

Menston Primary School



Equality Information and Objectives Policy 2026 - 2030

**Menston Primary School
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Moorlands Learning Trust equalities policy and information can be accessed through [this link](#).

1. Aims

Our 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 protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values. Our six core values are: respect, resilience, kindness, success, pride, teamwork.

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 local 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

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 school 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.
- 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 activities)
- In fulfilling this aspect of the duty, the school will:
- Analyse attainment data each academic year to gain information about how pupils with different characteristics are performing. Identify strengths and areas for improvement and implement actions.

6. Fostering good relations

The school 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, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Pupils will engage with literature that includes diverse subject matter and works by authors who represent a range of protected characteristics, ensuring inclusive and equitable representation
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- 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

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups.

8. Equality objectives

The Moorlands Learning Trust equality information is published annually by the Trust on behalf of all of its schools. This can be accessed [here](#).

As a school, we must report on at least 1 equality objective once every 4 years.

Our equality objective for 2026 to 2030 is:

Improve the attendance of pupils with SEND so that it is in line with attendance for non-SEND pupils.

Why we have chosen this objective: Attendance for this group of pupils is typically lower than for pupils with no identified special educational needs. Pupils with SEND often experience barriers that directly affect attendance (anxiety, sensory overload, communication difficulties). Some absence can stem from the school day being overwhelming or misaligned with the pupil's needs.

To achieve this objective, we plan to:

1. Strengthen personalised support and early identification of barriers
 - Conduct individual attendance reviews for pupils with SEND to identify precise barriers.
 - Co-write an Attendance Support Plan aligned with the pupil's SEN Support plan/EHCP outcomes.
 - Use an assess-plan-do-review cycle specifically targeted at attendance challenges.
2. Increase Flexible, Inclusive Provision
 - Flexible or adapted start-of-day routines (e.g., quiet space for arrival; soft-landing activities).
 - Use of reduced transitions, visual timetables or smaller-group inputs at key times.
 - Temporary staggered returns after absence, with clear time-bound steps towards reintegration.
 - Access to safe spaces, sensory spaces or calm areas throughout the day.

Progress we are making towards this objective:

The school has begun to implement targeted strategies to improve attendance for pupils with SEND. Early impact is evident, with several individual pupils experiencing reduced barriers and improved attendance as a result of this work.

9. Monitoring arrangements

School-specific equality objectives will be reviewed by the head teacher at least every 4 years.

This document will be approved by the headteacher..

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN information report
- SEND policy