



Mickle Trafford Village School Equality Information and Objectives 2024/2025

The Equality Act 2010 covers all the types of discrimination that are unlawful. The Headteacher and governors of Mickle Trafford Village School have established a clear vision, rooted in an unwavering commitment to ensure the success of every pupil. Equality of opportunity is at the heart of this vision to ensure that all pupils will do well.

Avoiding discrimination and promoting equality supports the agenda of improving the attainment and progress of all pupils, regardless of their circumstances and backgrounds.

Legislation and guidance

There are a number of statutory duties that must be met by every school in line with legislation from the Human Rights Act (1998), Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

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](#).

Aims

Mickle Trafford Village School aims to meet its obligations under the Public Sector Equality Duty (PSED) and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010

- Promote equality of access and opportunity between people who share a protected characteristic and people who do not share it within our school and within our wider community
- Foster good relationships across all characteristics - between people who share a protected characteristics and people who do not share it.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

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

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

We will collect and use equality information to help us to:

- Identify key issues
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively
- Assess whether we are discriminating unlawfully when carrying out any of our functions
- Identify what the key equality issues are for our organisation
- Benchmark our performance and processes against those of similar organisations, nationally or locally
- Consider taking steps to meet the needs of staff who share relevant protected characteristics
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality
- Develop equality objectives to meet the specific duties

- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- working through symptoms of menopause
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving

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OFSTED March 2023

Pupils take pride in the leadership roles they have in the school. These include being members of the school council and well-being ambassadors. Pupils are keen to make a positive difference to their local community and the environment. For example, they take part in local litter picks and make nature promises to develop further the wildlife area in the school grounds.

Leaders have ensured that there are effective systems in place to identify the additional needs of pupils with SEND. Teachers use a range of strategies to adapt the implementation of the curriculum appropriately. As a result, pupils with SEND successfully follow the same curriculum as their peers.

We are committed to ensuring equality of education and opportunity for all our children, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to support our children, raise standards and ensure inclusive teaching, we have set the following objectives

Objective	Actions
To raise levels of attainment in core subjects for disadvantaged learners. We strive for all our pupils to achieve in line with national attainment in Reading, Writing and Maths.	<ul style="list-style-type: none">use termly assessments to deploy staff efficiently to provide timely intervention as appropriatetrack the attainment and provision for disadvantaged childrenSLT monitor books, collect pupil voice ...
To monitor and analyse pupil achievement by race, gender, SEND or disability and act on trends or patterns in the data to ensure support is in place for pupils to reach their potential.	<ul style="list-style-type: none">Use termly assessment data to deploy staff efficiently to provide timely intervention as appropriatetrack the attainment and provision for identified childrenSLT monitor books, collect pupil voice ...
Ensure that adult role models and the curriculum are reflective of a range of cultures.	<ul style="list-style-type: none">Ensure that the curriculum provides opportunities to learn about different cultures in this country and globallyTo ensure our school reflects the diversity of our community

	<ul style="list-style-type: none"> • A range of visitors in school reflective of differing races and cultures • Curriculum map to reflect race and equality awareness
<p>To embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress</p>	<ul style="list-style-type: none"> • Ensure that families with low attendance are supported through discussion • Provide support with children who are unable to attend school due to unforeseen circumstances • Support families with low attendance with attendance contracts and meetings • Work with outside agencies to support attendance • Ensure that attendance for children with SEND, PP or additional needs is tracked • Provide a message regarding the importance of good attendance within our start of year newsletter
<p>To raise levels of pupil engagement in learning and school life, across all activities.</p>	<ul style="list-style-type: none"> • Ensure that whole school opportunities are available to all - e.g. school councilors, eco council • Provide opportunities for different sporting events. E.g. SEND events, C team events • Provide support to children to ensure they are involved and included with all class activities • Extra-curricular clubs, to be open for all children – track attendance to these