

Equalities Statement and Action Plan 2022/2023

'Working together to achieve success'

At Mossgate Primary School, Governors and Staff are committed to ensuring equality of opportunity for all irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background in line with the Equality Act 2010. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. This commitment applies to our work in the classroom, our pupil support systems, our recruitment and retention of staff and our work in the local and wider community.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us. Through our work in the classroom, we will seek to foster within our pupils their own commitment equality by:

- promoting attitudes and values that challenge any discriminatory behaviour or prejudice;
- challenging bullying and stereotypes;
- developing and understanding of the different forms discrimination can take;
- understanding the impact discrimination can have on others;
- creating an environment which champions respect for all.

As a school we also:

- make sure the school is a safe, secure and stimulating place for everyone;
- ensure that everyone is treated fairly and with respect;
- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect the diversity of the school, population and local community without stereotyping;
- ensure we have clear procedures for dealing with prejudice-related bullying and incidents;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide regular opportunities for the school community have opportunities to share their views;
- recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same;
- recognise that for some pupils, extra support is needed to help them to achieve and be successful;
- carefully monitor the progress of vulnerable groups of pupils and put in place strategies within and outside of the class to ensure everyone achieves their best.



Our mission:

'Working together to achieve success'

- As fit and healthy **individuals** who are inquisitive and have the confidence to try new things.
- As resilient and independent **learners** who strive to achieve their best.
- As caring and kind **friends** who respect and value difference and challenge discrimination.
- As active and responsible **citizens** who have a positive impact within their school, community and wider world.

A	D	G	C	R	B	S	M	Objective	Planned Actions	Staff	Success Criteria
								To improve children's understanding of different families and relationships (including same sex).	To integrate our Relationships Education within our Health & Wellbeing units across the school.	PSHEC Leader Headteacher	Increased knowledge and understanding of relationships education and keeping themselves safe.
								To broaden children's understanding of difference, including additional needs (physical and learning).	Raise the profile of difference, including additional needs (physical and learning) through assemblies, significant people and books throughout the school.	PSHE Leader SMSC leader	Increased knowledge and understanding of difference, including additional needs (physical and learning).
								To raise awareness of effective provision for children with Autistic traits.	Training on Autistic friendly schools.	SENDCo	Autistic children's needs are met.
								To broaden pupils understanding of different faiths/ cultures, including humanism and secularism.	Celebration of other religious events in school e.g. Diwali, Eid, Holi, etc. Continue to raise awareness of different religions by having visitors in school and visiting different places of worship. Link this to stories from each faith within our school texts. Include key festivals and significant people within planned collective worship.	RE Leader SMSC Leader PSHEC Leader	Increased awareness and understanding of other religions / communities. Visits and visitors shared with the community through Facebook.

A - Age, D - Disability, G - Gender, CC - Community Cohesion, R - race, B - Belief or Religion, SO - Sexual Orientation, M - Marriage and other

Monitoring is the responsibility of the Headteacher, Governors (through the School Improvement Committee) and senior leader with responsibility for inclusion. Staff, parents and pupils have been consulted. The statement and action plan will be reviewed annually.

Reviewed by the Subject Leader:	Approved by Governors:	Next review date:
Autumn 2022	Autumn 2022	Autumn 2023