



Moreton Church of England Primary School



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Equality Information and Diversity

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1. Introduction

The Equality Act 2010 combines the previous equality strands into the Equality Duty that covers all nine of the protected characteristics: age, disability, gender, gender identity, race, religion or belief, marriage and civil partnerships, pregnancy and maternity and sexual orientation. At Moreton we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This document summarises the school's approach in ensuring equality for all.

School Profile

What follows is a description of our schools location, with relevant demographic and socioeconomic contextual data. This data establishes the context within which our specific vision and values operate.

Moreton is a small one form entry primary school with 184 pupils on roll. 11% of our pupils are from disadvantaged backgrounds. 17% have special educational needs (SEND). 5% of our pupils have refugee status. Moreton school is predominantly made up of white British pupils (91%).

School Data

Following COVID pupils start in EYFS below national average of similar age children. Many experience difficulty with speech, language and communication skills and this can be particularly low for some children. Attainment at the end of Early Years Foundation Stage (EYFS) is in line with national data despite the below average start points for our pupils. This demonstrates good progress and is due to a bespoke curriculum, designed to meet our pupil needs and consistently good teaching. Our KS1 and KS2 data consistently meets or exceeds national standards for achievement and expected levels of progress.

The quality of education at Moreton is consistently good across all areas of school; curriculum intent and design is constantly developed to meet the needs of our pupils.

Children's behaviour is good and attitudes to learning are positive.

Promoting positive personal development is at the forefront of the curriculum. A strong nurturing culture exists. Effective systems for supporting children are in place to support with welfare matters.

Leadership and management is strong. We have an effective governing body and experienced senior leadership team. The current headteacher has been in post since September 2019. Robust systems are in place for monitoring.

2. Aims

At Moreton we are committed to achieving equality for all who learn and work here. We aim to continue our development of a fair and supportive environment for both staff and pupils. For pupils, we aim to ensure that all those with the potential to benefit from the education we offer have the opportunity to do so, whatever their background. We aim to have a diverse and well-motivated workforce where all colleagues are treated equally and with respect.



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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
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer

3. 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.](#)

4. 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 headteacher
- 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 amongst staff and pupils
- Ensure that all staff fulfil their role with regards to equality for all pupils
- Take appropriate action when discrimination occurs
- Monitor success in achieving the objectives and report back to governors



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All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Parents/Carers will:

- Have access to this policy and be encouraged to support the scheme.
- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the policy
- Have the right to be informed of any incident related to this information which could affect their child directly.

Staff and pupils are responsible for:

- Engaging with the school in eliminating and discrimination.
- Promoting a positive working environment
- Showing a commitment to undertaking training and development within this area.
- Visitors to our school are expected to respect and follow our equality policy

5. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities.

Diversity recognises that we can only achieve equality by taking into account the different needs of communities.

Equality is impossible to achieve without recognising diversity.

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group. Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender. Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people. This scheme applies to our

- Pupils
- Staff
- Governors
- Parents/Carers
- Visitors

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.

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. There is guidance in our relationships and behaviour policy and our anti-bullying policy on how prejudice related incidents should be identified, assessed, recorded and addressed.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice related incidents at our school and how they were dealt with.

6. Advancing equality of opportunity

We are guided by 6 principles.

Principle 1:

All learners are of equal value. All teaching and support staff who work in school are of equal value.

We see all learners, potential learners and staff as of equal value:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whichever their gender.
- Whatever their age.

Principle 2:

We recognise and respect diversity. Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made.
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, women and men are recognised.

Principle 3:

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.



- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying.
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment.

Principle 4:

Staff recruitment, retention and development policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development. Through:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whichever their gender
- Whatever their age.

Principle 5:

We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and not disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls, boys, women and men.

Principle 6:

We intended that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both men, women, boys and girls.

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 (e.g. enabling Muslim pupils to pray at prescribed times)



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- 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 clubs)

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

- Collect 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)
- Collect and analyse any national or local data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils.

7. 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 religious education (RE), personal, social, health and economic (PSHE) education, and 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 and listen to stories related to the nine protected characteristics
- 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.

8. 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



9. Equality objectives

Objective 1: *Have in place a reasonable adjustment agreement for any staff or pupils with disabilities, to meet their needs better and ensure that any disadvantages they experience are addressed.*

Why we have chosen this objective: To ensure that there is a formal process for identifying reasonable adjustments for members of staff or pupils with disabilities

To achieve this objective we plan to: Research reasonable adjustment agreements, and build a routine procedure that will ensure this takes place for all relevant staff. Identification of disabled parking spaces in school car park. Check disabled access and facilities throughout the school premises.

Progress we are making towards this objective: Introduced Personal Emergency Evacuation Plans for disabled staff and pupils, which are reviewed annually. Any relevant staff with disabilities meet with the headteacher to discuss any reasonable adjustments at the start of their employment contract or whenever there is a change in circumstance. We have an accessible slope to the front of the school and disabled toilet facilities including a shower.

Objective 2: *To promote cultural understanding and awareness of different religious or non-religious beliefs*

Why we have chosen this objective: Children broadly come from a community which doesn't reflect the religious and cultural make up of Great Britain as a whole. Children can have quite a limited world view.

To achieve this objective we plan to: Incorporate diversity within our curriculum, including our religious education. Review the possibility of trips to different religious places of worship, hold diverse collective worship sessions and PSHE lessons that includes British Values and Modern Britain. Plan to widen the books available in the school library so they reflect Modern Britain and address the 9 protected characteristics.

Progress we are making towards this objective: We have reviewed the stories that pupils encounter at school to try and ensure that we provide both 'mirrors' and 'windows':

- **Mirror:** a story that reflects your own culture and helps build your identity (e.g. a main character who looks like you)
- **Window:** a story that offers you a view into someone else's experience (e.g. a main character who is different from you)

We have visited different cultural places and invited members of our local community to talk about their cultural values. We have incorporated British Values and aspects of diversity within our PSHE lessons (reviewed and rewritten our PSHE curriculum) and collective worship outline. We have reviewed and rewritten our Literacy, PSHE, RE and Collective Worship curriculum overviews and policies. This has incorporated anti-racist RE and plight of refugees.

Our literacy curriculum and 'protected characteristics' books have stories that promotes an awareness and cultural understanding of different religious beliefs. Children demonstrate a good understanding of cultural Britain and in particular the plight of refugees.



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Objective 3: *Increase the numbers of girls who are partaking in sports based after school clubs and STEM activities*

Why we have chosen this objective: A review of attendance at after school sports clubs and interest in STEM activities shows that fewer girls than boys take part

To achieve this objective we plan to: Continue to encourage boys and girls to attend all clubs.

Progress we are making towards this objective: We have seen an increase in girls partaking in sports based after school clubs due to the introduction of dance club and netball club. Additionally, we have girls now engaging in rugby after school, due to club being taken by female member of staff, and in football sessions. We have a dedicated girls football session during lunchtimes. Introduction of pedometers to encourage all, including girls, to improve own fitness. Members of staff has been on training regarding encouraging girls with STEM activities. This is being promoted within school.

10. Monitoring arrangements

The Full Governing Body will update the equality information we publish, at least every year. This document will be reviewed by the Full Governing Body at least every 4 years. This document will be approved by the Full Governing Body.

11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Anti-bullying policy
- Relationships and behavior policy