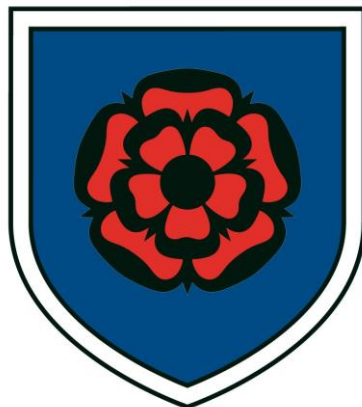
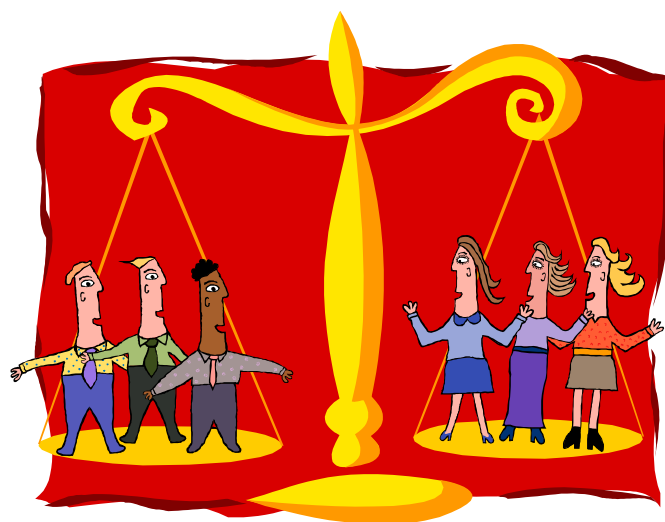


# Mossfield Primary School



## Equality Scheme



## 1. Foreword

We all have an ethnicity, an age, a sexual identity, a gender. Many of us belong to a faith group, with an increasing number of us recognising that we have a disability. These factors can often mean that we want and need different things. It also means that when we say equalities, fairness, respect and dignity it is important we are talking about an agenda that affects everyone in our school community. Our ultimate aim is about creating inclusion.

We also want to work proactively to address inequalities and improve lives for good. This is especially important where our teaching and interventions can benefit children and young people for the rest of their lives.

This is the revised single Equalities Scheme for Mossfield Primary School. This document sets out our school's overall commitment to equality, diversity, human rights and community cohesion which permeates in all our policies and procedures. It aims to ensure that everyone who comes into contact within our school community is valued and respected. It aims to promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation. It contains an approach to all the groups of people with protected characteristics identified by the Equality Act 2010.

It also sets out our specific school objectives and it outlines how the school will incorporate the scheme within our day-to-day school life.

Our scheme includes our whole school; ie. Pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

Whilst the document also serves to outline our statutory duties under the Equality Act 2010, more importantly it allows us to focus on making our school a fair, respectful and inclusive place, with an aim to improve outcomes that matter to our school community.

### Signed by Headteacher

Name DP Mayle

Signed DAVE MAGEE

Date 15-02-2023

### Signed by Chair of Governors

Name CHAK ROOPER

Signed [Signature]

Date 15/2/23

## 2. Introduction

The role of an Equalities Scheme is to visibly set out our priorities for action to improve chances, choices and outcomes in the lives of different groups of people and measure how we are doing to attain them.

The Equality Act 2010 covers discrimination, harassment and victimisation because of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories of people are listed as protected groups because of their characteristics. There is recognition of the complexity of multiple identities and therefore multiple needs and disadvantage. Our equality scheme includes our priorities and actions to eliminate discrimination and harassment from these protected characteristics as well as promoting a culture of human rights, respect and dignity.

The duties apply to staff, pupils and people using the services of the school, such as parents and the wider community.

Our school recognises our responsibilities with regard to the Equality Act 2010. The three areas which we are required to address are:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics<sup>1</sup> - between people who share a protected characteristic and people who do not share it.

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](#)

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<sup>1</sup> Groups of people are referred to having the following 9 protected characteristics: disability, age, sex), race, religion or belief, sexual orientation, pregnancy and maternity [applies to schools for staff], marital status & civil partnership, and gender reassignment or identity.

### 3. School Ethos

#### ○ SCHOOL ETHOS

##### **‘Learning together for a better tomorrow’**

- Everyone in the school community will be valued as an individual and encouraged to be successful citizens and lifelong learners.
- We promote British and co-operative values and attitudes to equip children for learning in a diverse society.
- We recognise that every child matters, we will nurture and support their abilities, helping them all to achieve their potential.
- We provide a high quality education and opportunities to nurture all talents in academic, sports, arts and cultural beliefs.
- We develop relationships based on trust, honesty and respect. We value each other as individuals where everyone is optimistic and proud of their achievements and those of others.
- We strive to always have a vibrant exciting atmosphere in which children and staff feel safe and happy.
- We believe that happy children learn.

### 4. School Profile

- There are currently 420 pupils on roll at the school, making it larger than most other primary schools in the area.
- There are around 40 children with full-time Nursery places.
- Around 30 children join the school at the start of the Reception Year.
- There are two Reception classes and two classes in each of the KS1 and KS2 year groups.
- Most pupils are White British with a small proportion of pupils from a range of other heritages and backgrounds.
- A small minority of pupils are at an early stage of learning to speak English as an additional language.
- The proportion of pupils with Special Educational Needs is above average.
- The proportion of pupils known to be eligible for support through pupil premium funding is high when compared to the national average. This additional funding is provided for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government’s current floor standard, which is the minimum expectation for pupils’ attainment and progress in reading, writing and mathematics.

### 5. Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we have updated our accessibility action plan. This outlines our plans and commitment to increase accessibility of our school environment.



DDA Scheme

Furthermore we continue to record, monitor and review all reasonable adjustments undertaken for staff, pupils, governors, parents and carers.

## **6. Community Impact Assessments**

In order to test our anti discriminatory policies and practices and to conduct the equality analysis required by the Equality Act 2010, we will continue to use community impact assessments.

## **7. Community Cohesion**

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We will continue to support community cohesion by:-

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic and faith groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;
- Teaching pupils about hate crime and that hate crimes are unacceptable.

## **8. Human Rights**

Our school integrates human rights values and principles into key areas of school life. We recognise the duties and standards expressed in the UN Convention on the Rights of the Child, The UN convention on the Rights of the People with Disabilities and the Human Rights Act 1998. We demonstrate our approach via;

- An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation
- Student involvement in debates about change (Through our Student Council).
- Rich learning experiences about human rights inside and outside of the classroom

## **9. Engagement and Involvement**

We involved governors in creating this Equality Scheme and have used it to form an Action plan that will be regularly reviewed to ensure that the scheme is being implemented effectively.

## **10. Procurement & Commissioning**

We are required by law to make sure that when we enter into an agreement to purchase goods or services from another organisation to help us provide our services, that organisation will comply with equality legislation. This is a significant factor in selection during any tendering process.

## **11. Roles and Responsibilities for Implementing the Single Equality Scheme**

The Governing Body, Headteacher, Senior Management Team and Line Managers have a responsibility to implement the Single Equality Scheme. They will do this by setting examples and standards of behaviour challenging inappropriate and discriminatory language and behaviour ensuring all members of staff including new members are aware of this scheme. Furthermore;

The Head Teacher will:

- ensure that staff and parents are informed about the Equality Scheme
- ensure that the scheme is implemented effectively
- Through knowing the composition of the workforce, aim to identify any areas for development
- manage any day to day issues arising from the Scheme whether for pupils or for the school as an employer
- ensure staff have access to training which helps to implement the Scheme
- monitor the scheme and report to the Governing Board annually, on its progress and effectiveness
- ensure that the Senior leadership team are kept up to date with any development affecting the Scheme/action plan
- provide appropriate support and monitoring for any pupils to whom the Scheme has direct relevance, with assistance from relevant agencies
- evaluate, review and update the Scheme every 3 years

The Governing Board will:

- designate a Governor with specific responsibility for the Equality Scheme
- establish that the action plans arising from the Scheme are part of the school improvement plan
- support the headteacher in implementing any actions necessary
- inform and consult with parents about the Scheme
- ensure that the action plans arising from the Scheme are part of the school development plan

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this Scheme
- provide a lead in the dissemination of information relating to the Scheme
- identify good quality resources and training and development opportunities to support the Scheme
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this Scheme as detailed in the school improvement plan

Parents/Carers will:

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

School Staff will:

- accept that this is a whole school issue and support the Equality Scheme
- be aware of the Equality Scheme and how it relates to them, including participating in workforce equalities monitoring
- be aware of the implications of the Scheme for their planning, teaching and learning strategies
- teach pupils to treat each other with respect and dignity and promote the benefits of living in a diverse society
- ensure pupils from all groups are included in all activities and have full access to the curriculum
- challenge inappropriate or discriminatory language or behaviour
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping
- know procedures of reporting harassment and bullying
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA
- make known any queries or training requirements

Pupils will

- be expected to act in accordance with the Scheme
- experience a curriculum and environment which is respectful of diversity and differences and prepares them well for life in a diverse society

## **12. Annual Report and Review**

Each year the school will publish an annual report outlining its progress on the action plan, equality information, accessibility plan and community impact assessments. It will be an opportunity for the school to showcase its good practice.

## **13. Information, Feedback and Complaints**

If you would like a copy of this scheme in Braille, large print or in any other accessible format or if you wish to offer the school any feedback on this scheme or the action plans contained within it, or if you wish to make a complaint, please contact us on 0161 921 2160.

**Created: Spring 2018**

**Reviewed: Spring 2023**

**Review: Spring 2026**