

## **Meadgate Primary School's Equality Policy and Plan 2025 - 2028**

Meadgate Primary School is committed to ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, learning abilities, sensory or physical impairment, social class or lifestyle. Meadgate Primary School recognises differences and is committed to meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school.

Meadgate Primary school is committed to making special efforts to ensure that all groups prosper including:

- Boys and girls, men and women and members of the school community that are non-binary
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils and families with different religions or beliefs
- Those with special educational needs
- Those with a range of disabilities
- Looked After Children and their carers
- Children and staff's sexual orientation
- Staff who are pregnant or have just given birth
- Pupils and staff undergoing gender reassignment

Meadgate Primary staff and governors regularly analyse the school data, both internal tracking data and external tracking. When analysing the data staff and governors pay particular attention to achievement and progress of all pupils and whether or not it is broadly similar regardless of educational need, background, language or disability.

Meadgate Primary School is situated in Great Baddow within the Meadgate estate just 1 mile from the city centre of Chelmsford. We pride ourselves on providing an environment in which everyone feels valued and nurtured so that they can learn and progress to reach their potential. We provide a rich and creative curriculum so that our pupils' needs are met through exciting learning experiences.

Our School is a smaller-than-average-sized primary school with seven classes.

- Most pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is above average, as is the proportion of pupils who speak English as an additional language or are at the early stages of speaking English when they join the school.
- The proportions of disabled pupils and those who have special educational needs, including pupils supported at SEND support or with an Education, Health and Care Plan are above average.
- The proportion of pupils eligible for the pupil premium funding is in line with the national average.

### **School's Commitment to Equalities**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

We will set and publish equality objectives at least every three years.

	Equality Policy	Equality Plan
1.	<p><b>Establishing, maintaining and developing a school culture and ethos</b></p> <p>We make every effort to create an atmosphere of mutual respect and trust between child and child; staff and staff; staff and children; staff and parents.</p> <p>We try to be aware of the “messages” we may be giving in the language we use, in the images and displays around the school and in the choice of visitors/speakers invited to school.</p> <p>We promote the principles and practices of equality and justice throughout the School.</p> <p><i>Paragraphs to describe what the school does:</i></p> <ul style="list-style-type: none"> <li>○ <i>We celebrate diversity/equality with an annual whole school Diversity and with values-themed weekly assemblies which make reference to equality and diversity</i></li> <li>○ <i>We celebrate achievement through weekly key Stage Celebration Assemblies giving all pupils and staff an opportunity to share and celebrate achievements both in school and outside school. We celebrate achievement through ‘Golden Classmate’ Monday assemblies at which teachers select one pupil from each class to be star of the week for achievements in terms of attitudes to others, to their work or for achievement in curriculum subjects.</i></li> <li>○ <i>We promote positive attitudes towards disabled people and pupils by educating pupils about disability through assemblies and PHSCE and history lessons. We also promote positive attitudes to disability by teaching Paralympic sports eg. Boccia.</i></li> <li>○ <i>We promote positive attitudes towards people of different ethnic groups/religions etc. through themed RE teaching days, assemblies and themed topic work in classes, for example our topic themes Africa and</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>We plan to continue sharing our British Values with all members of the school community, ensuring that everyone has a good understanding of what they are and how they are taught in school</b></li> <li>● <b>We plan to ensure our values, including British Values are clear to all members of the school community by further raising the profile of our values in communications to parents (Friday newsletter) and in displays and assemblies and PHSCE and SMSC teaching.</b></li> </ul>

	<p><i>China. We also visit galleries and museums to celebrate ethnic art/religion and we invite visitors into school to promote positive attitudes. We also take every opportunity to learn about the different cultures of pupils, parents, carers and staff and to celebrate that diversity in school.</i></p> <ul style="list-style-type: none"> <li>○ <i>We involve pupils, parents and staff in all our work promoting diversity, inviting them to take part in sports days, and to come into school and share expertise too.</i></li> <li>○ <i>We promote high expectations and model positive attitudes</i></li> <li>○ <i>We demonstrate sensitivity to pupils with disabilities and raise awareness of the needs of others in planning activities</i></li> <li>○ <i>We communicate behaviour expectations by modelling behaviour and having clear and consistent expectations using clear and accessible anti-bullying and behaviour policies.</i></li> <li>○ <i>We ensure that we welcome applications for school places and jobs from all sections of the community and our school is accessible to all.</i></li> </ul>	
<p><b>2.</b></p>	<p><b>Preventing and dealing effectively with bullying and harassment</b>  Recognising that the groups covered in this policy are more vulnerable to bullying and harassment,</p> <ul style="list-style-type: none"> <li>○ <i>We regularly communicate to pupils, parents and staff our abhorrence of all forms of bullying and harassment through values based weekly assemblies and sharing assemblies, PHSCE lessons and through our annual Anti-bullying Week in which we revisit policies and focus on positive roles models</i></li> <li>○ <i>We ensure that incidents are reported and addressed swiftly and effectively through our incident record sheets and reflection sheets which provide a record of incidents and how they have been followed up</i></li> <li>○ <i>We record any incidents of bullying and harassment on grounds of race, gender, disability, sexual orientation etc.. We analyse and report on these incidents to our governing body and keep detailed records.</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>We plan to ensure that anti-bullying assemblies are planned regularly through the year to raise the profile of our policies and practice – ongoing.</b></li> <li>○ <b>We plan to regularly update our reflection sheets to ensure children affected by poor behaviour have a voice</b></li> </ul>

<p><b>3</b></p>	<p><b>Listening to pupils, staff, parents and others</b>  <i>Describe what the school does to:</i></p> <ul style="list-style-type: none"> <li>○ <i>We listen to student voice by regular monitoring through pupil conference, circle time discussion, governor monitoring discussion and an annual pupil questionnaire. We also provide opportunities for pupil voice through our Student Council and Pupil Parliament (partnership schools)</i></li> <li>○ <i>We actively seek staff views and listen to staff concerns through regular staff meetings, team meetings and annual staff questionnaires and by promoting a culture of trust in which staff feel comfortable expressing their views. We use the information from questionnaires to inform our school development plan for the following year.</i></li> <li>○ <i>We seek the views of parents formally with an annual questionnaire and exit questionnaires and informally through open door policy</i></li> <li>○ <i>We ensure we encourage, enable and hear the full range of views including from those with disabilities by being a fully inclusive school</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>We plan to continue to provide informal opportunities for parents to express and discuss their views of the school with governors through governors serving tea at parents' evenings twice a year and by holding regular parent and governor forums during the spring and summer terms of each year.</b></li> <li>○ <b>We are planning increased opportunities for governors to come into school to monitor the work of the school, (ongoing throughout the year)</b></li> </ul>
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<p><b>4.</b></p>	<p><b>Equalising opportunities</b>  Recognising that some of the groups covered in this policy are likely to be economically disadvantage</p> <ul style="list-style-type: none"> <li>○ <i>We ensure school uniform is affordable by ensuring that most is available at low cost from the high street, and by offering regular second-hand sales</i></li> <li>○ <i>We avoid putting parents under unnecessary financial pressure by giving them advanced warning of school trips and opportunities to pay in instalments. We also offer financial support where needed through funding from a local charity</i></li> <li>○ <i>Promote the take-up of extra-curricular opportunities by offering as many free clubs as possible and providing funded places for disadvantaged pupils</i></li> <li>○ <i>We ensure that its charging policy is appropriate and review it regularly</i></li> <li>○ <i>Monitor take-up of extra-curricular opportunities and try to alter provision to promote improved take-up</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>We seek to improve provision and take up of after school clubs by running a variety of different clubs and activities—ongoing annually.</b></li> <li>○ <b>We continue to advertise Pupil Premium funding to parents and have given them information about the benefits of claiming it for their children if applicable, ensuring pupils in receipt of the funding can attend after school clubs free of charge.</b></li> <li>○ <b>We plan to ensure that parents of pupils in receipt of pupil premium understand that they can claim financial support for school uniform and for residential visits if needed.</b></li> </ul>
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<p>5.</p>	<p><b>Informing and involving parents and carers</b></p> <p>We try to increase parental involvement by improving communication on a formal and informal basis and by offering meetings at a variety of times. We seek to be supportive of staff and parents who are unable to get child care when having to attend meetings at school. We actively encourage all parents, regardless of gender and background, to become involved in school activities, in the school association and in the Governing Body.</p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible</p> <ul style="list-style-type: none"> <li>○ <i>We give parents access to a comprehensive prospectus of information and hold annual classroom open evenings to explain how the school operates within different classes. Most information is available on our website including a range of policies</i></li> <li>○ <i>We try to provide child care when we offer parent information meetings e.g. at recent parent internet safety training evening</i></li> <li>○ <i>We offer a range of ways of communicating between school and parents that meet parents' circumstances and needs including home-school diaries, reading diaries and whiteboards outside classrooms giving weekly and daily information and a weekly Friday newsletter.</i></li> <li>○ <i>We encourage parents to let the school know if they have a particular disability or other need</i></li> <li>○ <i>We encourage parents to discuss their concerns by promoting an open door policy with teachers and the head teacher available for meetings by prior arrangement</i></li> <li>○ <i>We ensure that parents understand how well their child is progressing by providing twice yearly parents meetings during which progress and attainment data is shared and by arranging to meet parents and carers as soon as concerns arise about a pupil. We offer an opportunity to discuss the end of year report with parents.</i></li> <li>○ <i>We provide meetings to explain how parents can help their child at home and we share policies, for example our Calculation Policy which might help in this regard</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>We increase the amount and quality of information available to parents on our website – ongoing</b></li> <li>○ <b>We plan to continue giving parents better quality information about their children's progress and attainment by providing end of year reports and by including information about attitudes to learning as well as pupil progress at the end of year reports.</b></li> <li>○ <b>We plan to make increased use of parent mail to communicate with parents as individuals and in class groups and key stages.</b></li> <li>○ <b>We plan to continue providing parent workshops each year, rotating the content to include maths, English, E-Safety and other curriculum areas – ongoing.</b></li> </ul>
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	<ul style="list-style-type: none"> <li>○ <i>We explain how parents and others can help in school and ask for specific help in our regular weekly newsletters</i></li> <li>○ <i>We encourage parents to join the PTA and governing body by promoting both bodies positively and by providing opportunities for parents to meet their members informally eg. at new parents' meetings.</i></li> </ul>	
<p><b>6.</b></p>	<p><b>Welcoming new pupils and helping them to settle in effectively</b>  Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible, and to move mid-year</p> <ul style="list-style-type: none"> <li>○ <i>We ensure a happy start to the school at normal times with invitations to visit, have some induction sessions and days and lots of team building activities at the start of term, including whole school story telling in week one.</i></li> <li>○ <i>We ensure effective school transfer and induction mid-year by providing pupils with induction visits and a lass 'buddy' for the first few weeks and by ensuring all pupils understand the importance of welcoming new members to the school. We also model warm welcoming attitudes for all new pupils and staff</i></li> <li>○ <i>We ensure that extra help is given to pupils who find change of school challenging. This can include nurture groups, play leader support at playtimes and circle time work on friendships</i></li> <li>○ <i>We ensure well-planned school adjustments are made to cater for a child with disabilities- if possible in advance of starting at the school. This usually includes induction meetings with parents to discuss needs and working with our SENCO and outside agencies to ensure a smooth transition</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>we are planning to continue training year 6 play leaders in school by training them take on the roles in the spring and summer terms – ongoing.</b></li> <li>○ <b>we are planning to find ways of offering more variety of playtime provision for our pupils with disabilities during the winter months by planning for possibility of improved and increased playground surface areas investigating funding required.</b></li> </ul>
<p><b>7.</b></p>	<p><b>Addressing the full range of learning needs</b></p> <p>We make every effort to provide equal access by monitoring the criteria (gender, cultural, social, ability) used for grouping children.</p>	<ul style="list-style-type: none"> <li>○ <b>We continue to fund a SENCo and SEND Assistant to enable continued effective provision and provision management for all pupils with additional needs.</b></li> <li>○ <b>we monitor and evaluate the quality of inclusive teaching in school with the SENco by regular learning walks giving feedback and evaluating impact of CPD</b></li> </ul>

	<p>We are aware of the balance of time and attention we give to all children so that their needs are met, including time for the undemanding child. To facilitate the meeting of individual needs teachers are given an update of personal information, stored in the pupil's profile.</p> <p>We ensure that all children receive their entitlement to a broad, balanced and relevant curriculum, which is differentiated to meet identified individual needs through flexible and varied provision.</p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve,</p> <ul style="list-style-type: none"> <li>○ <i>We ensure curriculum is relevant by regularly updating and reviewing provision and ensuring teachers receive training to implement our curriculum</i></li> <li>○ <i>We ensure teachers use appropriate teaching styles and classroom organization by giving them high quality CPD and by monitoring the quality of inclusive teaching</i></li> <li>○ <i>We ensure planning is based on prior learning and we promote flexible grouping to ensure the needs of pupils are met as those needs change</i></li> <li>○ <i>Our marking policy promotes learning for all pupils</i></li> <li>○ <i>We track pupil progress and identify all under- performing pupils across the school on our Raising Achievement Grids which track interventions and impact. We are aware of difference between girls' and boys' attainment in different cohorts and are striving to close those gaps</i></li> <li>○ <i>We promote and maintain higher attendance, monitoring data termly and contacting parents to offer support if attendance falls</i></li> <li>○ <i>We promote equal opportunities by ensuring that staff are aware of gender when planning so that planning engages both boys and girls and caters for a range of learning styles</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>we plan to continue to develop our creative curriculum with regular termly visits and visitors to give inspirational stimulus for study.</b></li> <li>○ <b>We plan to continue using comprehensive cohort tracking documents for SEND pupils which help ensure that teachers are fully aware when tracking attainment and progress.</b></li> </ul>
<p><b>8.</b></p>	<p><b>Supporting learners with particular needs</b></p> <p>We maintain high expectations of all groups of children and we endeavour to help them all achieve their true potential.</p> <p>We ensure that there is no discrimination in assessment procedures.</p> <p>We seek to provide opportunities for appropriate support for any child according to their needs, recognising that some of the groups covered in this policy are more likely to have particular needs</p>	<ul style="list-style-type: none"> <li>● <b>We continue to identify gaps in training needs and provide further training in use of equipment to support pupils in wheelchairs including use of new standing frames, hoists and manga cushions and other equipment - ongoing</b></li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>We prepare Personal Education Plans to focus on learning priorities</i></li> <li>○ <i>We ensure language support is available when required</i></li> <li>○ <i>We provide support through small group or one to one interventions</i></li> <li>○ <i>We provide appropriate training and ongoing support to enable staff to meet particular learning needs</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>We are planning to further explore ways to increase the sporting opportunities available to pupils with medical needs—ongoing.</b></li> </ul>
9.	<p><b>Making the school accessible to all</b></p> <ul style="list-style-type: none"> <li>○ <i>We meet the needs of pupils, staff and others with other disabilities by providing appropriate support.</i></li> <li>○ <i>We ensure that curricular and extra-curricular opportunities are available for pupils with disabilities</i></li> <li>○ <i>We are Identifying further developments to address outstanding issues where these constitute reasonable adjustments</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>We are planning to further improve the physical environment to enable disabled pupils to enjoy more variety of play opportunities at playtime and during PE and games by providing more wheelchair accessible games and activities and after school clubs – ongoing.</b></li> <li>● <b>We plan to continue to use the Sports Premium to provide expert Sports Coaches in school who have expertise in provision for pupils with SEND – ongoing.</b></li> </ul>
10	<p><b>Ensuring fair and equal treatment for pupils</b></p> <p>Recognising that the school needs to ensure that its policies and practice do not discriminate, directly or indirectly, against pupils in the school</p> <ul style="list-style-type: none"> <li>● We assess the implications uniform requirements have on pupils and modify them where appropriate</li> <li>● We accommodate the needs of different cultures, races and religions where reasonably possible (in relation to wearing of uniform for example)</li> <li>● We ensure that the implementation of uniform and other policy is sufficiently flexible to accommodate the needs of pupils undergoing gender reassignment</li> <li>● We monitor the use of sanctions to ensure that staff do not impose stricter disciplinary penalties on one group than they do in similar circumstances to others</li> </ul>	<ul style="list-style-type: none"> <li>● <b>We are planning to ensure that parents receive information about school nurse provision of sex and relationship education well in advance of pupils receiving it to ensure that parents are sufficiently well informed to make decisions about their child’s take-up of the lessons.</b></li> <li>● <b>The headteacher will continue to record, monitor and evaluate behaviour-related data in school termly and to be aware of groups in the evaluation of information.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• We ensure where relevant that teaching or the expression of religious belief about same sex-relationships is conveyed responsibly and sensitively.</li> </ul>	
<p><b>11.</b></p>	<p><b>Ensuring fair and equal treatment for staff and others</b></p> <p>We ensure that the school’s recruitment, selection and promotion procedures are based on good equal opportunities practice, in accordance with the County’s Equal Opportunities in Employment Policy.</p> <p>Under the terms of Performance Management, we regularly review the professional development of all staff within the school.</p> <p>We are aware of the importance of positive role models both in terms of gender and ethnic origin.</p> <p>The School is committed to the principles of dignity at work for all staff. This includes the right to be treated with respect by all managers and colleagues. Any person who fails to act in accordance with this principle may be the subject of formal disciplinary action. (See Dignity at Work Policy)</p> <p>The principle outlined in relation to fair and equal treatment will also apply to selection for training. Details of training opportunities will be made available to all staff, who will be given the opportunity to request training on courses which they believe to be relevant to their role and personal development. There can, of course, be no guarantee that all such requests will be met. Priorities for training allocation will be based on the School’s overall development plans and budget allocations.</p>	<ul style="list-style-type: none"> <li>• <b>We have developed a staff wellbeing committee and have mental health first aiders within the school and trust.</b></li> <li>• <b>As part of staff induction we promote equality and equal opportunities.</b></li> </ul>
<p><b>12.</b></p>	<p><b>Encourage participation of under-represented groups</b></p> <p>We recognise that the school has an opportunity to model empowerment of all groups including disabled, ethnic, religious and socially &amp; economically disadvantaged groups, <i>therefore</i></p> <ul style="list-style-type: none"> <li>○ <i>We recruit governor representatives of the parent population and the local community</i></li> <li>○ <i>We encourage the widest participation in the PTA activities and involve the community as much as possible</i></li> <li>○ <i>We support individuals and community groups to express their case on matters affecting themselves and their community and we work closely with our local pre-school and a number of local charities</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>We monitor our diversity to ensure a fair representation that reflects the local area.</b></li> </ul>

<p><b>13.</b></p>	<p><b>Monitoring and Evaluating the policy</b>  Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it and that gaps and the need for further development will arise from effective evaluation,</p> <ul style="list-style-type: none"> <li>○ <i>we offer training to staff &amp; governors</i></li> <li>○ <i>we consult pupils, parents and staff on how the policy is working and how it could be improved via questionnaires and informal opportunities for review e.g. Governor/parent forums</i></li> <li>○ <i>we monitor and review policy and practice</i></li> <li>○ <i>we consult governors on policy and report evaluations to them</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <b>We plan to continue to ensure that we update policies on the school website to ensure that they are up to date.</b></li> </ul>