

The Mary Bassett Lower School

The Public Sector Equality Duty and Equality Information and Objectives Statement



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The Public Sector Equality Duty and the Equality Information and Objectives Statement

The Mary Bassett Lower School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We welcome our duties under the Equality Act 2010. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the Rights of people with Disabilities, and the Human Rights Act 1998.

The school's general duties with regard to The Public Sector Equality Duty are:

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

The school's specific duties with regard to The Public Sector Equality Duty are:

- To publish information to show compliance with the Equality Duty.
- To publish Equality objectives at least every 4 years which are specific and measurable.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

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

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.

What we are doing to eliminate discrimination, harassment and victimisation.

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect and respectful relationships for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief or sexual orientation.

Addressing prejudice and prejudice based bullying

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.
- 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.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs.
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum.
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.
- Prejudices around legal guardian (parents or carers)

We keep a record of different prejudice-related incidents and provide information to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

We will 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.

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.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Incorporating lessons about diversity into the curriculum.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender
- 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.

Inclusion - What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
- We make reasonable, appropriate and flexible adjustments for pupils with a disability. We closely monitor data on behaviour, suspensions and exclusions, and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

We collect and analyse data:

- On the school population by gender, EAL, financially disadvantaged, safeguarding concerns.
- On the % of pupils identified as having a special educational need and/or disability and by their principal need or disability.
- By year group – in terms of gender and proficiency in English/Maths.

- On inequalities of outcome and participation, related to gender and disability and proficiency in English/Maths.
- We analyse standards reached by different groups at the end of each key stage. We analyse:
 - Boys / Girls.
 - Free School Meals.
 - EAL.
 - All SEN Support or EHCP.
 - Children in Care(CiC), Children Previously in Care (CPiC) and Any Child with or previously with a social worker (ACWASW).

We are aware that the legislation relates mainly to current but also to future pupils – we will for example, be sufficiently prepared if a Visually Impaired, Hearing Impaired or Gypsy Roma Traveller pupil joins our school. The school has experience of educating pupils in these groups.

We use a range of teaching strategies that ensures we meet the needs of all pupils. We provide support to pupils at risk of underachieving and we are alert and proactive about the potentially damaging impact of negative language in matters such as religion or beliefs, race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious backgrounds.
- Girls and boys.

We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

We also have running an Accessibility Plan (See School Website) designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural (SMSC) development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.

- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and promote positive images of people.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, and whole school events.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Governing body

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
- The Equality link governor is Rob Merry
- Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.
- Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

Headteacher and Senior Leadership Team (SLT)

- The Headteacher is responsible for implementing the policy on a daily basis; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- The Headteacher will inform the Governing Body of any issues that arise each term.
- SLT will support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.

Teaching and Support Staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.
- Plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of religion or beliefs, race, gender and disability.
- Maintain the highest expectations of success for all pupils.
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Keep up-to-date with equalities legislation relevant to their work.

Equal Opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Equality objectives

Objective 1

By December 2026 school will reduce the current attendance percentage gap between FSM and non FSM pupils within our school.

Why we have chosen this objective:

So, we can ensure that financially disadvantaged pupils are in school and are benefitting from educational opportunities.

The current attendance gap for FSM is % which has increased from last year.

To achieve this objective, we plan to:

Keep parents informed of their child's attendance levels.

Hold meetings with parents and identify the barriers to higher attendance rates with a plan of action where attendance is below 95%. Reasons for absence that are linked to any disability including hidden disability, are to be supported in school or with specific signposting.

Progress we are making towards this objective:

Identified target area in liaison with Local Authority during the school's attendance check with School Attendance Officer.

Analysis and actions initial review December 2025 - target group of attendance between 91% and 95% identified for a specific support campaign.

Objective 2

By December 2026 to increase the opportunity for enrichment of the financially disadvantaged pupils attending extra-curricular clubs and activities.

Why we have chosen this objective:

School has ensured that barriers to attendance at extra-curricular clubs and activities were removed and easily accessible to all pupils. During the 2026 calendar year, the school is to actively promote the access to pupils identified as FSM.

To achieve this objective, we plan to:

Analyse the 2025 attendance data for extracurricular activities across the year and ensure children with financial hardship are fairly represented. If they are not, then parents will be proactively contacted to ensure no barriers to attendance are in place from a school's access viewpoint, including lack of parental knowledge of access and support for enrichment opportunities beyond the school day.

Progress we are making towards this objective:

Sharing, Monitoring and Reviewing the policy

We review the information about equalities in the policy annually and make adjustments as appropriate. This policy is available on the staff Google Drive, school website and as a hard copy via the school office. Reasonable adjustments will be made for those who may need an alternative format or language.

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