



Equality information and objectives policy

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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

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 will:

- Meet with the designated member of staff for equality, 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

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor to raise and discuss any issues
- Support the headteacher in identifying 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.

The school has a designated member of staff 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:

- 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 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

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.

8. Equality objectives

We will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- (a) Increasing the extent to which disabled pupils can participate in the curriculum.
- (b) Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided; and
- (c) Improving the availability of accessible information to disabled pupils.

Our leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

Objective Group	Objective	Actions (and by who is responsible)
Leadership and Management	- Promote diversity, tolerance and understanding through celebrating difference. - Ensure that displays in classrooms and corridors promote diversity (with respect to the Protected Characteristics). - Actively plan teaching sessions/themes which include examples of diversity and seek opportunities in class and assemblies to learn about and to celebrate this.	- Practice within the school will be reflective on our approach to celebrating difference. - Governor climate walks will provide opportunities to gather pupil and staff voice. - SLT to monitor the learning environment and resources to ensure high quality texts and provision is in place for all pupils. - Curriculum progression mapping for RE, PSHE and RSE develops pupil understanding of difference and equality, within the community and wider world. - Planning for assemblies will ensure all pupils know that differences are to be celebrated. - HT to ensure they report to the governing board on any incidents of a racial nature.
Pupil Achievement	All pupils are assessed, monitored, and tracked through Target Tracker and analysis of data. - Under-achievement is identified, and appropriate intervention is applied. All pupils are able to participate in a full range of extra-curricular opportunities.	- HT and Governing board will use the data to monitor and assess the impact of the school's progress. - Regular Pupil Progress meetings track attainment and next steps for teaching and learning. - High quality interventions in place with clear timelines to ensure impact is evaluated regularly. - Analysis of assessments and data demonstrates the gap is narrowing for identified groups/individuals. - Monitoring by HT / senior lead teacher identify strengths and development points.
Behaviour and Safety	- Pupils respect one another and are tolerant and understanding of difference. - Pupils feel safe and valued. - Pupils, staff, and parents know that	- To actively promote, and model school ethos and respect among all stakeholders. - Ensure the curriculum promotes role models that positively reflect the school's values and ethos (Community, Aspiration, Respect, Enjoyment).

	misconduct and gross misconduct will be challenged.	• Include as item on agendas and through parent and pupil voice. • A clear log of any incidences and actions to be reported to governing board. • Pastoral Lead and PSHE Lead to monitor well-being in school to support children as identified.
	• Publish and promote the Equality Plan through the school website, newsletter, in parent voice sessions, staff meetings and within the local community.	• Information is openly shared with, and is accessible to parents via the school website, at information sessions, parent drop-ins and also within the year group specific curriculum overviews circulated at the start of each half term. • The focus on raising awareness of diversity is evident around the school. • Curriculum plans, across all subjects, help broaden and deepen our pupils' understanding of diversity and prepare them for Modern Life Britain and their next steps.

9. Monitoring arrangements

The governing board will update the equality information we publish, [described in sections 4 to 7 above], 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
- SEND Policy
- Behaviour & anti-bullying Policy
- Sex, Relationships and Health Education Policy