Mickleton Primary School



Public Sector Equality Duty (PSED) Statement and Equality Objectives 2026–2030

Approved by: Governing Board
Review Date: September 2027 (Annual Review of Equality Information)
Equality Objectives Review: September 2030
Responsible Officer: Headteacher

Statement of Commitment

At Mickleton Primary School, we are committed to creating an inclusive, welcoming and ambitious learning environment where every child, member of staff, parent and visitor is valued and treated with dignity and respect.

We recognise our duties under the **Equality Act 2010** and the **Public Sector Equality Duty (PSED)**. We actively work to eliminate discrimination, advance equality of opportunity and foster good relations between all members of our school community. The Equality Act applies to the protected characteristics of:

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

Schools must have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations when carrying out their functions. [gov.uk], [assets.pub...ice.gov.uk]

Legal Framework

This statement is published in accordance with:

- Equality Act 2010
- Public Sector Equality Duty (Section 149 Equality Act 2010)
- Equality Act 2010 (Specific Duties) Regulations 2011
- Department for Education guidance: *Equality Act 2010: Advice for Schools*
- Ofsted guidance on equality duties during inspection, which requires inspectors to consider how schools meet their obligations under the Equality Act 2010.

Our Equality Duties

In exercising our functions, Mickleton Primary School has due regard to the need to:

1.1.1 a) Eliminate discrimination, harassment and victimisation

We will:

- Challenge prejudice, discrimination and bullying.
- Take effective action to tackle any discriminatory incidents.
- Ensure policies and procedures comply with equality legislation.
- Make reasonable adjustments for disabled pupils, staff and visitors.

1.1.2 b) Advance equality of opportunity

We will:

- Remove barriers to learning and participation.
- Narrow gaps in attainment, attendance and participation.
- Ensure pupils from disadvantaged or vulnerable groups access the full curriculum and wider opportunities.
- Support pupils with SEND to achieve their best outcomes.

1.1.3 c) Foster good relations

We will:

- Promote respect, tolerance and understanding.
- Celebrate diversity within modern Britain.

- Ensure pupils learn about different cultures, faiths and backgrounds.
- Encourage positive relationships across the school community.

These three elements form the core of the Public Sector Equality Duty.

Equality Information

Mickleton Primary School is a small rural primary school serving pupils from Reception to Year 6.

The school monitors equality-related information through:

- Pupil attainment and progress data
- Attendance and persistent absence analysis
- Behaviour and bullying records
- Exclusion data
- SEND information
- Pupil Premium outcomes
- Participation in clubs, leadership roles and enrichment opportunities
- Recruitment and workforce information
- Stakeholder surveys and pupil voice activities

As reported to governors, the school continually analyses outcomes for vulnerable groups, including pupils with SEND, disadvantaged pupils and those with protected characteristics to ensure equality of opportunity is promoted throughout school life.

How Equality is Promoted at Mickleton Primary School

The school promotes equality through:

1.2 Teaching and Curriculum

- A broad, balanced and ambitious curriculum.
- Diverse texts, resources and role models.
- Teaching that reflects modern Britain.
- Opportunities for children to learn about different cultures, backgrounds and beliefs.

1.3 Inclusion

- Appropriate provision for pupils with SEND.
- Early identification and intervention.
- Reasonable adjustments where necessary.
- Accessible learning opportunities for all pupils.

1.4 Behaviour and Relationships

- Clear expectations based on respect and kindness.
- Robust anti-bullying procedures.
- Restorative approaches where appropriate.
- Zero tolerance of discriminatory language or behaviour.

1.5 Leadership and Governance

- Governors monitor equality information annually.
- School leaders review policies for equality impact.
- Equality considerations are incorporated into strategic planning and school improvement priorities.

Accessibility

In accordance with the Equality Act 2010, the school seeks to improve access for disabled pupils, staff and visitors by:

1.5.1 Improving access to the curriculum

- Appropriate differentiation.
- Specialist support where required.
- Assistive technology and reasonable adjustments.

1.5.2 Improving the physical environment

- Ongoing review of accessibility barriers.
- Adaptations where reasonably practicable.

1.5.3 Improving access to information

- Clear and accessible communication.
- Alternative formats provided where appropriate.

Monitoring and Reporting

The Governing Board receives annual reports on:

- Attainment and progress by groups.
- Attendance of key groups.
- Behaviour and exclusion information.
- SEND outcomes.

- Participation in enrichment activities.
- Any discriminatory incidents.
- Progress against equality objectives.

This ensures compliance with both statutory duties and governance responsibilities.

Equality Objectives (2026–2030)

These objectives have been developed following analysis of school performance information, attendance data, SEND provision and pupil participation.

1.6 Objective 1: Improve Outcomes for Pupils with SEND

Aim: To reduce attainment gaps between pupils with SEND and their peers, particularly in reading, writing and mathematics.

Success Criteria:

- SEND pupils make at least expected progress from starting points.
- Attainment gaps show measurable reduction.
- Governors receive annual impact reports.

Monitoring:

- Termly assessment analysis.
- SEND Governor monitoring.
- Annual review by Governing Board.

1.7 Objective 2: Reduce Disadvantaged Attendance Gaps

Aim: To narrow the attendance gap between disadvantaged pupils and non-disadvantaged pupils.

Success Criteria:

- Improved attendance for disadvantaged pupils.
- Reduction in persistent absence.
- Attendance gap reduces year-on-year.

Monitoring:

- Half-termly attendance analysis.
- Attendance meetings.
- Governor scrutiny through Headteacher reports.

1.8 Objective 3: Increase Participation and Representation

Aim: To ensure that all pupils, including disadvantaged pupils and those with SEND, participate fully in clubs, educational visits, leadership opportunities and enrichment activities.

Success Criteria:

- Participation rates broadly reflect school demographics.
- Increased representation in pupil leadership roles.
- Positive pupil voice feedback regarding inclusion.

Monitoring:

- Participation audits.
- Pupil voice surveys.
- Annual equality review.

1.9 Objective 4: Strengthen Diversity and Inclusion Through the Curriculum

Aim: To ensure pupils develop a strong understanding of diversity, equality, protected characteristics and respectful relationships.

Success Criteria:

- Curriculum plans demonstrate diverse representation.
- Pupils can articulate understanding of equality and respect.
- Behaviour records show minimal discriminatory incidents.

Monitoring:

- Curriculum monitoring.
- Pupil voice activities.
- Governor monitoring visits.

Publication

This statement will be:

- Published on the school website.
- Reviewed annually by governors.
- Updated whenever significant changes occur.

- Accompanied by annual equality information and progress reports against equality objectives.

1.10 Governing Board Approval Statement

The Governing Board of Mickleton Primary School is committed to meeting its obligations under the Equality Act 2010 and the Public Sector Equality Duty. The Board will regularly monitor the impact of school policies and practices to ensure equality, inclusion and fairness remain central to all aspects of school life.