Statutory Policy

Equality Information and Objectives Statement

Responsibility of	Curriculum & Standards Committee
Reviewed	March 2026
To be reviewed by	March 2027

Equality Statement

The Governing Body recognise and fully accept the school's statutory responsibilities under the Equality Act 2010. In accordance with the Public Sector Equality Duty, the school will, in the exercise of its functions, have due regard to the need to:

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

The school will not discriminate against, harass or victimise any pupil, prospective pupil, member of staff, parent, carer, governor or member of the wider school community on the basis of the following protected characteristics:

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

We are committed to promoting pupils' spiritual, moral, social and cultural development, with particular regard to equality, diversity and inclusion. We actively work to prevent and respond to prejudicial behaviour and discrimination affecting pupils and staff.

Commitment to Inclusion

We recognise that every individual is unique. The school is committed to providing an inclusive, supportive and respectful environment in which all members of the school community feel safe, valued and able to achieve their full potential.

This commitment is demonstrated through:

- Treating all members of the school community with dignity and respect.
- Applying policies and procedures fairly and consistently.
- Promoting understanding of diversity and the benefits it brings.
- Ensuring that inclusive behaviours are clearly understood and embedded within the school's ethos and values.

- Delivering an inclusive curriculum that is accessible to all pupils.
- Encouraging empathy, open-mindedness and mutual respect.
- Actively challenging discriminatory language, behaviour and bias.

Our curriculum is broad, balanced and reflective of the diverse society in which we live. Pupils are introduced to a range of perspectives and experiences in an age-appropriate way. Where sensitive or potentially controversial issues are explored, they are delivered in a manner that promotes respect, critical thinking and inclusivity.

Addressing Prejudice and Discriminatory Behaviour

The school operates a zero-tolerance approach to prejudice-related incidents and discriminatory behaviour. All incidents, whether direct or indirect, are taken seriously, recorded appropriately and addressed promptly, in line with the school's behaviour, anti-bullying and safeguarding policies.

Appropriate action will be taken to ensure outcomes are fair, proportionate and restorative wherever possible.

Through our curriculum and wider provision, pupils are supported to become:

- Respectful and understanding of others.
- Appreciative of diversity.
- Confident in expressing their views appropriately.
- Inclusive in their attitudes and actions.
- Able to recognise discriminatory behaviour and understand its impact.

Responsibilities of Staff

All employees are required to uphold this policy and act in accordance with the school's equality, safeguarding and behaviour policies.

Staff will:

- Promote equality and diversity in their professional practice.
- Model inclusive and respectful behaviour.
- Challenge discrimination and prejudice.
- Engage in relevant training to ensure their knowledge remains up to date.

Staff will not discriminate unlawfully or treat any member of the school community unfairly on the basis of a protected characteristic.

Employment practices, including recruitment, promotion, disciplinary procedures and redundancy, will be conducted fairly, transparently and in accordance with employment law. Decisions will not be influenced by unlawful discrimination, whether direct or indirect.

Promoting Equality of Opportunity

To meet our statutory duties and advance equality of opportunity, the school will:

- Make reasonable adjustments for disabled pupils and provide auxiliary aids where required to prevent disadvantage.
- Maintain and develop specialist provision, including the Additional Resourced Provision (ARP), ensuring personalised support where identified.
- Increase access to the curriculum, physical environment and written information for disabled pupils, in line with the school's Accessibility Plan.
- Seek to ensure that all pupils are able to access extra-curricular activities, school visits and residential trips by making reasonable adjustments in accordance with the SEND Code of Practice and the Equality Act 2010, and by monitoring participation. Where, despite appropriate risk assessment and reasonable adjustments, a pupil's needs mean that participation would be unsafe for themselves or others, alternative inclusive provision will be considered in consultation with parents/carers to ensure equitable access to a meaningful experience.
- Implement differentiated teaching strategies to meet diverse learning needs and abilities.
- Maintain a clear and consistently applied behaviour policy.
- Monitor and respond robustly to incidents of bullying and prejudice-related behaviour.
- Provide regular training for staff on recognising, reporting and addressing prejudice-related incidents.
- Promote awareness of the impact of discrimination and prejudice within the school community.
- Plan ongoing opportunities throughout the year to celebrate diversity and raise awareness of equality issues.

The school recognises that individuals who experience discrimination may be placed at educational disadvantage. We are committed to identifying and removing barriers to participation and achievement, and to taking immediate and appropriate action where concerns arise.

Equality Objectives 2025–2029

Objective 1:
Strengthening inclusive practice across the school, in line with Reading's 5-Point Plan.

Actions:
- Conduct a full SEND provision audit and develop a clear action plan.
- Embed consistent use of visual supports and dual coding strategies (e.g. widgets, visual timetables) in all classrooms.
- Standardise calm, predictable transition routines across the school day.
- Establish and maintain accessible quiet/sensory-regulation areas, including during breaks and lunchtimes.
- Review classroom environments to minimise sensory distractions.
- Explicitly teach and reinforce routines for learning until they become automatic.

Success Indicators:
- SEND audit completed with actions implemented.
- Consistent use of visual supports observed across classrooms.
- Improved transition routines with reduced disruption.
- Quiet spaces consistently available and used effectively.
- Reduced sensory distractions in learning environments.
- Established and consistently applied learning routines.

Objective 2:
Ensure all children feel a sense of belonging at Manor Primary School.

Actions:
- Review and adapt curriculum content to ensure diverse and accurate representation.
- Audit and update books and resources across the school to reflect the community.
- Monitor participation in clubs and remove barriers to access.
- Gather pupil voice through surveys and discussions.
- Ensure cultural capital opportunities are inclusive and accessible.
- Deliver staff training in cultural humility, anti-racist practice, and Good Autism Practice (GAP).
- Promote reflection on and challenge of unconscious bias.

Success Indicators:
- Increased representation across curriculum and resources.
- Improved diversity in library and classroom materials.
- Increased participation in clubs from underrepresented groups.
- Positive pupil voice outcomes regarding belonging.
- Staff demonstrate increased confidence in inclusive practice.

Objective 3:
Promote good attendance for all pupils and reduce persistent absence and lateness by removing barriers and providing additional support for vulnerable groups and pupils with protected characteristics.

Actions:
- Identify and address barriers to attendance through family support.
- Monitor attendance data regularly and intervene early.
- Engage pupils and families to understand attendance challenges.
- Provide targeted support for vulnerable groups and those at risk of persistent absence.

Success Indicators:
- Whole-school attendance reaches 94.5% (ABIE target).
- Reduction in persistent absence, especially among vulnerable groups.
- Improved punctuality.
- Evidence of early intervention for at-risk pupils.

Objective 4:
Increase parental engagement, with particular focus on vulnerable groups and those with protected characteristics.

Actions:
- Ensure surveys and communications are accessible (including translations where needed).
- Monitor attendance at parent–teacher meetings and implement strategies to achieve full participation.
- Provide inclusive and accessible transition meetings (especially Foundation Stage).
- Offer a wide range of engagement opportunities (academic, social, informational).
- Provide targeted support for harder-to-reach families.
- Conduct meetings with parents/carers of in-year admissions.

Success Indicators:
- Increased parent/carer engagement across all groups.
- 100% participation in parent–teacher discussions (twice yearly).
- Improved accessibility of communication.
- Positive parent/carer feedback.

Objective 5:
Reduce the attainment gap in reading, writing and maths for pupils of Black Caribbean heritage by providing targeted support, monitoring progress closely, and addressing barriers to learning.

Actions:
- Identify pupils early and provide targeted academic interventions.
- Monitor progress in reading, writing, and maths regularly.
- Engage families through structured communication and support.

- Use pupil voice to identify barriers and adapt provision.
- Analyse data (attainment, attendance, behaviour) to inform interventions.
- Ensure SEND pupils make progress towards IEP targets.

Success Indicators:

- Reading attainment increases from 50% to 68%.
- Writing attainment increases from 50% to 60%.
- Maths attainment increases from 56% to 68%.
- Increased engagement in interventions.
- Measurable progress for pupils with SEND.
- Narrowed attainment gaps between groups.