



**Meadowside Primary School**

**Equality Information and  
Objectives Policy**

**Reviewed: February 2026**

**Next Review: February 2028**

## Meadowside Primary School

### Equality Information and Objectives Policy

#### 1. Aims

Meadowside is committed to the inclusion of all pupils, staff, governors, parents and visitors into its environs and work. This includes making an equality of provision for all stakeholders and those within the community with an interest in the school. The main aim will be to reduce and, where possible, eliminate barriers to accessing the curriculum and buildings and for pupils to have full participation within the school community.

Meadowside Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The school already has a very strong caring and inclusive ethos and environment. This will be strengthened by this policy. Our school aims to promote respect for difference and diversity in accordance with our values: aspirational, environmental, independence, **understanding** and opportunistic.

#### 2. Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

#### 3. Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Meet with the designated member of staff for equality every [frequency], and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

#### **4. Eliminating Discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

#### **5. Advancing Equality of Opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

#### **6. Fostering Good Relations**

Meadowside aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Life Skills, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- Our diversity team, made up of a parent, member of staff and children, strengthen the celebration of diversity in our school

## 7. Equality Considerations in Decision Making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups.

For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality Objectives

Objective	Action	Rationale	Responsibility	Impact
At the end of Key Stage 2, children in line with national expectations of non-disadvantaged children in reading, writing and mathematics.	<ul style="list-style-type: none"> <li>• Delivery of the NCETM 'Mastering Number' daily sessions for Years, 1, 2, 4 and 5</li> <li>• Year 5 taking part in The Power of Reading EEF Trial (2025/2026)</li> <li>• Sustain a mastery approach to teaching and learning in mathematics</li> <li>• Disadvantaged Key stage 2 children targeted for problem solving intervention in mathematics delivered by teachers</li> <li>• Disadvantaged Key stage 2 children targeted for intervention in reading delivered by teachers</li> <li>• Provide small group writing interventions focusing on specific skills (e.g., sentence structure, vocabulary) delivered by a teacher. Extra phonics sessions (following synthetic phonics scheme) for EYFS and Key Stage 1 children to fill gaps in knowledge delivered by teaching assistants</li> <li>• Targeted 1:1 and small group support in</li> </ul>	<p>Writing outcomes overall were the poorest out of reading, writing and maths in 2024/2025. Disadvantaged children generally have poorer handwriting, sentence structure, punctuation and grammar compared to non-disadvantaged children. Disadvantaged children also lack stamina in longer pieces of writing.</p> <p>Disadvantaged children are not reading frequently enough without challenge from staff.</p> <p>Disadvantaged pupils often lack confidence in problem-solving and fluency in foundational number skills. Children avoid challenging tasks and their engagement and confidence reduces further.</p>	<ul style="list-style-type: none"> <li>• Senior Leadership team</li> <li>• Class Teachers</li> <li>• Teaching Assistants</li> </ul>	<p>The gap between non-disadvantaged pupils and disadvantaged pupils has grown at Meadowside:</p> <p>2024/2025: 41% gap in reading 2024/2025: 58% gap in writing 2024/2025: 41% gap in maths</p> <p>We recognise this gap and have altered the way in which we have approached the distribution of funds at Meadowside, with a much greater focus on the targeted academic support, to give the children the best possible start in life.</p> <p>By the next review, we should see increased confidence and ability in writing, leading to improved overall attainment; increased reading confidence and improved reading levels and improved end of Key Stage 2 results in maths, reading and writing, in line with non-disadvantaged children.</p>

	foundational mathematics knowledge using Number Stacks for children who are working towards/below age-related expectations			
To remove the barriers to learning for pupils with SEND and ensure that their progress is in line with other children.	<ul style="list-style-type: none"> <li>Alternative provision in place for SEND children in EYFS and throughout KS2</li> <li>SEND children given priority in interventions</li> <li>Monitor implementation of the school's SEND policy</li> <li>My Plans thoroughly and consistently written and monitored to assess needs and work on targets</li> <li>Ensure that all SEN pupils are involved in all areas and aspects of learning throughout the curriculum</li> <li>Foster positive working relationships with external agencies</li> <li>Pupil voice to be gathered through Subject Leadership Monitoring</li> <li>Children with SEND to have full access to Quality First Teaching, in line with all pupils</li> </ul>	<p>The proportion of children that have special educational needs is 14.1%. 5.4% of children at Meadowside have an EHCP.</p> <p>40% of our pupil premium children also have a special education need. 100% of these children have SEMH (Social Emotional Mental Health) as a primary or secondary need. This creates added barriers to attendance and achievement.</p>	<ul style="list-style-type: none"> <li>Senior Leadership team</li> <li>SENCO</li> <li>Class Teachers</li> <li>Teaching Assistants</li> </ul>	<p>There are currently 27 children on SEND register with a range of needs from universal to specialist. 18 children (8.5%) have a diagnosis of need that requires targeted interventions through QFT and support planned by CT (targeted need). These children are supported by a My Plan or My Plan Plus. 8 children (4%) have a significant and complex need that requires support over and above in class provision. (specialist need). These children have an EHCP in place.</p> <p>We have also identified the needs of some of these children outside the constraints of the national curriculum and have put measures in place to help with this, with our enhanced provision. By the next review, we should see an increased confidence and ability in these pupils across reading, writing and maths.</p>
To promote understanding and respect for diversity in all aspects of school life and within the wider community	<ul style="list-style-type: none"> <li>Diversity team meet once a term to discuss key events and how these can be marked within school life</li> <li>A diverse curriculum reflecting different cultures and perspectives</li> <li>Continue to build partnerships with community organisations and/or members</li> </ul>	The majority of our pupils are White British (82%). There are 12 out of a possible 17 ethnic groups with 5.9% of the pupils at Meadowside have English as an additional language.	<ul style="list-style-type: none"> <li>Senior Leadership team</li> <li>Class Teachers</li> <li>Teaching Assistants</li> <li>Governors</li> </ul>	The effective implementation of a carefully planned, diverse curriculum and partnerships with community organisations will ensure that pupils are exposed to a range of perspectives and backgrounds, fostering a sense of unity and acceptance within the school community.

	<p>representing diverse backgrounds</p> <ul style="list-style-type: none"> <li>• There is diversity through the books the children are exposed to in the reading spine, including books by men, women and different ethnic groups</li> <li>• Children engage with different visitors to enrich their understanding of diversity</li> <li>• RSE and Life Skills curriculum</li> </ul>			<p>School visitors have allowed children to develop a deeper understanding of diversity. This has included work with Hamed Amiri, best-selling author and Afghan refugee, members of the Gloucester community who follow various religious faiths and representatives of the Gloucestershire Deaf Association.</p> <p>Exposing children to a wide range of careers, whereby they meet people of different genders, religions and ethnicities enable children to widen their understanding. Across the year, children learn about all religions through the RE syllabus, and have the opportunity to visit religious buildings including churches, a Hindu temple and the Mosque.</p> <p>Within the RSE and Life Skills curriculum, the children learn: gender diversity, assumptions and stereotypes about gender, challenging assumptions, judging by appearance, cultural differences, racism, disability, inclusion/exclusion and respecting other cultures.</p>
<p>Provide training for all staff and governors on equality and diversity</p>	<ul style="list-style-type: none"> <li>• Provide teachers with time/access to complete diversity training</li> <li>• Provide teachers with time to review and amend planning to reflect the training</li> <li>• Provide subject leads with time to review subjects</li> </ul>	<p>With staff and governors of primarily white British backgrounds, it is important that we all understand the importance of promoting equality and addressing diversity in all aspects of life so that the children may leave school with these skills:</p>	<ul style="list-style-type: none"> <li>• Senior Leadership team</li> </ul>	<p>All teachers, teaching assistants and governors will need to have undertaken training in equality, diversity and inclusion and teachers should be given staff meeting and INSET time to review and identify opportunities for increasing</p>

	planners identified opportunities for increasing diversity within the subjects <ul style="list-style-type: none"> <li>• Secure and organise delivery of equalities and diversity training for governors.</li> </ul>	to be understanding (one of our school values).		meaningful opportunities for promoting diversity across the curriculum.
--	---	---	--	---

9. **Implementation**

Through the policy we shall be ensuring that all children are being sufficiently challenged in their ideas, thoughts, feelings and breaking down barriers that inhibit progress. These may also mean challenging perceptions of all stakeholders to enable this to happen.

Information gathered will inform the main priorities for the school, to ensure equality for all.

Note should be taken of the opportunities to promote Equality of Opportunity as well as identifying the barriers to success.

The Headteacher and Governing Body will be responsible for monitoring provision and reviewing this policy every two years.