflects a diverse community, with well chosen resources from a range of cultures - Visiting experts have worked with upper KS2 children, where racist views were expressed

- Engagement with projects such as the Liverpool Learning Partnerships Reading Festival ensures that children have a good knowledge of authors from a range of backgrounds

- Assembly themes and PSHE curriculum planning addresses the Equality Act and the protected characteristics are displayed throughout the school as a visual reminder to children and adults

- Any views that are non-inclusive are rigorously challenged and reported to parents, recorded on CPOMS and overviews shared with Governors.

- Pastoral support is provided for both ‘perpetrator’ and ‘victim’ to identify any underlying needs

Objective 2

- **To increase access to the curriculum for pupils with a disability or SEND need. This will cover teaching and learning as well as the wider curriculum of the school such**

as participation in after school clubs, leisure and cultural activities or school visits. It will also cover the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum, thereby ensuring equal access to the curriculum for all.

Why we have chosen this objective:

There are many children who need adaptations to be able to access areas of learning as a result of a disability or additional need. The range of needs is more complex than before and the school has a strong desire to ensure that each child and individual achieves their full potential in every area of school life.

To achieve this objective we plan to:

Seek advice from the Local Authority to ensure that every possible adaptation has been made to ensure true inclusivity

Continuously audit current practice through the IQM framework

Use partnerships with expert organisations such as OSSME, services for the deaf and ADDVanced solutions as well as medical professionals to develop strategies and deeper understanding of needs. Seek advice from specialist practitioners from special schools.

Progress we are making towards this objective:

Partnerships are in place and working well – we aim to build on these over time

The school achieved the IQM in the summer term of 2024.

The school benefits from working with a local Consortia to consider best practice across the network – this is shared and developed, underpinned by specialist partnerships.

The school has provided training to support early identification of SEND throug the Early Years Advocate Course.

Objective 3

To reduce the gap in attainment between girls and boys in writing across the school by working to elevate boys' attainment.

Why we have chosen this objective:

There is a trend across the school that girls outperform boys in writing.

To achieve this objective we plan to:

Continue to revisit and enhance the planning, teaching, learning and assessment of writing

Continue Work with a local authority expert to review the choice of 'driver texts' for English planning, developing an ongoing programme of CPD for staff.

Continue to ensure that there is accurate assessment of writing

Progress we are making towards this objective:

The writing lead has expertly led CPD, is working with the LA expert and has planned alongside each class teacher to consider how best to support groups of learners to develop and get better at writing.

We have implemented effective use of Comparative Judgement for writing and are using the exemplars to enhance our accurate assessment of pupils' writing in books.

Objective 4

To improve the attendance of SEND and Disadvantaged groups of

children

Why we have chosen this objective:

There is a trend across the school that attendance for children with SEND and those entitled to Pupil Premium is lower than other non-SEND and non-Pupil Premium children.

To achieve this objective we plan to:

Continue to have comprehensive approaches to challenging attendance of pupils through the attendance lead, SENDCo, administration team and all members of staff working with children.

Continue to build opportunities into the curriculum and assemblies to ensure that children have high aspirations for their attendance levels.

Progress we are making towards this objective:

Partnership working with the LA Educational Welfare Officer and Early Help Hub teams to support families effectively and challenge where needed.

Excellent CPD has been provided for the attendance lead, headteacher and admin staff, leading to a coordinated, joined up approach.

The reporting of attendance to Governors is clear and shows where improvements have been made with individuals and groups.

9. Monitoring arrangements

The governing board and headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the governing board and headteacher at least every 4 years. This document will be approved by the governing board and headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments
- SEND Policy
- Supporting children with medical needs