



**MERRYLANDS**  
PRIMARY SCHOOL AND NURSERY

## Equality Information and Objectives

This Policy was updated, to take effect from:	September 2025
This Policy will be reviewed:	September 2026

## Aims

Our school aims to meet its obligations under the public sector equality duty 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

## 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](#).

This document also complies with our funding agreement and articles of association.

## 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, and that they are reviewed and updated at least once every four years
- delegate responsibility for monitoring the achievement of the objectives daily to the headteacher

The headteacher will:

- promote knowledge and understanding of the equality objectives amongst 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.

## 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 yearly. The school uses the National College training, Certificate in Equality, Diversity and Inclusion for Primary Schools & Academies training.

## 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 which 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 above data 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 protected characteristics, identifying any issues which could affect our own pupils

## 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 characteristics, which helps inform and develop our approach

## 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 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## Equality Objectives

**Objective 1:** *To foster good relations between people who share a protected characteristic and people who do not share it.*

Action	Anticipated impact	Date
Actively encourage SEND pupil involvement in after school clubs and extra-curricular opportunities. Monitor uptake and address any barriers.	SEND pupils can access a range of extra- curricular opportunities.	Termly
Actively promote tolerance and mutual respect of others with regard to protected characteristics through assemblies and the PSHE curriculum.	Children will have greater tolerance and understanding of others within the school community.	By Summer term
Sports premium is spent inclusively.	All children will have opportunity to take part in School Sports competition. Sport is used to break gender stereotypes.	By Summer term
Develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach	Children will have greater tolerance and understanding of others within the school community.	By Summer term

**Objective 2:** *Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010 and continue to promote a tolerant and inclusive school community where all feel safe and valued.*

Action	Anticipated impact	Date
Teaching pupils how to be an upstander is included in assemblies, PHSE lessons and other curriculum opportunities.	Children have greater confidence in talking to staff if they have witnessed inappropriate behaviour or language being used.	By Summer term
Explicitly teaching about and challenging use of careless racist or homophobic words.	All staff show awareness of what to do if they hear any discriminatory language.	By Summer term
School and Trust led Diversity walks throughout the year to capture pupil voice and school environments.	Children will speak confidently about expected behaviours, mutual respect and what to do if they witness inappropriate behaviour or language being used.  School displays represent our school community and pupils can	By Summer term

	find examples of people like them.	
<i>Whole school and targeted events such as:</i> Anti- bullying week  Y6 visit to Crucial Crew	Children understand that bullying is 'several times on purpose' and bullying incidences remain low.  Children have greater confidence in talking to staff if they have witnessed inappropriate behaviour or language being used.	By Summer term

**Objective 3:** *To advance equality of opportunity between people who share a protected characteristic and people who do not share it*

Action	Anticipated impact	Date
Ensure participation of parents/carers and pupils in school development	Parents feel comfortable to approach staff about school concerns. Children have greater confidence in talking to staff. All staff show awareness of what to do if they hear any discriminatory language.	By Summer term
To create a safe and inclusive environment by making time to listen to children when required. Ensure personal development opportunities are offered to all children regardless of protected characteristics.	All children will feel included as part of the whole school community.	By Summer term

### Monitoring arrangements

The Head of School will update the equality information we publish, at least every year.  
This document will be reviewed by the Head of School at least every 4 years.  
This document will be approved by the governing board.

### Links with other policies

This document links to the following policies:

- Accessibility Plan
- Special Educational Needs Policy
- Pupil Premium Strategy