



Meadow View Farm School  
excellence as standard

# Equality Policy & Equality Objectives

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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 proprietary body 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 2 years, 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
- Meet with the designated member of staff for equality every term, 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 proprietary body 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 the proprietary body

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

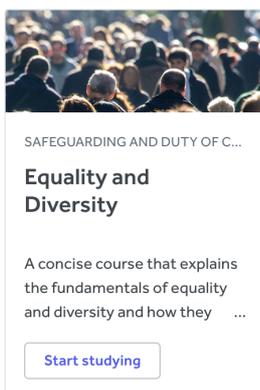
## 4. Eliminating discrimination

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 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 through Educare every Autumn term, completing the following course:



### Equality and Diversity

This course will provide an insight into equality and diversity, covering the fundamental aspects and how they affect you. At EduCare we ensure that all of our training courses are written and endorsed by experts. This course is accredited by Secured by Design. This course provides an understanding of equality and diversity, helping to introduce new recruits to the subject or act as a refresher for current employees.

The course covers:

- What equality and diversity mean and how they affect you.
- Recognising the barriers that can prevent equality from being realised such as prejudice, stereotyping, discrimination, victimisation and harassment.
- Learn key legislation and both employers' and employees' responsibilities in relation to it.
- The Equality Act 2010 and 'protected characteristics' that form the basis of the law.

## 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
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities  
In fulfilling this aspect of the duty, the school will:
  - Analyse attainment and engagement data to determine strengths and areas for improvement, implement actions in response and publish this information
  - Make evidence available identifying improvements for specific groups

## 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, personal, social, health and economic (PSHE) education, Protective Behaviours, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature including a broad range of protected characteristics
- 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 and different protected characteristics
- We will work to develop further 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

### Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability by July 2026, and report on this to the proprietary body.

#### Why we have chosen this objective:

We work incredibly hard to ensure that all children, families and staff feel safe, accepted and respected. We want to go further to ensure that all those with protected characteristics feel that there aren't any barriers to them applying for a post at Meadow View Farm School

#### To achieve this objective, we plan to:

Analyse the recruitment data with regards to race, gender and disability  
Share this data with those part of the recruitment process & the proprietary body

#### Progress we are making towards this objective:

### Objective 2

Train all members of staff involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

#### Why we have chosen this objective:

We want to ensure that we have a good understanding of our legal requirements with regards equal opportunities and non-discrimination. We want this to be reflected in the outcomes of the recruitment processes we undertake.

#### To achieve this objective, we plan to:

Ensure those staff who are part of the recruitment process have undertaken appropriate training on equality, diversity and equal opportunities.

#### Progress we are making towards this objective:

### Objective 3

Analyse the engagement of pupils in lessons and subjects and identify if any discrepancies in engagement are related to a protected characteristic, if so, make plans to address this.

#### **Why we have chosen this objective:**

We have implemented a new and bespoke curriculum, tailored to meet the needs and interests of the children at Meadow View Farm School. We want all children to develop a love of learning, be enthused to learn and make progress whilst with us on their educational journey, and beyond.

#### **To achieve this objective, we plan to:**

Analyse the termly 'Progress checks' to identify if there are any areas of the curriculum where a child/children are less engaged and identify why. If this could be related to a protected characteristic, review and adapt the curriculum.

#### **Progress we are making towards this objective:**

### **Objective 4**

Develop further links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

#### **Why we have chosen this objective:**

We are restless in our pursuit to continually improve provision and outcomes for the children and families at Meadow View Farm School. Making links with those with specialist knowledge and developing our collective knowledge and understanding in specific areas and using this to adapt and improve provision will undoubtedly improve outcomes for children and families.

#### **To achieve this objective, we plan to:**

Identify those children and families who are willing to share their protected characteristic status with us so we are able to initiate links with specialists that will have greater impact in a timely period. Over time, work to foster relationships with other specialists to broaden our knowledge and understanding.

#### **Progress we are making towards this objective:**

## **9. Monitoring arrangements**

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

This document will be reviewed by the proprietary body at least every 4 years.

This document will be approved by the proprietary body.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment