



Equality Policy and Objectives – Moor Green Primary Academy



REAch2 Touchstones

Moor Green Primary Academy models itself on the touchstones of REAch2, whereby as a Trust and an individual academy, we are committed to creating a culture that strongly reflects our Touchstones: Integrity, Responsibility, Inclusion, Enjoyment, Inspiration, Learning and Leadership.

Moor Green Primary Academy's equality vision and values that underpin school life

Vision

We serve our community by providing an education of the highest quality, with exceptional experiences for every pupil, every day. This will be achieved by providing an exciting learning environment, which fosters a real love of learning and inspires all our pupils to become confident, caring and responsible individuals who exemplify our school core beliefs.

Core Beliefs

Our Core Beliefs will enable all children to flourish and reach their full potential within an inclusive, safe and stimulating setting:

High Expectations – have goals that stretch and challenge.

Nurturing – a commitment to helping other flourish and showing compassion

Always learning – developing wisdom and talent in all areas of life, throughout our life

Integrity – doing the right thing, showing good manners and morals.

Working together – collaborating together in friendship and community.

Overarching Principles

- ❖ At Moor Green, we are committed to at least meeting and, in many respects, going beyond the minimum requirements in equality legislation. Our school serves a diverse and/or disadvantaged communities. Our fundamental belief is that education must increase equality of life chances.

- ❖ We believe in equality for all, not just those sharing characteristics that are ‘protected’ within the law (see under Definitions section below). Just as important for us is, for example, equality for those from socially and/or economically disadvantaged backgrounds, or with English as an additional language.
- ❖ We see positive action for equality as providing tangible benefits for all the stakeholders in and around our school, particularly pupils, staff and parents/carers
- ❖ Equality objectives are likely to mirror or draw directly on key aspects of the Self-Evaluation Summary, the School Development Plan and Pupil Premium action plans. It’s about integrating equality considerations into how we do things - day in and day out.
- ❖ At Moor Green Academy we believe that every child deserves the opportunity to achieve their full potential. All staff have due regard to the need to advance equality of opportunity - the need to remove or minimise disadvantages, take steps to meet different needs and encourage participation when it is disproportionately low.

Intended impact

For pupils, we expect action on equalities as set out in this policy to deliver improving outcomes for all children, with accelerated improvements for pupils in vulnerable groups and/or sharing ‘protected characteristics’. We also expect pupils to benefit from equality being a key driver in our learning provision much more widely, developing the ‘whole child’ over time including through curriculum innovation and enrichment activities such as REAch2’s 11 before 11.

For staff, we promote equality of opportunity and diversity across our workforce; our workforce is increasingly representative of the communities we serve; we recognise and value the differences and individual contribution that people make; we work in an environment free from discrimination, bullying and harassment; and we provide support and encouragement to staff to develop their careers and increase their contributions to the organisation through the enhancement of their skills and abilities.

School Context:

- 73% of pupils are from minority ethnic groups
- Almost half of pupils speak English as an additional language
- 34.5% of pupils are supported by pupil premium funding
- 9.75 % of pupils have SEND which is slightly below the national average of 12%
- The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation
- Rates of mobility have previously been well above national averages but is decreasing

Our duties

At Moor Green Primary Academy we welcome our duties under the Equality Act 2010.

The Governing Body of Moor Green Primary Academy is committed to promoting equality and diversity and eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under the **Equality Act 2010**.

By recognising and appreciating individual needs and differences the school will be broadly representative of the communities it serves, and be a place where children and staff will thrive – physically, mentally, socially, and spiritually.

We aim to advance equality of opportunity, and foster good relations between persons who share a relevant protected characteristic and persons who do not share it. This will be achieved by implementing equal opportunities and diversity practice across the three dimensions of the School: as an employer; an educator; and a resource of the local community.

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and objectives, by informing parents that they are published on our website and in our school prospectus.

Moor Green Primary Academy is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

The purpose of this information is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Protected characteristics

We understand the principle of the Act and the work needed to ensure that those with protected characteristics: age, disability, gender reassignment, race and ethnicity, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity, are not discriminated against and are given equality of opportunity. Other groups which may face discrimination or be disadvantaged are listed below:

- groups of pupils whose prior attainment may be different from that of other groups
- those who are academically more able
- pupils for whom English is an additional language
- looked after children
- young carers
- pupils from low income backgrounds
- Gypsy, Roma and Traveller children
- children from military families
- other vulnerable groups

Disability

Our Accessibility Plan, in conjunction with our School Improvement Plan, identifies how the school is continuing to improve its provision for those with disabilities by:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

How we meet our legal and general duties

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information
- No information will be published which could specifically identify any individual child or adult.
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

We will use the information collected to:

- evaluate how well we comply with all our duties under the Equality Act
- assess the potential and actual impact of policies and procedures
- decide where positive action may be appropriate
- identify priorities, set equality objectives and update our accessibility plan
- monitor progress towards meeting these objectives and implementing our accessibility plan
- inform future action.

Our objectives will detail how we will ensure equality is applied to the services listed above; however, where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

Core Statements

In fulfilling our legal obligations, we will be guided by seven core statements:

- All learners are of equal value.
- We recognise, welcome and respect diversity.
- We foster positive attitudes and relationships, and a shared sense of belonging.
- We observe good equalities practice, including staff recruitment, retention and development.
- We aim to reduce and remove existing inequalities and barriers.
- We consult and involve widely
- We strive to ensure that society will benefit.

Addressing Prejudice Related Incidents

Our academy is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice to prevent any incidents. If incidents still occur, we address them immediately and report them to the Local Authority using their guidance material.

Chain of accountability

The Local Governing Body, supported by the Executive Headteacher, Head of School and staff, is responsible for ensuring the implementation of this scheme.

The Executive Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Each term, managers and key staff will report to the Executive Headteacher and Head of School on actions and progress.

Governors will discuss the impact of the Equality Information and Objectives annually as part of the policy review.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work

Responsibilities

We believe that promoting Equality is the responsibility of everyone in the school community:

❖ Governing Body

Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Local Governing Body will also agree the Equality Policy and objectives.

❖ Executive Headteacher and Head of School

As above including: promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties; ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness; ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.

❖ Line Managers

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

❖ Teaching Staff

- To support the Head of School.
- Ensure fair treatment and access to services and opportunities
- Help in delivering the right outcomes for pupils.
- Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.
- Design and deliver an inclusive curriculum.
- Ensure that they are aware of their responsibility to record and report prejudice related incidents.
- Non-Teaching Staff
- Support the school and the governing body in delivering a fair and equitable service to all stakeholders.
- Uphold the commitment made by the head teacher on how pupils and parents/carers can be

- expected to be treated Support colleagues within the school community.
- Ensure that you are aware of your responsibility to record and report prejudice related incidents.

❖ Parents and Community

- Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.
- Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

❖ Pupils

- Support the school to achieve the commitment made to tackling inequality.
- Uphold the commitment made by the Executive Headteacher and Head of School on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
- Tell an adult in school if there are any worries or concerns.
- Be polite and helpful.
- Observe the school's rules.

Engagement

When deciding what to do to tackle equality issues, where necessary we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Evidence of this engagement is included in our published material that shows how the duty has been addressed.

This includes:

- Staff training
- School policies, specifically Behaviour, Anti Bullying, RHE and SMSC policies
- Monitoring and review of our attainment data
- Lesson observation feedback
- Cultural days and cultural curriculum themes
- Local community involvement

Evaluating the impact

Equality Impact Assessment (EQIAs) helps us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

Commitment to review

Annually, we will review our objectives in relation to any changes in our school profile. Our objectives will link in with our overall school improvement plan and therefore will be reviewed as part of this process. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years. We will publish information annually on the school website, in our school prospectus.

List of equality objectives 2020-2024

Equality Objectives	Protected Characteristic	Actions to achieve this	Progress
<p>1. SEND and Inclusion</p> <p>To ensure that all learners with SEND are able to make good progress and in-line with all children in the academy</p>	Disability	<ul style="list-style-type: none"> • Staff training in different areas of SEND, including: Autism and Specific Learning Difficulties. • Visual timetables in each class • Ensuring each class has a range of resources suited to the needs of the children 	<p>2019-20 Combined Below ARE 88.89% At ARE 11.11%</p>
<p>2. Disabilities</p> <p>Increasing the extent to which disabled pupils can participate in the curriculum</p>	Disability	<ul style="list-style-type: none"> • To regularly assess and improve the impact that delivered curriculum has upon pupils with disabilities. • To evaluate the effectiveness of short term planning in identifying the range of reasonable adjustments being made. • To use visual timetables in every classroom. • To deploy appropriate adult/ peer support and resources. • To create a curriculum that supports awareness of and positive attitudes towards, disability. • To seek and follow the advice of outside agencies, including health professionals, Hearing and Visually Impaired Service, Physical Disability Support Service, Key Learning Centres, Autism Outreach, Ethnic Minorities Support Service, District SEN/ Inclusion Team, and the LEA. • To provide training for key staff as appropriate. • To support staff of extended hours provision to provide equal access and to encourage all children to attend. 	
<p>3. Gender equality</p> <p>To ensure that boys have equal opportunities to develop skills and narrow the gap in achievement</p>	Sex	<ul style="list-style-type: none"> • Ensure curriculum design takes into account the interests of boys and provides engagement • Develop workshops for parents/carers so that they are better able to support in the home environment 	<p>2019-20 Combined 73.45% OT girls 57.82% OT boys</p>
<p>4. Academy community</p> <p>To develop wider partnerships with the local area in order that those of different faith and characteristics are invited to share their experiences and knowledge.</p>	Race Religious Belief Sexual identity	<ul style="list-style-type: none"> • Explore links with local community, e.g. vicar, local councillors to invite into the academy across both key stages • Use Growing Up.. materials to embed different family make-ups and acceptance • Build curriculum which is diverse and broad in order to ensure that different groups are represented 	<p>2018-20 -Local Vicar visits (whole school) -Church Visits (year 1) -Mosque Visit (year 2)</p>

