



Equality Statement, Information and Objectives

Audience:	Parents Academy staff and volunteers Local Governing Bodies
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Policy model:	School Level
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Equality Statement

Moor Green Primary Academy is committed to the principle of equal opportunities for all. We operate an inclusive curriculum, which respects the diverse needs of every child.

This statement demonstrates our commitment to ensure full access to the progression through the curriculum for all pupils. In addition, it acts as a positive focus when considering matters of school management and organisation.

We encourage the development and promotion of positive attitudes through the implementation of a curriculum which is broad and balanced, thus enabling all pupils regardless of colour, race, creed, gender or special educational needs, to have full access to the curriculum.

We believe that by acknowledging, valuing and understanding our similarities and differences that members of our society will play an active role in contributing to our future society. The academy's touchstones, and in particular our positive behaviour expectations and learning powers are at the heart of all we do.

We recognise that prejudice can, and does, exist at all levels in our society. However, it will not be tolerated at any level within our academy.

We value all our children at Moor Green Primary Academy and recognise the positive contribution each child can make in enriching and enhancing the ethos of our academy and wider community.

This is an annual statement made on behalf of the Local Governing Body by the Head Teacher.

1. Our 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 values.

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 others 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 in learning, friendship and community.
- Taking responsibility – understanding that we are accountable for our actions.

Our children will be able to articulate, discuss and demonstrate these values and their meaning not only within the academy, but also as they continue their journey and learn to make a positive contribution to society.

Fundamental British Values

As part of the value system, the academy actively promotes and encourages the fundamental British values which permeate through all aspects of school life, and link seamlessly with the six core values of Moor Green Primary Academy. These are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

These values are regularly promoted through high quality teaching, a rounded programme of collective worship and assemblies and a positive behaviour policy. This provision allows pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. As well as teaching our pupils, our active promotion of these values also means we challenge pupils, staff or parents who express contrary opinions.

Academy aims

- Value and recognise the uniqueness and achievement of every member of our academy family
- Raise the aspirations of everyone within our academy community so everyone strives for **personal excellence** in everything they do
- Nurture and support all individuals, helping every child to achieve his/her potential in all areas of learning – intellectual, emotional, physical, social, moral, spiritual and cultural, placing children's happiness at the core of what we do
- Provide outstanding teaching and learning which enables all students, regardless of gender, race, background or ability, to excel
- Equip children with the resilience and perseverance to become creative and independent thinkers and to become lifelong learners within an ever-changing world
- Provide a rich, broad and balanced curriculum with emphasis on English, Mathematics, Science and the Arts
- Develop learning opportunities which stimulate positive models of enquiry, reflection, challenge and

innovation

- Promote British Values alongside our school values to embody attitudes of care, tolerance, honesty, trust and respect within the academy and wider communities so that children develop as well-rounded and responsible citizens for the future
- Develop outstanding relationships with ‘Parents as Partners’ of their children’s education and with all our stakeholders so everyone works together to achieve the best outcomes.

Key values upon which the academy is based

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, seven principles that makes our academy unique and sets us apart from others. Our touchstones are used to express the values and ethos of the Trust and of Moor Green Primary Academy, and describe what we will be known for and how we operate:



2. The characteristics of our school

Moor Green Primary Academy is a two from entry primary school with its own nursery serving the community of Moseley, Birmingham. Moseley is located roughly 3 miles (about 5 km) south of Birmingham city centre in the West Midlands, England. It has a population of approximately 21,600 to 21,800 making it the 17th most populous ward in the city. The ward has a slightly older age profile than the city as a whole and a similar share of the population from a BAME background. Moseley is amongst the least deprived wards in the city nationally. Resident employment rates are above the city average and claimant count unemployment proportions are below those for Birmingham as a whole.

Moor Green Primary Academy is a school which champions diversity, equality, community and excellence to meet and be responsive to the needs of the local community which it serves. With other primary schools close by, it is key that Moor Green works collaboratively alongside them, but at the same time, remains distinctive.

Characteristic	Total	Breakdown (number and %)
Number of pupils	448	For the academic year (figures correct as of May 2025-26) Nursery: 30 (7%) Reception: 60 (13%) Year 1: 60 (13%) Year 2: 61 (14%) Year 3: 60 (13%) Year 4: 60 (13%) Year 5: 59 (13%) Year 6: 58 (13%)
Number of staff	57	For the academic year 2025-26
Number of governors	10	8 female (80%) 2 male (20%)
Religious character	Non-denominational	
Stability of school population	Below average 78.27%	
Pupils eligible for FSM	32.62%	
Deprivation factor	Close to average	
Disabled staff	0	
Disabled pupils (SEN/LDD)	SEN Support – Below average 11.33% EHC – Below average 1.11%	
Disabled pupils (no SEN)	0	
BAME pupils	30%	

BAME staff	43%
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Pupils who speak English as an additional language	Above average 34.70%
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Average attendance rate	94.8% (2024-25)
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Significant partnerships, extended provision, etc.	REAch2 Academy Trust Birmingham City Council
Awards, accreditations, specialist status	

3. 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 & Diversity Statement 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.

4. Protected characteristics

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- disability (as defined by the equality Act 2010) and those who have additional educational needs
- 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
- ethnicity
- religion and belief
- pupils from low income backgrounds
- Gypsy, Roma and Traveller children

- gender
- gender reassignment
- sexual identity
- age (for employees)
- maternity and pregnancy (for employees)
- marriage and civil partnership (for employees)
- children from military families
- other vulnerable groups

5. Disability

At Moor Green Primary Academy, we implement accessibility plans which are aimed at:

- 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.

6. 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.

7. 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.

8. 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.

9. Chain of accountability

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

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

Each term, managers and key staff will report to the Headteacher 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.

Responsibility for	Key person
Single equality scheme	Head Teacher
Disability equality (including bullying incidents)	SENDCo
SEN/LDD (including bullying incidents)	SENDCo
Accessibility	Head Teacher
Gender equality (including bullying incidents)	Head of Pastoral and Safeguarding
Race equality (including racist incidents)	Head of Pastoral and Safeguarding
Equality and diversity in curriculum content	Head Teacher, Head of Pastoral Safeguarding
Equality and diversity in pupil achievement	Head Teacher and all teachers
Equality and diversity – behaviour and exclusions	Head Teacher, Head of Pastoral Safeguarding
Participation in all aspects of school life	Head Teacher, Pastoral Team and all teachers
Impact assessment	Head Teacher
Stakeholder consultation	Head Teacher
Policy review	Local Governing Board
Communication and publishing	Head Teacher

10. 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 Statement and objectives.

Head Teacher

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.
- Ensure 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 Headteacher.
- 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 Headteacher 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.

11. 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 and Anti Bullying policies
- Monitoring and review of our attainment data
- Lesson observation feedback
- Cultural days and cultural curriculum themes
- Local community involvement

12. 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.

13. Commitment to review

The academy equality scheme is aligned with the School Development Plan. Its implementation is monitored within the school's self-evaluation and other review processes (The Senior Leadership Team and Governing Body) as well as being updated at least annually. 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.

14. Initial achievements to be embedded to support all learners and groups:

- Visual timetables and workstations
- Positioning of furniture so as not to be a barrier to access
- Ensuring that specialist advice is sought and skills are cascaded to all teaching and support staff
- In particular, for the children: Use of adapted equipment e.g. special scissors, 'hand-huggers', 'writing slope', 'move and sit cushions', coloured overlays where necessary.
- Use of technology e.g. interactive laptops and tablets for dictation/translation
- Adapting the outside environment to support visual impairment
- Training of staff

15. Equality objectives 2023-2027

Equality Objectives	Protected Characteristic	Actions to achieve this	Progress
1. SEND and Inclusion We aim to improve the progress made by pupils with SEND to allow them to access a full curriculum and be prepared for the next stage of their education and to prepare them for adulthood	Disability	• Staff CPD to ensure that staff are able to offer an adapted/personalized curriculum in class as appropriate • Dedicated provision for pupils with SEND as identified on EHCP or supporting paperwork • Small group teaching in target areas • Close monitoring of progress and attainment and adaptations made swiftly to ensure no lack of progress • Bespoke and personalised interventions • Work closely with families to gain holistic view of the needs of the child • Effectively adapting the curriculum to ensure core knowledge is secure and application confident and fluent. • Further staff training on SEND assessment system and how it informs planning and resources. • Regularly review the SEND register so that all pupils are correctly coded with identified area of need. • All staff understand and apply early identification protocols. • Liaise with outside agencies to ensure that pupils' needs are accurately identified. • Use the graduated approach to ensure pupils with more severe and complex needs are identified and applications for SSPP/EHCPs are made if appropriate. • Ensure the correct provision is in place for pupils with EHCPs, provision is reviewed and updated regularly and specialists are involved as and when needed.	SEND CPD has taken place and a record of this is kept in school. Monitoring records show that adaptations are in use effectively Class SEND provision maps in place with tracking of provision Range of assessment strategies in place to capture incremental progress
2. Protected Characteristics Promote pupils' understanding of the protected characteristics and how equality and diversity are promoted.	Race gender sexual & gender identity disability pupils for whom English is an additional language looked after children young carers ethnicity religion and belief	• All staff delivering RHE lessons to be trained so they are confident in delivering lesson content. • Pastoral Team to join key lessons so they clearly understand the content of lessons and the key learning points. • Class teachers to liaise with Pastoral Team so that any identified pupils receive further intervention and support if required. • Timely communication to parents in advance of lesson delivery. • Weekly P4C lessons to continue to offer moral dilemmas and opportunities for debate. • Regular monitoring of P4C class books to ensure all pupils are engaging with views, beliefs and opinions that might be different to their own.	P4C curriculum embedded Opportunities to debate embedded at school and Trust level Responsive to evolving needs within the pupil population Visits from and to local faith leaders/places of worship Community Events to bring community groups together Curriculum ensures that the school's diverse community is well represented Link with local

		• Robust monitoring of behaviour logs to identify and respond to any incidents of inappropriate language or abuse linked to equality or protected characteristics. • Immediate intervention and parental liaison in response to any incidents of inappropriate language or abuse linked to equality or protected characteristics. • Review of RHSE curriculum in response to national updates • Explore links with local community, e.g. religious leaders, local councillors to invite into the academy • Invite parents into the academy to celebrate and contribute towards celebrating diversity • Embed bespoke curriculum with is diverse and broad in order to ensure that different groups are represented	community organisations
3. Progress for all groups of pupils, including disadvantaged and SEND Ensure that leaders take rapid action to reduce the achievement gap between groups of pupils	Disability Pupils from low income backgrounds	• Analyse data at a granular level to identify themes and gaps • Ensure that quality first teaching meets the needs of all pupils • Reading priority – every child a reader to enable access to the full curriculum • Consistency in high quality phonics from Nursery until the pupil achieves the expected decoding standard to acquire fluency • Intervention as dictated by data findings	Rigorous monitoring of progress of groups of learners Intervention tracking External and internal monitoring records Swift accurate identification of need
4. Challenge stereotypes To challenge stereotypes and ensure equality of opportunity.	Pupils from low income backgrounds Race Gender Sexual & gender identity Disability Pupils for whom English is an additional language Looked after children Young carers Ethnicity Religion and belie	• Ensure guest speakers at careers events promote equality of opportunity, challenge stereotypes and raise pupil aspirations. • Provide STEM opportunities with facilitators who challenge stereotypes so that pupils view STEM as a career pathway for all. • Use sport as a vehicle to challenge stereotypes through high levels of participation in girls inter-school competitions and opportunities for girls to watch elite-level sport in person. • Weekly P4C lessons to continue to offer moral dilemmas and opportunities for debate. • Regular monitoring of P4C class books to ensure all pupils are engaging with views, beliefs and opinions that might be different to their own.	Annual careers event embedded Football teams for both genders P4C curriculum embedded and monitored

16. Monitor and Review

Annually, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.