



Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication

Adopted On:

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November 2026

Review Frequency:

Every 4 Years

Approved By:

Headteacher

Moss Lane School – A Single Equality Scheme

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality across the full range of characteristics, namely:

1. Sex
2. Race
3. Disability
4. Sexual Orientation
5. Religion or Belief
6. Gender Reassignment
7. Pregnancy/Maternity
8. Age (in relation to employees, not pupils)

Public bodies have a **general** duty to:

- Eliminate conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share protected characteristics and people who do not share it
- Public bodies have a **specific** duty to:
- Publish information to show they have complied with the general duty
- Publish evidence of equality analysis
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General duty and the engagement they undertook in developing their Equality Objectives
- Set and publish Equality objectives

The General Duties

Duty	Actions Taken
Eliminate conduct that is prohibited by the Equality Act 2010	<ul style="list-style-type: none"> • Ensured the policy for Equality is up to date and that all staff have opportunity to review and access the policy. • Continued to develop the values system in the school to ensure that they are a key thread that run through the school. • Consulted with parents, staff, children and • Governors' on their views regarding the protected characteristics. • There are very few reported incidents of any kind of discriminatory or prejudice related bullying or poor behaviour, (including racist and homophobic) and those which do occur are managed effectively by staff who appreciate fully the value of diversity and the need to promote equal opportunities.
Advance equality of opportunity between people who share a protected	<ul style="list-style-type: none"> • Pupils who have particular needs are well supported in our school and they make very good progress which is at least in line with expectations. • Consulted with parents, staff, children and • Governors' on their views regarding the protected characteristics. • New SENCO attended training on the Single Equality Scheme.
Characteristic and people who do not share it	<ul style="list-style-type: none"> • Resources FGB have added Single Equality Scheme to their responsibilities and will continue to monitor how the school carries out both the General and Specific Duties. • Pupils who have particular needs are well supported in our school and they make progress in line with expectations. • There are established and effective monitoring systems in place to track pupil attainment. Care, Guidance and Support is outstanding. Groups and individuals are tracked where relevant and teachers are careful to intervene to prevent incidents of behaviour or bullying. Pupils report that they feel safe in school, and that their views are listened too.
Foster good relations across all characteristics – between people who share protected characteristics and people who do not share it	<ul style="list-style-type: none"> • Inclusion and Equality are an integral part of both our mission statement and our school values. • Children learn about difference and diversity through a robust PSHCE curriculum which is explored during assemblies, circle times and other lessons • Pupils are encouraged to celebrate difference and diversity within the school community, local community and wider world. • Pupils and parents participate regularly in events that raise awareness of a range of diversity issues and the school contributes to a number of charities each year. • We aim for quality communication with all our stakeholders and seek to provide access to information in

	<p>a range of media.</p> <ul style="list-style-type: none"> • As a school we believe in leadership at all levels. Our School Council and Eco Council are democratically appointed and are broadly reflective of the existing diversity of the school community. • Our staff wellbeing team also ensure the inclusion and equality of staff in the school community.
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Specific Duties – Evidence of Equality Analysis Undertaken

Policy / Practice Considered	Outline how the policy / practice was evaluated	Outcome of analysis
Behaviour Management	The policy is reviewed annually with engagement from staff, Governors, pupils and parents. We are now embedding a Restorative Behaviour policy.	There are no adverse trends evident in the implementation of this policy and it will continue to be reviewed annually to ensure compliance with best practice and wider school policies and practices.
Anti- Bullying	This policy is annually reviewed by staff, governors, pupils and parents. Both pupils and adults have an important role to play in the implementation of this policy in their roles as individuals demonstrating our Values ethos.	The Bullying Log is maintained with a clear focus on the Equality Act.
Equalities	The Single Equality Scheme will be reviewed annually by staff and governors. The Equality policy will be reviewed every three years by staff, governors, pupils and parents.	The Equality policy will be reviewed to ensure that it complies with the requirements of the Equality Act, in particular, ensuring the protected characteristics are covered.
Curriculum, Religious Education & SRE Policies Note- Sex education is not taught in Primary School apart from through the Science Curriculum. Relationships are taught through PSHE.	These policies are reviewed annually and reflect our wider aims and values, as well as our philosophy of learning and education. There is a focus on Values-led education. The RE policy reflects the requirements of the Surrey Locally Agreed Syllabus for RE. .	All policies have an inclusion statement and monitoring needs to have a regular focus on equality issues.

Teaching and Learning	Teaching and Learning is central to our work as a school and our philosophy and methods seek to ensure that all pupils have equal opportunity to access the curriculum through the teaching styles used. This policy is reviewed annually by all staff and approved by governors. There is a range of monitoring to inform our judgement of teaching over time.	This is a continually evolving policy, underpinned by our Values, as well as our commitment to equality and inclusion. Monitoring needs to have a regular focus on equality issues.
Child Protection (Safeguarding)	A core policy and area of practice; again closely linked to many others, including Equalities. This policy is annually reviewed by governors and staff. It is constantly updated to reflect changes in legislation and practice.	Continue to ensure that all staff have access to quality Safeguarding training and that this reflects issues pertaining to equality.
Recruitment, Promotion and Retention	Reviewed by governors annually	This policy should link closely to the Equalities policy and reflect the requirements around Health related questions in applications etc.

The Specific Duties – Details of Engagement Undertaken

Individual / Group engaged or consulted with.	Outline the nature of the engagement	Summarise outcomes from consultation
Pupils	Pupils are increasingly involved in the leadership and decision making procedures of the school. Primarily through the democratically appointed School Council, and Eco Council but also through class and group consultation and questionnaires etc.	<ul style="list-style-type: none"> • Pupils report feeling safe and well looked after in school. There are no reported incidents of prejudice related bullying and there are established and effective policies and procedures for dealing with all poor behaviour. Pupils report feeling engaged in the life of the school and their ideas are listened to attentively. They fully understand our Values philosophy and all work really hard to follow them. • Children are consulted regularly through whole class discussions and school council meetings.
Staff	<p>Staff are regularly consulted with and a culture of openness and shared accountability means all are able to make their contribution to improving pupil outcomes and well-being.</p> <p>Work life balance and general wellbeing was an integral part of the school SDP. This included discussion with staff on their views and experiences.</p>	<p>Staff are fully committed to being proactive in asking for support and training as needed if it is not highlighted as a whole school or team focus.</p> <p>Whilst no specific equality issues were raised, there was useful feedback on work life balance and this will feed into the school work on wellbeing. This is something the well-being committee can continue to promote.</p>

Governors	Governors review issues pertaining to equality and inclusion at meetings and actively support the school's inclusive ethos.	Governors are fully committed to the vision of establishing and maintaining a fully inclusive school.
Parents and other stakeholders	Parents regularly liaise with the school through the Friends Association events, workshops and consultation evenings, as well as specific meetings when necessary. Annual Parent questionnaires receive a high response rate.	Parents increasingly recognise and value the inclusive ethos of the school and our commitment to inclusion. This is reflected in the consistent presence of the SENCO/HSLW on the playground. We will seek to further strengthen our commitment to quality communications.

The Specific Duties – Equality Objectives

Characteristic	Objective	Success criteria	Date for review	Responsibility
All	Continue to review all policies and undertake a comprehensive practice review to audit equalities issues and impact.	All policies reviewed and updated in light of the Equalities Act and practices audited.	As each policy is reviewed, following set timetable	HT / Chairs of Governors and Committees
Race	Pupils gain greater awareness of racial diversity through the curriculum and extended learning opportunities.	Lesson resources and assemblies etc. provide opportunities for pupils to gain awareness of and learn about racial and cultural diversity other than their own.	On review of Equalities Policy	HT/ SLT/Subject Leaders/Teachers

Gender	To narrow the gender gap in attainment and to identify trends of attainment for particular sub- groups based on race / disability etc.	Attainment of girls in maths continues to rise and a higher percentage achieves greater depth by the end of KS1. Attainment of KS1 boys in writing rises in line with girls.	Annually when reviewing Single Equality Scheme	HT/ SLT/Assessment Leader/English and maths subject leaders
Disability	<ul style="list-style-type: none"> To ensure our SEND policy and procedures are followed by all. Steps are taken to reduce and / or eliminate negative stereotypes of disability across the school and to promote positive understanding. Continue to investigate the feasibility of having a dedicated disabled parking bay in the school carpark. 	<p>All groups of children continue to achieve at least in line with National expectation.</p> <p>Lesson and curriculum audits identify a number of positive examples of disability and no negative stereotyping.</p>	On review of Equalities Policy	HT/SLT/Subject leaders
All	Interested stakeholders receive requisite training in a range of equality / diversity issues.	CPD / INSET delivered to staff / governors / parents as required to promote confidence in challenging prejudice and promoting equality.	On review of Equalities Policy	HT/SLT

All	Seek to broaden and strengthen further our commitment to quality communications with all stakeholders.	Communications available to all stakeholders in a range of formats, responding to need. Identify appropriate support and resources e.g. Braille / community languages/deaf etc. where appropriate	Annually when reviewing Single Equality Scheme	HT / Governors
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