

Myland Primary School



Equalities Policy

January 2025

Equalities Policy

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, such as [insert your school's values here].

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 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

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 following are suggestions only and will need to be adapted depending on your school's circumstances.

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.

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

The school has a designated member of staff for monitoring equality issues, and reports to the Chair of Governors. 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:

- Publish 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)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

The following are suggestions only and will need to be adapted depending on your school's circumstances.

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

8. Equality objectives

Please see Appendix 1

9. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the governing board 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
- SEN Policy
- Behaviour Policy

Appendix 1 The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We regularly review the progress we are making towards meeting our equality objectives

Aim	Action/s to be taken	Who is responsible?	Timescale	Resources	Intended Impact
Provide training for all staff and governors on equality and diversity	Provide specific INSET to staff on equality training. Use opportunities as they arise during INSET to provide training on equality and diversity.	HT/SENCO	By end of Summer Term 2025	Staff meeting time for training	All staff and governors aware of legislation and responsibilities under the Equality Act
Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition	Initial meeting with HT, SENCO and Pastoral Lead and Information shared. In class, teachers will select pupils to buddy/mentor new arrivals. Teachers to make early assessment of EAL needs and identify appropriate interventions with advice from SENCO.	HT/SENCO All staff	Ongoing – as and when necessary	Time (for meetings). £200 – dual language resources as and when needed	New pupils are well supported and interventions put in place to ensure a positive transition to Myland.
Narrow the attainment gap for disadvantaged pupils in Reading, Writing and Maths in all year groups.	Increase the number of disadvantaged pupils working at the expected standard for their age. Monitor the achievement of disadvantaged pupils. Plan and deliver appropriate support to address gaps in learning as identified through on-going assessment.	SENCO All staff	On-going	Time for meetings. Cost of resources to support learning.	Gap narrowed in specific year groups and subjects (as identified through data analysis)
Promote understanding and respect for differences.	Identify opportunities in the curriculum to look at other cultures/countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversity. Use collective worship as an opportunity to celebrate festivals of a range of cultures and countries. Use events such as the Euros, Olympics, WW1/2 as an opportunity to explore other cultures.	HT SLT All class teachers Governors Pupils Parents/Carers	On-going	Cost of resources to promote understanding. £150 – range of CDs for assembly to celebrate musical cultural diversity	Greater understanding and respect for differences. The school ethos and curriculum promotes respect for the differences of the school community. Issues are covered through lessons, assemblies and staff training.

<p>To promote and track attendance for all pupils throughout the school</p>	<p>Analyse attendance trends and patterns over time in relation to gender, race and SEND Provide timely intervention and support for pupils at risk of becoming Persistent Absentees</p>	<p>HT Office Staff EWO</p>	<p>Ongoing (and fortnightly reviews with EWO)</p>	<p>Attendance Solutions (costed via Pupil Premium funding)</p>	<p>Work alongside EWO in improving attendance for all groups within school Continue to support parents with attendance</p>
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