



Moorside Primary School and Nursery Equality Policy 2023 - 2025

Date:	Review Date:	Coordinator:	Nominated Governor:	
January 2023	January 2025	Mrs C Rowett	Mrs J Pallister	
Headteacher:		Mrs C Rowett	Date:	23.01.23
Chair of Governors:		Mr C Lea	Date:	30.01.23

Introduction

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May 2014

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

5.16 Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes. But schools may choose to continue producing such a scheme, if it helps them to comply with the Equality Duty, and they can expand it to cover the additional protected characteristics.

This Single Equality Scheme for schools in North Yorkshire provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014 This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The scheme also highlights how our school has worked with and listened to the staff, pupils, parents and carers to inform development of action plans and the need and commitment required to ensure the scheme is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how pupils with the following protected characteristics (previously known as equality strands) will be protected in our school from harassment and discrimination:-

- disability.
- gender.
- race.
- religion and belief.
- sexual orientation.
- gender reassignment.
- pregnancy and maternity.

The law on disability discrimination is different from the rest of the Equalities Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

This scheme extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our pupils, the school is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
- Being married or in a civil partnership

*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

The impact of this scheme is reported on annually.

Aims of the single equality scheme

- To articulate the school's commitment to equality which permeates all school policies and practices.
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected.
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation.
- To comply with statutory duties under equalities legislation in one document.

Purpose of the Equality Scheme

This equality scheme is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the school will:

- eliminate discrimination;
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core all children in our school share the same rights to membership of our community and all are entitled to access to high quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2)

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some pupils) we need to make to be best placed to help disabled pupils who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled pupils, alongside other protected groups, in the three areas required:

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

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders using the **Inclusion Quality Mark** audit tool. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office. Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB an accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.) OFSTED inspection may include the school's accessibility plan as part of their review.

Moorside Primary School and Nursery **Equality Objectives 2023-2024**

1. To promote diversity within the curriculum and resources with specific reference to SEND, race, religion, different family models and gender and reduce any homophobia, sexism and racism by children in school.
2. To promote and practise growth mindset and resilience. There will be no public labelling of children by attainment.
3. To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.
4. To analyse recruitment data and trends with regard to race, gender and disability and report on this to the governing body.

School Aims and Values

School Vision and Values

The school's vision and values statement reflects the school's ambitions for all its pupils and has been developed with the whole community. It refers to the key requirements set out in the National Curriculum Inclusion Statement for developing an inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Moorside Vision and Values:

Our school's beliefs and values have been revisited and revised in order to reflect the expectations and aspirations of all stakeholders:

- * A culture of success and achievement for all;
- * An aspirational and inspirational curriculum;
- * Strong relationships between the school, families, pupils and our community;
- * A whole school inclusive and nurturing ethos;
- * High expectations for all stakeholders, surrounding our children with the best educators and specialists.

The school statement also embraces the North Yorkshire Inclusion statement which emphasises that individuals and groups of learners who may be vulnerable to exclusion, marginalisation and underachievement are identified and receive targeted provision to ensure their presence, participation and achievement. The school is committed to achieving the **Inclusion Quality Mark** and to addressing any actions which are identified to improve our inclusive practice.

School Context

Moorside Junior School was amalgamated with Moorside Infant school on 29th April 2019. The two schools did not work together until September 2016, when an Executive Headteacher (Previous Junior school Headteacher) was appointed to lead the Infants and well as the Juniors. In February 2018, the leadership structure over both schools changed to an Acting Headteacher and 3 Senior Leaders (KS1, KS2 and EYFS). This model continued throughout the amalgamation of the schools to become a through Primary School and Nursery, when the Acting Headteacher formally became the substantive Headteacher in January 2019.

A new Chair of Governors took over the leadership of the Governing board in May 2019, and since then, governor recruitment and consistency in monitoring has been a priority. The actions taken have strengthened school leadership through a time of rapid change. Part of the process of moving the Infant school into the same building as Junior school has included a £1,600,000 building project to refurbish 4 rooms and 2 cloakrooms in the old Junior building and build an extension onto the school for shared provision. This process began in July 2019 and was finally completed in September 2020. In November 2020, Moorside was awarded the Centre of Excellence status as part of an assessment for the Inclusion Quality Mark.

The nature of the school population and context to inform action planning for the equality scheme:

Factors of the geographical location of the school:-

E.g. the community served (pupils, staff, parents/carers, wider community):-

- 17.3% English as an Additional Language (EAL);*
- unknown religions and beliefs;*
- 16 languages spoken;*
- 32.5% Free School Meals (FSM) – eligibility and uptake;*
- 20% Special Educational needs (SEN);*
- 3.6% EHCPs;*
- New Arrivals;*
- No Asylum Seekers*
- 51.8% male 48.2% female;*

Staff: 0% Arrivals and 0% Departures so far this school year.

The nature of the school intake in the future (bearing in mind the anticipatory requirement of the DDA). School Numbers rising steadily year on year

Disabled access available

Languages spoken at the school; English, Latvian, Polish, Urdu, Africaans, Vietnamese, Romanian, Portuguese, Hungarian, Spanish.

Recruitment, development and retention of staff against social identity factors such as disability, gender, sexual orientation, faith, age, ethnicity – 2 members of staff have recently received safer recruitment training.

The training taken to position the school well for the equality and diversity agenda.

Termly training on new intake of pupils for ALL staff involved in their care (SENCO updates) including medical, faith and belief, language needs; staff meeting every term to update on pupil needs and training opportunities; governor training on fair recruitment practices; training on the new SEND Code of Practice 2014.

School provision

Examples of reasonable adjustments the school makes as a matter of course

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements or from other sources. Additional high needs funding may be available on application to the local authority.

- Our Parent Support Advisor ensures that each family is dealt with on a personal basis and ensures that information is provided to meet the needs of disabled pupils & parents/carers;*
- All classes are dyslexia friendly environments;*
- All classrooms are nurturing classrooms following Nurture UK guidelines;*
- Our behaviour policy demonstrates that strategies are differentiated to support our children as individuals*
- All provision maps are available on the school website for: dyslexia, behaviour, autism, English as an additional language...*
- All pupils are tracked on vulnerable registers half termly and Individual Provision Maps are updated termly. Referrals are made after 2 terms if pupils require support from external agencies in agreement with parents.*
- The inclusion team monitors and supports provision for all pupils alongside the Headteacher to ensure that strategies are in place consistently and that they meet the needs of all pupils.*

Outcomes for pupils

Outcomes for pupils are analysed against social identity issues, i.e. gender, ethnicity, disability, faith background, and aspects of vulnerability identified by the school. This is compared with the outcomes made for all pupils. This is recorded in the School Self evaluation Form (SEF).

These processes form part of the school's equality impact assessment processes through the Inclusion Quality Mark, to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified pupils and parents/carers.

- Pupils' attainment - analysis of end of key stage results for pupils of particular groups
- the quality of particular groups of pupils' learning and the progress they make throughout the school is reported to governors termly.
- The extent to which different groups of pupils feel safe (e.g. *Incidents of racism, 'hate' and bullying involving particular groups of pupils*) is monitored termly and reported.
- The behaviour of particular groups of pupils (e.g. *exclusion data for particular groups of pupils*) is reported termly, including increase/decrease in red card behaviours to support pupils.
- The growing up in North Yorkshire survey will be monitored to identify the extent to which pupils from particular groups adopt healthy lifestyles as well as ongoing surveys/pupil questionnaire's in school.
- Analysis of pupils accessing extra curricular clubs will take place termly to ensure that all children have equal opportunities to extra curricular activities.
- The attendance data for all pupil groups will be reported to Governors termly.
- Parents and carers of children with SEND and SEMH will have a termly meeting with the appropriate member of the Inclusion team.
- *The impact of the pupil premium budget will be shared on the school website. At: <https://www.moorsideschools.org.uk/pupil-premium/>*

Roles and Responsibilities in Implementing the Single Equality Scheme

The Headteacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for pupils or for the school as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:


- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme;

- establish that the action plans arising from the scheme are part of the School Development Plan;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan annually
- publish information at least annually.
- publish equality objectives every four years

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 CPD 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 Development Plan.

People with specific responsibilities - Our Inclusion Team:

<p>MOORSIDE</p> <p>KS2 SENCO/Inclusion – Jess Hunton</p> <p><u>Roles and responsibilities:</u></p> <ul style="list-style-type: none"> • Managing 1:1 TAs KS2 • Monitor Individual Timetables for children with EHCPs/1:1 support • Behaviour charts monitoring • Monitor 'My Plan' actions and provision • Attend KS2 SEND Meetings • Inclusion Quality Mark • Data analysis – SEND pupils 	<p>SENDCo and Inclusion Manager- Michelle Ryder</p> <p><u>Key Roles and responsibilities:</u></p> <ul style="list-style-type: none"> • Managing 1:1 TAs in KS1 and EYFS • All SEND/SEMH policies, provision mapping, interventions • Behaviour policy with HT • Local offer/school website for SEND • Attending multi agency meetings, • Link with EMS and Educational Psychologists, • ECHAR and EHCP, emergency/exceptional funding applications, • Monitoring 'My Plans' and Vulnerable registers across EYFS, KS1 • Creating systems and proformas for SEND support and provision across the school • GTA and ATA direction alongside the HT • SEND data analysis (including case studies) termly and reporting to governors • Safeguarding Deputy for KS1 and EYFS 	<p>Nurture Leader – Gemma Plummer</p> <p>JH maternity cover</p> <p><u>Key Roles and responsibilities:</u></p> <ul style="list-style-type: none"> • Action plans, referrals and documentation for nurture provision and groups • Nurture policy in place • Boxall assessments • Case studies - Nurture • Monitoring of nurture and planning • Management of nurture TAs
	<p>Parent Support Advisor – Sally Price</p> <p><u>Key Roles and responsibilities:</u></p> <ul style="list-style-type: none"> • Attendance • Parental engagement and support • Behaviour tracking • Reintegration for exclusions alongside HT • Supporting new families with inclusion/integration • Referrals for prevention/ Healthy Child Team • Link adult with Family Outreach Workers and Healthy Child Team, EAL Team, Young Carers and Service Children Premium • Safeguarding Deputy. 	<p>Pupil Premium Champion – Rachel Taylor</p> <p><u>Key responsibilities:</u></p> <ul style="list-style-type: none"> • Work alongside Headteacher to identify key areas to target for disadvantaged pupils • Carry out monitoring of disadvantaged pupils to ensure that they are accessing the curriculum in line with their peers. • Gather impact data and information to report to Governors. • Work alongside the headteacher to review the Pupil Premium Strategy

Parents/Carers will:

- have access to the scheme;
- be encouraged to support the scheme;
- have the opportunity to attend contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- 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 Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements;
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be encouraged to express their views and contribute where possible to the formulation of policies;
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;
- ensure the peer support programme within the school promotes understanding and supports pupils who are experiencing discrimination.

Visitors and contractors are responsible for complying with the school's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for pupils, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the school is clear that this is a process which must be informed by the involvement of all participants such as pupils, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of pupils themselves from different social identity backgrounds;
- the views and aspirations of parents of pupils from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;
- the priorities in the North Yorkshire Children and Young People's Plan.

Mechanisms for involvement

At this school the following mechanisms will ensure the views of **pupils** inform the Equality Scheme and action plan:

- Exit interviews with Y6 pupils;
- School council;
- Twice yearly focus groups of pupils representing different social identity backgrounds, i.e., gender forum, disability forum;
- Individual interviews with pupils involved in incidents of a discriminatory nature or bullying related to discrimination;
- Individual interviews with pupils experiencing reasonable adjustments;
- Growing Up in North Yorkshire Pupil Survey.

At this school the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

e.g.

- Exit interviews with staff;
- Regular meetings with union representatives;
- Regular staff meetings with specific agenda items;
- Individual discussions with staff as a part of performance management.

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Scheme and action plan:

- *Welcoming parents and the community into school so that they are critical drivers in policy development.*
- *On the school website in the letters section we share the following information with parents: "your support for your child's education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender."*
- *Feedback through the Governing Body meetings;*
- *Feedback from adults using the school during and beyond the school day.*
- *Our Parent Support Advisor has an established role and is a key link between our 'hard to reach families' and school, providing the necessary support for them to be able to engage with our school community.*

The school's action plan will focus on developing the involvement of pupils, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

The effectiveness of this our Equality will be evaluated and reflected in:

- the School Self-evaluation Form;
- the level achieved in the Inclusion Quality Mark;
- feedback e.g. Parentview.

Reporting

This Scheme will be reported on annually. Progress against the our equality objectives will be evaluated through the School Development plan and reported to Governors. Copies will be displayed in the school reception area and it will be referenced in school newsletters and on the school website at <https://www.moorsideschools.org.uk/eal/>

Publication

This Equality Scheme will be published and available to anyone requesting a copy. Copies will be displayed in the school reception area and it will be referenced in school newsletters and on our school website.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

Contact us

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

Our Customer Service Centre is open: Monday - Friday 8.30am - 6.00pm and Saturday 9.00am - 12.00pm Tel: **0845 8727374** email: **customer.services@northyorks.gov.uk**

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如欲索取以另一語言印製或另一格式製作的資料，請與我們聯絡。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

Aby otrzymać te informacje w innym języku lub formacie, np. w alfabecie brajla, w wersji dużym drukiem lub audio, prosimy się z nami skontaktować.

Email: communications@northyorks.gov.uk



Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that it is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil;
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf