

Equality Information

Mere School

At Mere School we believe all our children have the right to succeed, to have high aspirations for their future lives and develop who they are in a respectful and caring environment. Our school ethos is firmly rooted in our school vision.

We enjoy, we learn, we achieve.

Introduction

Mere School is committed to ensuring that everyone is treated fairly and with respect as we want our school to be a safe and inspiring learning environment for all our pupils. This school recognises that people have different needs and we understand that treating people equally does not always involve treating everyone the same. Mere School creates inclusive processes and practices where the varying needs of individuals can be identified and met.

This document explains how we show our commitment to equality for our school population and how we plan to tackle inequalities that may impact at school.

Public Sector Equality Duty

Mere School recognises its responsibilities under the Equality Act 2010 and the Public Sector Equality Duty. In carrying out our functions, we have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010,
- advance equality of opportunity between people who share a protected characteristic and those who do not,
- foster good relations between people who share a protected characteristic and those who do not.

We are committed to ensuring equality of opportunity for all pupils, staff, parents, carers and members of the wider school community. We regularly review our policies, practices and curriculum to ensure they promote inclusion, respect and belonging for all.

Protected Characteristics

Under the Equality Act 2010, Mere School gives due regard to the following protected characteristics:

- disability,
- race,
- religion or belief,
- sex,
- gender reassignment,
- sexual orientation,
- pregnancy and maternity.

In relation to employment, the Act also protects:

- age,

- marriage and civil partnership.

Mere School does not tolerate discrimination, harassment or victimisation and is committed to creating an inclusive environment where everyone is treated with dignity and respect.

Priorities

Sex (Gender) – Boys and Girls

This school knows that intervention targeting early language and attention have potential for improving outcomes for all children. Boys benefit from such interventions because they are more likely to have these problems to begin with.

At Mere School, pupils are identified at a very early stage for involvement in intervention sessions. We work closely with families to ensure that pupils are getting as much support as possible

Minority Ethnic Pupils

Mere School monitors the progress, attainment, attendance and participation of all pupils, including those from minority ethnic backgrounds. Where data identifies potential barriers to achievement or participation, appropriate support and intervention are put in place. We celebrate diversity and ensure our curriculum reflects a wide range of cultures, backgrounds and experiences.

All Black Pupils Major Ethnic Monitoring Category

When and as appropriate Mere School works closely with the LA to implement proven strategies to raise attainment during the primary school years.

Our curriculum, teaching, policies and practices are regularly reviewed to ensure that diversity is represented positively and accurately. We actively challenge racism, prejudice and discrimination and promote respect for all members of our community.

Gypsy/Roma/Traveller Pupils

At Mere School, we work closely with ALL families to ensure effective communication and support. We value the home-school link and the difference that this can make to a child's education.

English as an Additional Language

We support pupils arriving from a wide range of countries and linguistic backgrounds, including newly arrived pupils and families seeking refuge or resettlement in the UK.

Religion and Belief

Mere School recognises how important faith and belief can be as part of a young person's developing identity, whether this relates to a specific faith or belief, or whether this relates to wider belief systems, morals and ethics.

Mere School is committed to supporting all our young people as they develop a personal relationship with their own values and beliefs, and to supporting, in the context of the Human Rights agenda, the role this plays in the moral and ethical choices they make in life.

This school takes incidents of prejudice-related bullying seriously and is committed to working closely with parents/carers to create a school environment which is nurturing, friendly and supportive for all our children. Our school has established a procedure for recording all incidents of prejudice-based bullying, and this includes bullying related to religion and belief.

This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. Mere School is aware that negative faith-based media attention can have an impact on all children, and recognises the importance of ensuring that pupils are provided with accurate and appropriate information.

We ensure that all pupils gain knowledge of and respect for the different faiths in Britain as part of our role to prepare pupils for modern life in a diverse Britain. As part of a whole school activity, pupils celebrate different religious festivals and learn from religious representatives from various communities.

Mere School recognises that discrimination on the grounds of religion or belief is a global concern. This school is aware that Islamophobia and anti-Semitism (discrimination or prejudice against people because they are Muslim or Jewish) is increasing and that it displays many of the same traits as racism. This school will continue its work to inform and actively promote acceptance and respect.

Gender Reassignment and Sexual Orientation (LGBT)

Mere School is committed to ensuring that all pupils feel safe, valued and respected. We recognise that some pupils, families or staff may identify as LGBT+, and we are committed to ensuring that nobody experiences discrimination, prejudice or bullying.

We teach pupils that families come in many different forms, including single-parent families, blended families, adoptive families, foster families, kinship families and families with same-sex parents. We teach children that what matters most is that family relationships are characterised by care, support and respect.

The school will respond appropriately to any incidents of prejudice-related bullying and will work with pupils, families and external agencies where appropriate to support wellbeing and inclusion. Our approach is consistent with our safeguarding responsibilities, our RSE curriculum and our duties under the Equality Act 2010.

Disability (Special Educational Needs and Disability)

Mere School is required to publish information on the attainment of SEN pupils. The focus of this section of this Equality Information document is disability. The disability areas being highlighted in this report have been adapted to reflect our current pupil profile.

Mere School ensures that pupil SEN needs are identified quickly and that rapid action and intervention is taken in order to support progress.

SEND Pupils and the link with Poverty

This school is aware that there is a strong link between poverty and disabilities that negatively impact on educational attainment. Children from low-income families are more likely than their peers to be born with inherited special educational needs and disabilities (SEND), are more likely to develop some forms of SEND in childhood, and are less likely to move out of SEND while at school. Also, children with SEND are more likely than their peers to be born into poverty, and, in addition, more likely to experience poverty as they grow up.

Mere School has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. Mere School also knows that a strong partnership with parents/carers is important, and will continue to work collaboratively to support parents/carers as they seek to provide their children with a stimulating home-learning environment.

Mere School works closely with families to ensure that pupils from low-income families do not miss out on opportunities. We support families with making applications for help from outside agencies. We monitor progress closely and act quickly to provide specific support and intervention where required.

Pupils with Mental Health Concerns

Mere School recognises the significant impact that social, emotional and mental health needs can have on a child's ability to learn and flourish. Some mental health conditions may meet the definition of disability under the Equality Act 2010 where they have a substantial and long-term adverse effect on a person's day-to-day activities.

Equality Objectives 2026-29

1 Supporting our Neurodiverse Learners

By September 2029, the school will increase opportunities for neurodiverse pupils to participate in leadership, enrichment, and pupil voice activities by ensuring that at least 90% of pupils have engaged in at least one leadership, decision-making, or extracurricular opportunity during each academic year, and by collecting and reviewing participation data termly to identify and remove any barriers to inclusion.

Success Criteria

- Participation records show at least 90% of pupils have accessed one or more opportunities.
- SENDCo pupil interviews indicate that at least 85% of pupils feel their views are listened to and valued.
- SENDCo monitoring identifies and addresses barriers for underrepresented groups.
- Supporting Children with Mental Health Needs
- Findings are reported to governors annually.

2 Supporting Children with Mental Health Needs

By July 2027, the school will continue to ensure access to mental health and emotional wellbeing support by ensuring that 100% of pupils identified as requiring additional emotional or mental health support have an individual wellbeing plan in place, with progress reviewed at least termly, and by increasing the percentage of pupils who report feeling safe, supported, and able to manage their emotions at school from the baseline figure to at least 85%, as measured through annual pupil wellbeing surveys.

Success Criteria

- 100% of identified pupils have support with their well-being.
- This support is reviewed and updated regularly.
- At least 85% of pupils report feeling safe, supported, and listened to in school.
- Staff receive regular training on supporting children's mental health and emotional wellbeing.
- Attendance data, behaviour records, and wellbeing measures demonstrate improved outcomes for targeted pupils.

3 Improving Attendance for Pupils with SEND

By July 2027, the school will improve attendance rates for pupils with Special Educational Needs and Disabilities (SEND) by reducing the gap between the attendance of SEND pupils and the whole-school attendance figure by at least 3 percentage points, through targeted family support, individual attendance plans, and regular monitoring, with attendance data reviewed termly by senior leaders and governors.

Success Criteria

- The attendance gap between SEND pupils and the whole-school average is reduced by at least 3 percentage points.
- 100% of SEND pupils identified as persistently absent have an individual attendance support plan.
- Attendance data for SEND pupils is monitored and reviewed at least termly.
- Parent/carers engagement meetings are held for pupils whose attendance falls below 90%.
- Governors receive half termly reports demonstrating progress against the objective.

