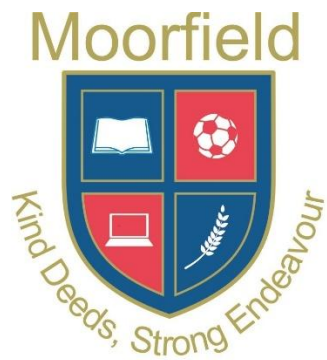




SINGLE EQUITY POLICY

Recommended by:	Kathryn Heyes
Approved by:	Full governing body
Approval Date:	21 st September 2026
Review Date:	September 2027

Moorfield Primary School Safeguarding Statement

“Moorfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and visitors to share this commitment.”

Moorfield Primary School Equality Statement

“Moorfield Primary School promotes equal opportunities for all pupils, staff and service users. We ensure that all persons have equal access to the full range of opportunities provided by the school. We celebrate diversity and actively encourage respect for all as well as promoting fairness and justice in the education that we provide.”

1. CONTEXT

The Equality Act 2010 has replaced all previous equality legislation including the Race Relation (Amended) Act, The Disability Discrimination Act and the Sex Discrimination Act.

It is unlawful to discriminate against members of the School community with the following protected characteristics:

- Disability
- Sex
- Gender reassignment
- Race/Ethnicity
- Religion or belief
- Sexual orientation
- Age
- Marriage/Civil Partnership
- Pregnancy/Maternity

In line with the Act, this statement demonstrates the School's commitment to providing equal and inclusive educational services in a non-discriminatory manner for all members of our School community.

2. AIMS AND VALUES

Moorfield Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Moorfield Primary School we are committed to ensuring equality of education, opportunity and treatment for all employees, pupils and other stakeholders involved with our School; particularly those with a protected characteristic. We aim to further enhance our ethos of inclusion and diversity within all practices in School and to celebrate the achievements of all. To meet this aim, we monitor the achievement of all pupils in order to ensure high standards of education and raised levels of expectation. We aim to make reasonable adjustments to ensure that the School environment and the curriculum are accessible as possible for all pupils.

We aim to:

- Provide a secure environment in which all our children can flourish and achieve all five outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being);
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- Plan systematically to improve our understanding and promotion of diversity;
- Actively challenge discrimination and disadvantage;

- Make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- Publish and share our policies and plans and impact assessments with the whole community;
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- Have high expectations of behaviour which demonstrates respect to others;
- Challenge personal prejudice and stereotypical views if or when they occur.

Moorfield Primary School is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- Working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Single Equality Policy** is followed.

3. Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- Ensure that the school complies with equality legislation;
- Meet requirements to publish equality schemes;
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- Follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- Monitor attendance and take appropriate action where necessary;
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- Provide information in appropriate, accessible formats;
- Be involved in dealing with serious breaches of the policy;
- Be pro-active in recruiting high-quality applicants from under-represented groups.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires

- The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.
- The governors welcome all applications to join the school, whatever background or disability a child may have
- The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.
- Promote British values.

The Head Teacher

It is the Head teacher's responsibility to:

- Implement the policy and its strategies and procedures;
- Ensure that all staff receive appropriate and relevant continuous professional development;
- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying in line with LA guidance;
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- Promote equal opportunity when developing the curriculum;
- Promote respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school.
- View all incidents of unfair treatment, and any racist incidents, with due concern.
- Promote British values.

All Staff

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of harassment and bullying;
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.
- Promote British values.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

DISABILITY NON-DISCRIMINATION

- Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
- The school is committed to providing an environment that allows disabled children full access to all areas of learning.
- Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

Policy Planning and Development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality.
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils/cohorts.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity. (Eg. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.)
- The data collected is used to inform further school planning, target-setting and decision-making.

This policy is brought to the attention of staff, pupils and parents each year and is formally reviewed, along with the principles that underpin it, generally every three years. The policy is monitored less formally via staff meetings.