



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Equality Statement & Objectives

Date of Policy: October 2025

Member of Staff responsible: L Gerver

Review date: October 2026

Signature: _____

Chair of Governors

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



Equality Statement & Objectives

OUR SCHOOL COMMITMENT

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

This document has been prepared in line with the national legal context including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) The Equality Act 2010 and schools

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community with regard to their protected characteristics. These are, (but not limited to):

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation and gender questioning.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

At Mickleover Primary School we aim to:

- Ensure that everyone is treated fairly and respectfully;
- Make our school a safe and secure place for everyone;
- Recognise that people have different needs and we understand that treating people equally does not always involve treating them the same;

Motivated to learn, Proud of our achievements, Successful and skilled for life.



Mickleover Primary School Equality Statement & Objectives

- Recognise that some pupils need extra support to help them achieve and be successful.
- Try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents and those of us who can be treated less .

We welcome our duty under the Education and Inspections Act 2006 to promote cohesion and our general duty under the Equalities Act 2010 to eliminated discrimination, to advance equality of opportunity and to foster good relations. We also welcome the emphasis in the Ofsted framework on the importance of diminishing differences in achievement which affects, amongst others:

- Pupils from certain cultural and ethnic backgrounds;
- Pupils who belong to lower-income households;
- Pupils who are disabled;
- Pupils who have special educational needs;
- Boys in certain subjects, and girls in certain other subjects.

AIMS AND VALUES

We are committed to providing an environment which seeks to encourage an open and diverse community, respecting the rights of pupils (and staff), whatever their background. We are also committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge understanding, creating a culture where pupils are accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of our school. This environment will be achieved by celebrating the different cultures and viewpoints that are in our school community and learning from each other first hand wherever possible.

The curriculum we teach enables our pupils to become:

- Successful learners who enjoy learning, make progress and achieve,
- Confident individuals who are able to live safe, healthy and fulfilling lives,
- Responsible citizens who make a positive contribution to society.

Our curriculum enables the children to develop the skills of resilience, collaboration, reflectiveness, perseverance, problem solving, team work and independence. Alongside this, the British Values of tolerance, mutual respect, democracy, rule of law and individual liberty are also taught, throughout the curriculum Values of kindness , tolerance and respect will be promoted in our pupils through the British Values mentioned above and through our behaviour rules of 'Ready, Respectful, Safe.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.

Motivated to learn, Proud of our achievements, Successful and skilled for life.



- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

EQUALITY OBJECTIVES

- To improve the attendance, provision and outcomes for all children and in particular, for those with protected characteristics, in order to diminish any differences in progress and attainment when compared to other children nationally.
- To improve participation in extra-curricular clubs and activities that are available in school, for all groups of children and particularly those with protected characteristics, so that there is greater inclusion and equality.
- To continue to improve the knowledge, understanding and skills of our pupils, through our PSHE curriculum, in equalities issues to ensure that everyone is treated fairly and with respect.
-

Particular groups the school is looking to improve the attendance, participation, provision and outcomes for:

- Disadvantaged pupils in receipt of free school meals and the pupil premium
- Children with special educational needs and disabilities

DEALING WITH PREJUDICE AND CELEBRATING DIVERSITY

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Through our PSHE curriculum, our pupils are taught to be:

- Understanding of others
- Celebratory of diversity
- Eager to reach their full potential
- Inclusive
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community
- Treat other members of the school community unfairly

The school's employees will:

- Promote diversity and equality
- Encourage and adopt an inclusive attitude
- Lead by example
- Undertake training if they need to improve their knowledge every two years.

Motivated to learn, Proud of our achievements, Successful and skilled for life.



EQUALITY AND DIGNITY IN THE WORKPLACE

We do not discriminate against staff with regard to their:

- Age
- Disability
- Gender reassignment
- Marital or civil partner status
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

RELATED POLICIES

Accessibility Plan
Accessibility Policy
Anti-Bullying Policy
Attendance Policy
Behaviour Policy
Child Protection and Safeguarding Policy
Complaints Policy
Disability Equality Scheme
Inclusion Policy
Online Safety Policy
RE Policy
SEND policy
Staff Code of Conduct