

Policy & Procedure



Moira Primary School

Equality Policy– 2022-2025 & Objectives 2024 -2025

This policy is reviewed every year and was agreed by the Governing Board of Moira Primary School in October 2024 **and will be reviewed again in October 2025 (update to objectives).**

Signed: _____ Chair of Governors

Date: _____

Statutory Policy

Equality Policy

At Moira Primary School we believe that equality should permeate all aspects of life and it is the responsibility of every member of our school and wider community. We want Moira to be recognised as a school that provides an inclusive, safe, caring and stimulating environment in which our school community flourishes with every member of our community feeling safe, secure, valued and of equal worth.

Equality Statement

At Moira Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Moira Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

Legal Duties

At Moira Primary School we welcome our duties under the [Equality Act 2010](#). The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations.

We understand the principle of the Equality Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

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

- marriage and civil partnership (for employees).

We recognise that these duties reflect international human rights' standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998. In developing our policy, we have therefore taken these into consideration.

To meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions. **(We will not publish any information that can specifically identify any individual)**
- Prepare and publish Equality Objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our Equality Objectives and report on progress against our objectives on an annual basis

To do this effectively we will collect data related to the protected characteristics and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents
- Curriculum
- Complaints/compliments

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 group, we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will mainly do this through the delivery of our statutory RSE / PSHE Curriculum. We will also use all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils. We will regularly review our resources, displays, lesson content, and assessment processes to ensure that they meet the needs of all groups. We will scrutinise

outcomes across a range of measures, analyse the results and address any identified areas of concern.

In endeavouring to fulfil our legal duties, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships and a shared sense of belonging
- Observe good equalities' practice, including staff recruitment, retention, and development
- Aim to identify, reduce, and remove existing inequalities and barriers
- Consult and involve widely
- Regularly review our progress

Definitions

Discrimination is the unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

Direct Discrimination occurs when someone is treated less favourably than others because of a protected characteristic.

Discrimination by Association occurs when someone is treated less favourably because someone they are associated with a friend, family member or carer who has a protected characteristic.

Direct Discrimination by Perception occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

Indirect discrimination can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

Victimisation occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic, or has supported someone who has raised a complaint or grievance.

Harassment is any form of unwanted behaviour intended to violate an individual's dignity or create an environment, which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic or because they are associated with someone who has a protected characteristic.

Prejudice can be conscious or unconscious and involves stereotypes, pre-judgements

and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.

Our Vision Statement

*The **adventure** begins as all are welcomed through the doors of Moira Primary School. Here we celebrate and nurture **creativity, kindness, curiosity** and a **healthy** attitude to learning across our whole school community.*

Motto - Learning Together

At the heart of our vision for Moira lies **the child**. All children are different, all children are special and should be treated as such. Our primary purpose is to enhance the quality of children's learning through the effective and efficient delivery of the curriculum. We are committed to honesty, sensitivity, and responsibility in all relationships. We will adopt a philosophy of continuous improvement in every aspect of the school's work and life.

Roles and Responsibilities

We believe that promoting Equality is the whole school's responsibility.

School Community	Responsibility
Governing Board	Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitor progress towards achieving equality objectives. Publish data and publish equality objectives. Ensure that staff have access to appropriate training and resources.
Headteacher	As above including: Promote 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. Ensure that all in the school community receive adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.
Teaching Staff	Ensuring and 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. Record, report and respond appropriately to prejudice-related incidents.

Non -Teaching Staff	Support the school and the governing board 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. Record, report and respond appropriately to prejudice-related incidents.
Parents/Carers	Take an active part in identifying barriers for the school community and informing the governing board 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. 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.
Pupils	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can expect to be treated. Report prejudice-based incidents to a trusted adult.

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on the school website.

Preventing and Addressing Prejudice Related Incidents

We define prejudice-based incidents/bullying in the following way:

Prejudice-related incidents/bullying – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality, because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, or because they have a learning or physical disability. It may include misogyny or misandry and be sexist in nature. Such language and behaviour are generally used to refer to something or someone as inferior.

At Moira Primary School we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice-related discrimination may fair less well in the education system. We recognise that prejudice-based bullying is a form of child-on-child abuse and is therefore a safeguarding concern, as outlined in [Keeping Children Safe in Education 2024 \(KCSiE\)](#). We adopt a contextual safeguarding and trauma-informed

approach to bullying and child-on-child abuse. We are committed to working with families and outside agencies to proactively prevent incidents and to create an environment in which all members of our school community feel welcomed, accepted, and safe. We believe every member of our community should be treated with respect and should not be subjected to prejudice or discrimination in any form. This includes staff, parents/carers, governors and visitors to our school.

We provide our pupils and staff with an awareness of the impact of prejudice to prevent any incidents. We endeavour to tackle proactively all forms of prejudice by ensuring our curriculum is representative of all sections of society and the contributions made by people with different characteristics are consciously embedded across all subjects. In doing so, we will challenge stereotypes and work towards inclusivity and identity-safe classrooms where everyone feels validated, accepted, safe and a sense of belonging.

If incidents still occur, we will address them immediately ensuring that appropriate levels of support are provided to those affected, that we thoroughly investigate all reports/allegations and that we will apply appropriate sanctions and address offending behaviours through a programme of education. All adults in our school community are expected to comply with the school's Staff Code of Conduct. Any allegations made against staff will be investigated in line with our policies and procedures relating to staff conduct and behaviour. Any staff member/parent/carer, governor or visitor to the school, who is subjected to prejudice-based abuse can also expect to have their complaint thoroughly investigated and will be supported in accordance with their wishes.

We review our practice following each incident including what more we might do to prevent further incidents. We recognise that we must not become complacent and will regularly evaluate satisfaction levels in respect of how we have responded to any reports or concerns raised.

Pupils, including Bystanders/Witnesses

We regularly talk about trusted adults in school to remind our pupils whom they can report concerns to and the different ways they can do this. The definitions of **victim**, **perpetrator** and **bystander** are clarified to all pupils regularly to develop a shared understanding.

- We emphasise the importance of all pupils (whether a victim or a bystander) reporting concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a teaching assistant, the head teacher, a lunchtime supervisor, or the office staff.
- The member of staff will **listen** to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported.
- The member of staff will make a formal record of the bullying report on the

school's recording system and other relevant members of staff will be alerted.

- The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.
- Even if the behaviour/ incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in each classroom where the pupil can put their name/a brief note about their concerns (either written or drawn). These worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly. The class teacher will check the box at the end of each day and take any necessary action. Pupils can also report their concerns using the 'Whisper' button on the school website.

Parents/Carers

We understand that it can be very difficult for a parent/carer to hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that parents/carers report their concerns directly to the school rather than discussing them with other members of the school community, either in person or online.

The following steps will be taken to investigate:

- Initially, we ask parents/carers to contact their child's class teacher (in person/via telephone call to the office) to explain their concerns.
- The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss these in detail.
- The school's Anti-Bullying Co-ordinator and/or Designated Safeguarding Lead will be informed if the allegation is deemed urgent or if a pupil is considered at risk.
- Following an allegation, the class teacher will make a formal record of this on the school's recording system (CPOMs).
- An investigation into the allegation will be carried out and appropriate follow-up actions identified and taken.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to

be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

School Staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told, following the procedures outlined above in the 'Parents/Carers' section.

Complaints

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and by request from the school office.

This policy is available:

- Online via the school website
- Requesting a paper copy from the school office

Links with other policies

Policy	How it may link
Safeguarding / Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Behaviour and Exclusion Policy Anti-Bullying Policy	Includes details about the school's behaviour system and process including potential sanctions for pupils, with the anti-bullying policy including information about bullying behaviours and vulnerable groups
Online Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
RSHE / PSHE Policy	Includes information about our school's RSHE programme and how we teach about healthy relationships, friendships, diversity and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Monitoring and Review

As a minimum, we will review our policy in relation to any changes in our school profile at least every three years. Our objectives will be reviewed yearly.

Useful Links:

- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- [Convention on the Rights of the Child \(CRC\) | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://equalityhumanrights.com)
- [UN Convention on the Rights of Persons with Disabilities \(CRPD\) | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://equalityhumanrights.com)
- [The Human Rights Act | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://equalityhumanrights.com)

Moira Primary School Equality Objectives 2024-25			
Objectives	Outcomes/ Success criteria	Actions (& key people responsible)	Timescale
To improve the progress and attainment of disadvantaged pupils so that the difference between their outcomes and those of other pupils nationally decreases	The PP strategy is produced which clearly states the rationale behind the use of the PPG and actions as a result. The difference between outcomes for pupil premium children and all other children decreases	<ol style="list-style-type: none"> 1. Decisions on PPG spending are based on effective self-evaluation / research (VS) 2. Pupil premium spending plan published. (VS) 3. Monitoring timetable in place for standards and progress with focus on disadvantaged (VS) 4. Subject Leaders to review their subject data to target support for children eligible for the Pupil Premium Grant 5. (PPG) across the curriculum. 	Termly monitoring and reporting to FGB Summer 2025 review
To address any gender differences identified in outcomes across the school (individual classes)	Gender differences in all subjects to decrease term on term	<ol style="list-style-type: none"> 1. All teachers to use data to identify any gender differences. 2. All teachers create a curriculum, which will be engaging for different genders to develop their reading and writing. 3. Teachers can state what they are doing to address any gender issues in their class. 4. 4: Subject leads to analyse 	Termly monitoring and reporting to FGB Summer 2025 review

		gender issues in their subject and suggest ways to overcome any differences.	
To improve attendance of all pupils, with a focus on disadvantaged pupils to close the gap	Gap in attendance between disadvantaged pupils and others diminishes.	<ol style="list-style-type: none"> 1. Weekly monitoring to identify persistent absentees. Follow up actions where necessary - VS 2. Half termly meetings with the EWO to discuss and evaluate open cases and other pupils where there is concern. Follow-up actions, including VS/EWO working with parents/carers. 3. Regular communication to parents regarding importance of regular attendance and punctuality (VS) 4. Regularly report to parents regarding attendance in school/classes (VS) 5. 5.Involvement of outside agencies where appropriate e.g. EWO, LA Attendance Team (VS) 	Termly monitoring and reporting to FGB - Summer 2025 review
To acknowledge the richness and diversity of British Society and to help prepare pupils for their part in that society.	Pupil's attitudes and actions reflect and acknowledge a tolerant view and understanding of those around them who they may perceive as 'different'.	All staff to monitor their use of images/ resources to ensure that they represent diversity and promote tolerance of difference. All staff to deepen their understanding of SMSC across the curriculum. All children to have access to Everyone's Welcome assemblies and Picture News.	Ongoing practice. Review in Summer 2025
Ensure that disadvantaged pupils, pupils with SEND and individuals listed within the protected	Take up of clubs and extra-curricular experiences across all groups is broadly equal	<ol style="list-style-type: none"> 1. Monitor the current take up of clubs (RH/BW) 2. Carry out pupil perception of those who have not attended clubs 3. Take action based on pupil voice 4. Termly HT report – extracurricular 	Termly monitoring and reporting to FGB Summer

<p>characteristics are fully represented in school clubs and activities</p>		<p>section 5. Report on % of SEND / disadvantaged / individuals with listed protected characteristics attending extra-curricular clubs to governors (termly).</p>	<p>2025 review</p>
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