

Mount Primary School

Equality information and objectives policy



Approved by:	Governing Board	Date: 15/1/25
Last reviewed on:	December 2024	
Next review due by:	December 2028	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	3
7. Equality considerations in decision-making	4
8. Equality objectives	4
9. Monitoring arrangements	6
10. Links with other policies	6

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- › Eliminate discrimination and other 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 a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our values. We are committed to promoting equality and ensuring that all individuals, regardless of their background or identity, have the opportunity to thrive in a safe, supportive, and respectful environment.

2. Legislation and guidance

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. Roles and responsibilities

The governing board will:

- › Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- › Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- › Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Richard Ridyard. They will:

- › Meet with the designated member of staff for equality at least once a year, and other relevant staff members, to discuss any issues and how these are being addressed
- › Ensure they're familiar with all relevant legislation and the contents of this document
- › Attend appropriate equality and diversity training
- › Report back to the full governing board regarding any issues

The headteacher will:

- › Promote knowledge and understanding of the equality objectives among staff and pupils
- › Monitor success in achieving the objectives and report back to governors
- › Meet with the equality link governor at least once a year to raise and discuss any issues
- › Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff (HT) for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

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 that 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:

- › Analyse attainment data each academic year showing how pupils with different characteristics are performing
- › Analyse the data referenced above 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)
- › Analyse data associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- › Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- › Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- › Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- › We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- › Cuts across any religious holidays
- › Is accessible to pupils with disabilities
- › Has equivalent facilities for boys and girls

This may be recorded and monitored within school as appropriate.

8. Equality objectives

Objective 1

Improve accessibility for pupils with disabilities

Rationale: Ensure that pupils with disabilities have equal access to learning opportunities and the school environment.

Actions:

Conduct an audit of physical access in the school to identify areas for improvement (e.g., ramps, doorways, toilets).

Review the curriculum and teaching methods to ensure they are accessible to all pupils, including those with physical or sensory disabilities.

Provide additional training for staff on supporting pupils with disabilities, including autism spectrum disorders.

Success Criteria:

Increase in the number of children with disabilities accessing extracurricular activities and school trips.

Improved feedback from parents and staff on the accessibility of the school environment.

Clear evidence of reasonable adjustments made to support pupils with disabilities.

Timescale: Complete the accessibility audit and staff training by the end of the academic year. Review progress annually.

Objective 2

Close the achievement gap for disadvantaged pupils, including those with protected characteristics

Rationale: Ensure that all pupils, regardless of background or identity, achieve their potential.

Actions:

Identify and track the progress of pupils from disadvantaged backgrounds, including those from ethnic minority groups and pupils with Special Educational Needs and Disabilities (SEND).

Provide targeted support, such as additional learning support or mentoring, for pupils who are underachieving. Promote high expectations for all pupils, with a focus on improving outcomes for those from disadvantaged or minority groups.

Regularly monitor and evaluate pupil progress in core subjects (e.g., reading, writing, mathematics).

Success Criteria:

Improvement in attainment levels for pupils from disadvantaged backgrounds, with an increased proportion achieving age-related expectations.

A reduction in the gap between disadvantaged pupils and their peers.

Positive feedback from pupils, parents, and staff regarding the support and resources provided.

Timescale: Review progress at the end of each term and make adjustments where necessary.

Objective 3

Promote positive attitudes towards diversity and inclusion among all pupils

Rationale: Encourage respect, understanding, and acceptance of all identities, including those related to race, gender, religion, and disability.

Actions:

Introduce curriculum content that promotes diversity and the value of different cultures, beliefs, and backgrounds.

Celebrate a wide range of religious and cultural festivals in school to increase pupils' awareness of diversity.

Provide staff with professional development on how to address issues related to discrimination, prejudice, and bias.

Run school-wide campaigns or activities that promote respect and inclusion (e.g., Anti-Bullying Week, Black History Month).

Use peer-led initiatives to promote kindness and mutual respect.

Success Criteria:

Increased positive attitudes towards different cultures and identities, as evidenced by pupil surveys and feedback.

Reduction in incidents of bullying or discrimination related to protected characteristics.

Enhanced understanding and respect for diversity among pupils and staff.

Timescale: Ongoing, with a formal review of progress at the end of each academic year.

Objective 4

Improve school communication and engagement with minority ethnic groups and communities

Rationale: Ensure that minority ethnic pupils and their families feel welcomed and supported in the school community.

Actions:

Ensure that the school's communication is accessible to all parents, including those who speak English as an additional language (EAL). This could include translation services or multilingual newsletters.

Organise community engagement events to build stronger relationships with families from minority ethnic backgrounds.

Provide targeted support for EAL pupils to help them achieve academically and socially.

Create opportunities for pupils to learn about different cultures and histories through school projects or external speakers.

Success Criteria:

Improved participation of minority ethnic families in school activities and parent-teacher meetings.

Increased academic progress for EAL pupils.

Positive feedback from parents and carers about the school's communication and inclusivity.

Timescale: Continuous, with an annual review of engagement and feedback from families.

9. Monitoring arrangements

The link governor and headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the link governor and headteacher at least every 4 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- › Accessibility plan
- › Risk assessment
- › School Improvement Plan
- › SEND Policy
- › Behaviour Policy