



# Moss Valley Primary Academy



# Equality Scheme

Date	Spring 2023
Review Date	Spring 2026

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## 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 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 Equalities Scheme for Moorfield 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 with 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; i.e. 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: David Nightingale



Date: Spring 2023

Signed by Chair of Governors

Name: Jenny Davis

Signed: Jenny Davis

Date: Spring 2023

## 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:

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

To further these aims, the school will choose and publish equality objectives.

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](#).

## 3. School Values, Ethos/Mission Statement

Our Mission Statement

At Moorfield our aim is to nurture and empower our learners to reach their own academic potential and gain the confidence and skills to ensure that they excel at our school, higher education/university and beyond. We put this simply as:

Believe, Achieve, Succeed

Our Ethos

Moorfield Primary School is a place which provides children with the care and nurture they need to achieve. We work to create a community where enjoyment and

achievement thrive. Our vision in school is to create world class learning opportunities for all of the children we serve.

We believe a cycle of support, accountability, trust and challenge can provide better opportunities for all children and help to ensure we provide an education that will empower the children with the skills needed to ensure that they can achieve anything they want to achieve. We want to work as a community to encourage parents, carers, volunteers, students and other agencies to 'learn with us' to provide a positive role model demonstrating the rewards that cooperation and collaboration can bring. Our learning environment is reflective of our high expectations and engaging curriculum and is a place that helps to develop children's love of learning. We believe that a child who develops a love of learning is more likely to make good progress and a child who makes good progress is more likely to carry these skills forward through life.

We are a school that is committed to the celebration of difference and similarities and are proud to have an Designated Provision for ASC children in school.

Our Values:

### **Respect**

We treat each other as we like to be treated  
We include each other  
We take responsibility for our actions

### **Hard working**

We try our best  
We take pride in our work  
We give 100%

### **Resilience**

We say we can  
We have a go  
We ask for help if we need it

### **Independence**

We aim to succeed  
We believe in ourselves  
We learn from our mistakes

## **4. School Profile**

### School Location

Our school serves the Moss Vale housing estate in Higher Irlam. The vast majority of housing on the estate are social rented with the majority being terraced housing.

The Higher Irlam & Peel Green ward is located in the south-west of Salford, predominantly to the west of the M60. The Manchester Ship Canal runs along its southern boundary, with Trafford beyond. Its northern edge runs mostly along the

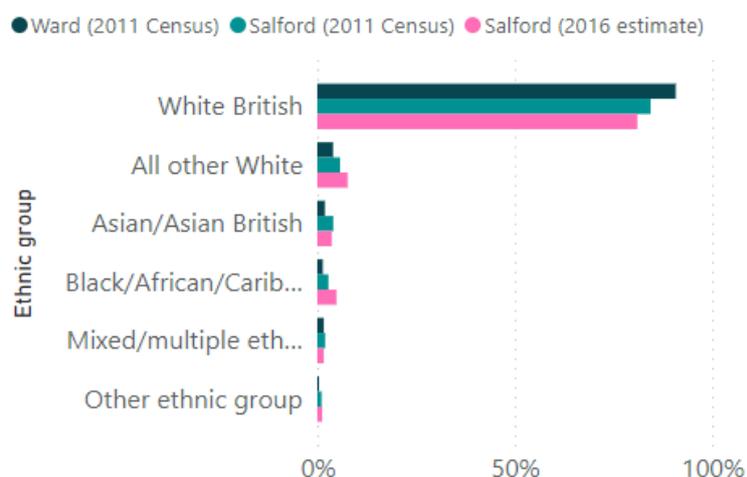
Manchester-Liverpool rail line. Housing is concentrated in the south-west of the ward at Irlam, and either side of the M60 on its eastern edge. More than half of homes are owner-occupied, but almost one-third are social rented. Most are semi-detached or terraced houses.

Port Salford is under construction in the southern part of the ward, with some associated highway infrastructure completed, including a new lifting bridge over the Manchester Ship Canal. Immediately between Port Salford and the M60 is the 12,000-capacity AJ Bell Stadium, home to two professional rugby clubs (Salford Reds and Sale Sharks). To the north of Liverpool Road, the main local route through the area, is City Airport (also known as Barton Aerodrome) and Manchester Heliport. Around half of the ward is designated Green Belt, forming part of the wider Green Belt separating Salford from Warrington and Wigan. This includes all of the land to the north of the M62, which is largely in agricultural or nature conservation use, as well as land to the north and west of the airport and heliport. Peel Green cemetery and crematorium is in the eastern part of the ward.

In order to meet our equality objectives its important to build a rich picture of our school community, to enable some analysis of our equality strengths and challenges.

### Population Ethnicity of the school's locality

#### Ethnicity of residents



The school has 'Place2be', an on-site therapeutic counselling service for parents, carers and pupils. This is a 2 days service. The school is working towards the Dyslexia Friendly Kite Mark; and has the Gold sports Kite Mark.

The proportion of pupils known to be eligible for FSM is well above average at 62% (IDSR 2022). The school location deprivation indicator was in quintile 3 (average) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

The number of pupils with SEND support is well above average 23% (IDSR 2022). Out of those with SEND 14% (IDSR 2022) have an EHCP.

### Ethnicity whole school

This school has 9 out of 17 possible ethnic groups. Those with 5% or more are:

74%: White - British

7%: White - Any other White background

#### Attendance 2022

- Whole School: 93.5%
- Boys: 93.9%
- Girls: 92.9%
- Disadvantaged pupils: 93.1%
- Pupils currently eligible for Free School Meals: 92.8%
- Non- disadvantaged pupils: 94.9%
- Pupils receiving SEND Support: 94.3%
- Children with EHCPs: 91.8%
- Pupils whose first Language is not English: 17%

### **Attainment and progress of groups of pupils**

#### **EYFS 2019**

- 50% of Reception pupils achieved a Good Level of Development
- 18% of boys achieved a Good Level of Development
- 100% of girls achieved a Good Level of Development
- 50% of Disadvantaged pupils achieved a Good Level of Development

#### **KS 1**

##### **Year 1 Phonics**

- 91% of children met the expected standard in Phonics
- 88% of boys met the expected standard in Phonics
- 100% of girls met the expected standard in Phonics
- 80% of disadvantaged pupils met the expected standard in Phonics
- NA for the % of children with non-white British Ethnicity met the expected standard in Phonics

##### **Year 2 Reading**

- 62% of pupils met the expected standard in Y2
- 61% of boys met the expected standard or above in Y2
- 63% of girls met the expected standard or above in Y2
- 60% of disadvantaged pupils met the expected standard in Y2
- 40% of pupils who receive support for SEND met the expected standard in Y2
- 50% of children with non-white British Ethnicity met the expected standard in Y2

##### **Year 2 Writing**

- 48% of pupils met the expected standard in Y2
- 46% of boys met the expected standard in Y2
- 50% of girls met the expected standard in Y2
- 40% of disadvantaged pupils met the expected standard in Y2
- 20% of pupils who receive support for SEND met the expected standard in Y2
- 36% of children with non-white British Ethnicity met the expected standard in Y2

## **Year 2 Maths**

- 62% of pupils met the expected standard in Y2
- 69% of boys met the expected standard in Y2
- 50% of girls met the expected standard in Y2
- 60% of disadvantaged pupils met the expected standard in Y2
- 50% of pupils who receive support for SEND met the expected standard in Y2
- 62% of children with non-white British Ethnicity met the expected standard in Y2

## **KS2 Statutory Assessment**

- 42% of all pupils achieved the expected standard in reading, writing and maths combined

## **Year 6 Reading**

- 67% of pupils met the expected standard in Y6
- 50% of boys met the expected standard or above in Y6
- 75% of girls met the expected standard or above in Y6
- 67% of disadvantaged pupils met the expected standard in Y6
- 40% of pupils who receive support for SEND met the expected standard in Y6
- 75% of children with non-white British Ethnicity met the expected standard in Y6

## **Year 6 Writing**

- 50% of pupils met the expected standard in Y6
- 38% of boys met the expected standard in Y6
- 56% of girls met the expected standard in Y6
- 48% of disadvantaged pupils met the expected standard in Y6
- 20% of pupils who receive support for SEND met the expected standard in Y6
- 50% of children with non-white British Ethnicity met the expected standard in Y6

## **Year 6 Maths**

- 62% of pupils met the expected standard in Y6
- 63% of boys met the expected standard in Y6
- 56% of girls met the expected standard in Y6
- 57% of disadvantaged pupils met the expected standard in Y6
- 40% of pupils who receive support for SEND met the expected standard in Y6
- 75% of children with non-white British Ethnicity met the expected standard in Y6

## **Analysis of Fixed Term Exclusions 2021 – 2022**

- Number of children experiencing a fixed term exclusion: 1
- Number of Boys: 1
- Number of Girls: 0
- Number of Pupils with SEND: 1

## 5. Equalities Objectives

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).
- 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 societies).

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

- Publish 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).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

Having outlined our school's current strengths and challenges, we have identified the following priority areas which we feel will make a significant difference to our school community and ensure real, tangible outcomes. We identified these objectives based on analysis of attainment and progress data and analysis of pupil attendance and welfare information.

**Our Equality Objectives, as agreed with our Governing Board are outlined below:**

- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To promote cultural development and understanding in relation to people within the protected characteristics through the curriculum and a rich range of experiences both in and beyond the school.
- To improve the attainment of disadvantaged pupils achieving GLD in EYFS.
- To narrow the attainment gap between disadvantaged pupils and others in Reading, Writing and Maths in KS1

- To narrow the gap between disadvantaged pupils and others working at greater depth in Writing at KS2
- To narrow the attainment gap between disadvantaged girls and other girls working at Expected Standard in KS2 Reading
- To minimise incidences of prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010.

Date objectives agreed with Governors	
Progress reviewed (to be done annually)	
Date next review due	
Final review date	

Annual Review of Progress			
Objective 1	Steps being taken	Evidence of progress	By
To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.	Consolidate implementation of JIGSAW PHASE/RSE Scheme of Work from YN-6 Implement Medium Term Planning for RE as per the new Salford Agreed Syllabus	End of year data sweep. SMSC Portfolio of Evidence. Book Look by Subject Leader confirms delivery of broad RE curriculum	September 2023.
Objective 2	Steps being taken	Evidence of progress	By
To reduce prejudice and increase understanding of equality through direct teaching	To undertake a review of all curriculum subjects  Monitor prejudice related behaviour/bullying incidents each term	Prejudice related bullying incidents remain at a low level  100% of pupils feel they have benefited positively	September 2023

across the curriculum.  To tackle prejudice and promote understanding in relation to people within the protected characteristics.	Deliver specific intervention programmes at KS	from the intervention programmes specified.	
Objective 3	Steps being taken	Evidence of progress	By
To promote cultural development and understanding through a rich range of experiences both in and beyond the school.	Through the annual schedule of trips, visits and visitors develop children's cultural development. Ensure the delivery of a broad and balanced curriculum for all cohorts.	Record of trips, visits and visitors in EHT Reports to GB.  Work scrutiny indicates delivery of a broad and balanced curriculum.	Termly

## 6. Accessibility Action Plan

We continue to make our school as disability friendly and accessible as we can. To assist us with this process we update our accessibility action plan at least every 3 years. This outlines our plans and commitment to increase accessibility of our school environment.

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

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## 7. Community Impact Assessments

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. Community Cohesion**

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
- A democratic, participatory approach to school governance where all members of the school community are represented in decision making that affect them
- Systems to ensure pupils involvement in decision making about school life
- Rich learning experiences about human rights inside and outside of the classroom

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- Rich learning experiences about human rights inside and outside of the classroom

## **10. Engagement and Involvement**

We involved pupils, staff, governors, parents and carers, and our wider school community in creating this Equality Scheme and action plan.

We did this via a range of involvement and engagement processes:

- questionnaires to parents, staff, other professionals
- full Governing Board discussions/consultation,
- discussions/consultation with pupil groups

This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of the Scheme and action plan.

## **11. 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.

## **12. Roles and Responsibilities for Implementing the Equality Scheme**

The Governing Board, 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
- Encourage staff to give their individual equalities information in monitoring forms annually
- 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 annually
- evaluate, review and update the objectives at least every 4 years
- report any incidents relating to people with protected characteristics as part of Headteacher reports to Governors each term

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
- evaluate and review this scheme regularly

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:

- have the opportunity to contribute to the Scheme
- be made aware of the Scheme, appropriate to age and ability and how it applies to them
- 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

### **13. Annual Report and Review**

Each year the school will publish an annual report outlining how it continues to comply with the public sector equality duty (review of the Equalities Scheme), progress with the objectives and community impact assessments. It will be an opportunity for the school to showcase its good practice.

### **14. 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;

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