



The Circle Trust Document: Equalities Policy

Nine Mile Ride Primary School

Author:	Chief Executive Officer
Approver:	Trustees
Owner:	Human Resources Committee
Date:	25 September 2023
Next review:	September 2026
Type of policy:	Adapt and Adopt

Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	May 2020	AH	New Document	First release
1.1	Feb 2021	AH	Minor update to allow other data to be used other than the IDSR for the Equalities Statement due to Covid	Update
1.2	Sept 2023	CEO	Review cycle for Equalities Statement changed from annual to regular (sections 3.4.2 and 4); Equality Objectives (Appendix 2) interlinked to The Circle Trust five-year strategic plan	Update
1.2	24.11.23	Headteacher	Adapted and adopted for Nine Mile Ride Primary School in line with Trust policy	Update and compliance

Purpose of the Policy

This policy sets out [Nine Mile Ride Primary School's](#) approach to promoting equality, as defined with the Equality Act (2010). It covers age, sex, race, disability, religion or belief, sexual orientation, pregnancy, people undergoing or who have undergone gender reassignment and our approach to community cohesion.

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED), which came into effect in April 2011. It replaced three separate duties to promote disability, race and gender equality.

1 Introduction

- 1.1 We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

2 The Aims and Objectives of the Equalities Policy

- 2.1 The public sector Equality Duty requires public sector bodies to have due regard to the need to:
 - 2.1.1 eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
 - 2.1.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - 2.1.3 foster good relations between people who share a protected characteristic and people who do not share it.
- 2.2 [Nine Mile Ride Primary School](#) is committed to ensuring equality of provision throughout the school community. We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of any protected characteristics.

2.3 Protected Characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Sexual identity and orientation
- Ethnicity and race
- Gender
- Pregnancy and maternity
- Religion and belief

3 The management of the Equalities Policy

3.1 The Trustees have a fundamental role to:

- 3.1.1 Ensure equality of provision throughout the schools in the Circle Trust.
- 3.1.2 Ensure the policy complies with current legislation
- 3.1.3 Review this policy to approve changes

3.2 The Executive Headteacher will:

- 3.2.1 Implement this policy across the Trust
- 3.2.2 Promote knowledge and understanding of the equality objectives amongst staff across all schools in the Circle Trust

3.3 The Local Advisors have a fundamental role to:

- 3.3.1 Ensure the policy is properly implemented
- 3.3.2 Be satisfied that the Equality Objectives and Public Sector Equality Duty information as set out in this policy are made available to the employees and the public by their school.

3.4 A Headteacher will:

- 3.4.1 Promote knowledge and understanding of the equality objectives amongst staff and students.
- 3.4.2 Ensure the Equalities Statement is updated annually
- 3.4.3 Ensure the Equality Objectives are produced every three years and reviewed through the Headteacher's Report to the Local Advisory Board
- 3.4.4 Monitor success in achieving the objectives and reporting back to Local Advisors.

4 All schools within the Circle Trust also have a specific duty to:

- 4.1 Publish information on the school website which shows how they are meeting their general duty. This must be updated annually – see Appendix 1, the **Equalities Statement**. An Equalities Statement contains information with regard to the protected characteristics of those in the school community. This information should be taken from the schools latest Inspection Data Summary Report (IDSR) under section ‘School and Local Context’. If the IDSR is not available, a school can use the same data from a census or its management of information system.
- 4.2 Prepare and publish on the school website one or more specific and measurable objectives in pursuit of the duties above (to be reviewed every three years) – see Appendix 2, the **Equality Objectives**.

Appendix 1 – Equality Statement

Our vision for Equality:

At Nine Mile Ride School, we are committed to equality of opportunity in line with the Equality Act of October 2010 and are committed to:

- Eliminate discrimination, harassment, and victimisation on the basis of any of the protected characteristics.
- Advance equality of opportunity between people who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between people who share a relevant protected characteristic and persons who do not share it.

This commitment applies to our work in the classroom; our pupil support systems; our recruitment and retention of staff and our work in the local and wider community.

We promote the principles and practices of equality and justice throughout the school and we aim to be a school where everyone:

- is respected and respects others.
- Takes part in the life of the school.
- Achieves to their potential.
- Develops skills essential to life.
- Exercises choice.
- Celebrates cultural diversity.

As an employer we will not discriminate on any of the following:

- Age.
- Disability.
- Gender or/and re-assignment.
- Race.
- Religion and belief.
- Sex.
- Sexual orientation.
- Marriage and civil partnership.

Nor as a school or employer will we accept any of the following:

- Direct discrimination.
- Indirect discrimination.
- Associative discrimination.
- Harassment.
- Harassment by a third party.
- Victimisation.

Appendix 2 – Equality Objectives

As a school, we take our responsibilities under the Act very seriously. When writing and reviewing policies and School Development Plan and in our performance management process, we consider and have due regard to our responsibilities.

The school will tackle three issues relating to equality throughout this academic year.

Nine Mile Ride Primary School Equality Objectives 2025-2026

School Context in 2026

Within the Nine Mile Ride pupil population there are 12 languages a spoken with Chinese being the second highest after English. There are 27 children who are in receipt of Free School Meals. There are 10 children with an EHCP and a total number of 60 children with assigned a SEN code.

1. To have consistently high expectations of what each child can achieve, including the most able and the most disadvantaged.

“All children make at least appropriate progress based on prior attainment data with an expectation that 20% of children make better than expected progress.”

“The attainment of disadvantaged pupils is above the national average for disadvantaged.”

2. To identify learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well. This links to the School Development Plan points;

“Learning is adapted to meet the needs of all children, all the time”

“Mental wellbeing, growth mindset & character education are promoted”

3. To maximise the skills and talents of pupils and staff so that they are equipped and empowered to thrive in a multi-cultural and rapidly changing world.

“Diversity and equality are embedded throughout the curriculum and reflect 21st century Britain”

“All children enrich their learning through trips, visitors, workshops, and virtual opportunities”