Manor Park Primary School

Equality Information and Objectives

Document Review	
Date of last review:	November 2026
Shared with staff:	November 2026
Shared with governors:	November 2026
Frequency of review:	Annually
Date of next review:	November 2027

Contents

1. Aims 3
2. Legislation and guidance 3
3. Roles and responsibilities 3
   Governing Body 3
   Headteacher and Senior Leadership Team 3
   All staff 3
4. Eliminating discrimination 4
5. Advancing equality of opportunity 4
   Identifying barriers 4
   Teaching and curriculum 4
   Attendance and participation 4
   Working with families 4
6. Fostering good relations 4
7. Equality in decision-making 4
8. Equality information – annual update 4
   8.1 Our school community 5
   8.2 Equality in educational outcomes 5
   8.3 Equality in attendance 5
   8.4 Inclusion and participation 5
   8.5 Behaviour, relationships and wellbeing 5
   8.6 Employment 5
9. Equality objectives 2026–2030 5
   Objective 1: Equitable achievement and progress 5
   Objective 2: Equitable attendance 5
   Objective 3: Belonging, representation and participation 6
   Monitoring progress 6
10. Monitoring and review 6
11. Related policies and documents 6

1.

1. Aims

At Manor Park Primary School, we are committed to an inclusive, welcoming and respectful environment in which every child and adult is valued, treated fairly and supported to succeed. Our vision, “Together we belong, together we succeed”, reflects our belief that everyone should experience belonging and equitable opportunities to achieve their potential.

Our values are: We belong; We are kind and respectful; We are brave; We aim high.

In accordance with the Public Sector Equality Duty (PSED), we have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

2. Legislation and guidance

This document reflects the Equality Act 2010, the Equality Act 2010 (Specific Duties) Regulations 2011 and relevant Department for Education guidance. The nine protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The application of particular protections varies according to context, including school-specific provisions.

We also recognise barriers associated with socioeconomic disadvantage, special educational needs, caring responsibilities and family circumstances.

3. Roles and responsibilities

Governing Body

- Ensure statutory equality duties are met and published information and objectives are reviewed.
- Consider equality in strategic decisions and monitor progress against objectives.
- Hold school leaders to account for identifying and addressing inequalities.

Headteacher and Senior Leadership Team

- Promote equality and ensure staff understand their responsibilities.
- Monitor attainment, attendance, behaviour and participation, identifying patterns and taking action.
- Consider equality in policies and significant decisions, and report progress to governors.

All staff

- Treat pupils, colleagues and families fairly and respectfully.
- Challenge discrimination, prejudice and stereotyping and respond appropriately to incidents.
- Make appropriate adaptations and reasonable adjustments and promote inclusion.

4. Eliminating discrimination

Manor Park promotes clear expectations for respectful behaviour, safeguarding, appropriate recording and response to prejudice-related incidents, inclusive curriculum content, reasonable adjustments, and fair recruitment and employment practices. Staff training and professional discussion support consistent practice. Preventing discrimination means building a culture in which difference is understood and respected, not simply responding after incidents occur.

5. Advancing equality of opportunity

Identifying barriers

We use information about attainment, progress, attendance, behaviour, SEND and participation to identify potential inequalities. Analysis may consider disadvantaged pupils, pupils with SEND, pupils with English as an additional language and relevant protected characteristics, while taking account of individual circumstances.

Teaching and curriculum

We aim to provide a broad, balanced and ambitious curriculum, with appropriate adaptations, additional provision and reasonable adjustments. We maintain high expectations for all pupils.

Attendance and participation

We monitor attendance and persistent absence and work with families and professionals to address barriers. We also consider access to clubs, visits, enrichment and pupil leadership opportunities.

Working with families

We aim to communicate accessibly, respond sensitively to circumstances and work collaboratively with parents and carers.

6. Fostering good relations

Our curriculum and wider school experiences help pupils explore identity, diversity, citizenship and mutual respect. This includes RE, PSHE, Bright Futures, assemblies, literature and resources representing different perspectives, pupil leadership and links with families and the wider community.

7. Equality in decision-making

Leaders consider equality implications when making significant decisions about curriculum, visits, admissions, staffing, facilities, accessibility, policies and family communication. Where appropriate, the considerations and any reasonable adjustments are documented through existing decision-making and governance processes.

8. Equality information – annual update

This section demonstrates how Manor Park meets its equality duties in practice. It must be reviewed and updated at least annually. Avoid publishing information that could identify individual pupils, particularly where numbers are small.

8.1 Our school community

Manor Park is a large and diverse primary school. Our community includes children with different home languages, special educational needs and disabilities, and varied social, economic and family circumstances. We value this diversity and seek to respond to the needs of our community.

Pupils on roll YR-6 (Nov 2026)	**620**
Pupils with English as an additional language	50%
Pupils eligible for pupil premium	12%
Pupils identified with SEND	14%
Pupils with an EHCP	2%

8.2 Equality in educational outcomes

We monitor pupil attainment and progress by relevant groups, identify differences and review the effectiveness of teaching adaptations and additional support.

8.3 Equality in attendance

We monitor attendance and persistent absence by relevant pupil group and consider individual barriers including disability, medical needs and wellbeing.

8.4 Inclusion and participation

Adapted teaching, personalised provision, reasonable adjustments and work with families and professionals help pupils participate meaningfully in school life.

8.5 Behaviour, relationships and wellbeing

Our school values establish expectations for respectful relationships. Behaviour and discriminatory incidents are monitored to inform response and preventative education.

8.6 Employment

We are committed to fair and inclusive recruitment, employment, professional development and reasonable adjustments. Workforce equality information will be published where applicable statutory thresholds are met, subject to confidentiality and data protection.

9. Equality objectives 2026–2030

Objective 1: Equitable achievement and progress

Reduce identified inequalities in achievement and progress for disadvantaged pupils and pupils with SEND, measured through the school's existing attainment and progress data.

Actions: analyse attainment and progress; investigate differences; review adaptations and interventions; use assessment to plan support; evaluate impact through school improvement and inclusion reviews.

Measures: outcomes by group; progress against agreed baselines; evaluation of targeted support; findings from monitoring and pupil progress discussions.

Objective 2: Equitable attendance

Reduce identified inequalities in attendance and persistent absence, particularly for pupils experiencing additional barriers, measured through attendance and persistent absence data for different pupil groups.

Actions: analyse attendance by group; identify disproportionate absence; work with families to understand barriers; take account of disability and medical needs; review support.

Measures: attendance and persistent absence by group; changes in identified gaps; individual improvement; impact of interventions.

Objective 3: Belonging, representation and participation

Strengthen equitable access, representation and participation for pupils from different backgrounds and with different needs, evaluated through participation monitoring, pupil voice and curriculum review.

Actions: review access to enrichment, visits and leadership; address barriers; review curriculum representation; gather pupil views; monitor discriminatory incidents; engage families.

Measures: participation by group; pupil voice; curriculum review; discriminatory incident monitoring; pupil and family feedback.

Monitoring progress

The Senior Leadership Team will review progress through existing school improvement arrangements. Governors will consider an annual summary of evidence, progress and next steps. Objectives may be amended earlier if needs or priorities change.

10. Monitoring and review

- Review and update equality information at least annually.
- Publish equality objectives at least every four years.
- Monitor progress through leadership and governance arrangements.
- Review sooner where legislation, guidance or circumstances require.

11. Related policies and documents

Accessibility Plan; SEND Policy and SEND Information Report; Relationships and Behaviour Policy; Anti-Bullying procedures; Safeguarding and Child Protection Policy; Attendance Policy; PSHE and RSE Policy; School Improvement Plan; relevant employment policies.