

# MANSTON PRIMARY SCHOOL

*Manston* 

## SINGLE EQUALITY SCHEME AND ACTION PLAN 2026-27

Manston Primary is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Policy reviewed by: James Clay and Kirsty Thorpe

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## **School Context**

Manston Primary School is a smaller than average-sized one form entry primary school serving a diverse community within Leeds.

The majority of pupils are of White British heritage, with a growing number of pupils from a range of other ethnic, cultural and linguistic backgrounds. The school has a higher than average proportion of disadvantaged pupils eligible for Pupil Premium funding.

The school supports a significant number of pupils with additional needs, including pupils with SEND, neurodiverse pupils and pupils requiring pastoral, emotional or safeguarding support. Some pupils have Education, Health and Care Plans (EHCPs), while others receive support through SEND Support provision.

Leaders recognise that barriers to achievement and participation can present differently for different groups of pupils. As a result, the school places strong emphasis on inclusion, safeguarding, emotional wellbeing, equitable access to opportunity and adaptive practice.

Pupil achievement, attendance, participation and wellbeing are monitored carefully by leaders and governors. Data is analysed regularly to identify trends, remove barriers and ensure that pupils receive appropriate support and challenge.

The school is committed to tackling discrimination through the positive promotion of equality, challenging prejudice and stereotyping, and creating an environment where all members of the school community feel safe, respected and valued.

## **What We Mean by Equality**

At Manston Primary School, we understand equality to mean treating everyone with equal dignity and worth, whilst recognising and valuing difference.

We recognise that individuals and groups may experience barriers, disadvantage or discrimination linked to protected characteristics, socio-economic circumstances, lived experience or additional needs.

We understand that equality does not always mean treating everyone in the same way. Instead, it means ensuring that individuals receive the support, reasonable adjustments and opportunities they need in order to access education, participate fully and achieve success.

We are committed to:

- eliminating discrimination;
- advancing equality of opportunity; and
- fostering good relations between different groups.

This includes promoting respect for the protected characteristics identified within the Equality Act 2010:

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

## Equality Objectives 2026–27

### Objective 1

To ensure that recruitment, retention and professional development processes remain inclusive, equitable and reflective of the school's vision and values.

### Objective 2

To ensure that the curriculum, wider opportunities and school culture actively promote inclusion, belonging, diversity and respect for protected characteristics.

### Objective 3

To monitor and improve participation in enrichment activities, leadership opportunities and wider school experiences for disadvantaged pupils, pupils with SEND and vulnerable groups.

### Objective 4

To continue to strengthen staff understanding of neurodiversity, adaptive practice, emotionally based barriers and reasonable adjustments in order to support equitable access to learning.

### Objective 5

To ensure that discriminatory language, prejudice-related incidents and online bullying are consistently challenged and addressed through education, safeguarding and restorative practice.

## School Ethos

### Our Guiding Principles

In fulfilling the legal obligations outlined in this scheme, Manston Primary School, including pupils, staff, governors and families, is guided by the following principles.

#### Principle 1: All members of the school community are of equal value

We recognise the equal value of all individuals regardless of:

- disability;
- ethnicity, culture or national origin;
- religion or belief;
- sex or gender identity;
- sexual orientation;
- socio-economic background; or
- age.

#### Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating everybody the same.

We recognise that individuals experience life differently and may face different barriers or disadvantages. Our policies, procedures and practices therefore aim to respond fairly and appropriately to differing needs and experiences.

This includes:

- making reasonable adjustments for disabled pupils, staff and visitors;
- recognising cultural and linguistic diversity;
- supporting neurodiverse pupils and pupils with SEND;
- recognising the impact of disadvantage and adversity;
- promoting inclusion and belonging; and
- ensuring equitable access to opportunities.

### Principle 3: We foster positive attitudes, relationships and belonging

We aim to create a school culture that promotes:

- respect and kindness;
- positive relationships;
- inclusion and belonging;
- emotional safety;
- restorative approaches;
- respectful discussion and debate; and
- an absence of prejudice-related bullying and discrimination.

We actively teach pupils about:

- diversity and protected characteristics;
- equality and fairness;
- British values;
- respectful relationships;
- online conduct and digital citizenship; and
- how to challenge discriminatory behaviour safely and appropriately.

### Principle 4: Recruitment and staff development are fair and equitable

We aim to ensure that recruitment, retention, promotion and professional development processes are fair, inclusive and free from discrimination.

The school may utilise lawful positive action where appropriate in order to address underrepresentation or barriers experienced by groups with protected characteristics.

### Principle 5: We aim to reduce barriers and inequalities

We recognise that some pupils and families may face additional barriers to participation, attendance, wellbeing and achievement.

The school works proactively with families and external agencies to identify barriers early and provide appropriate support, intervention and reasonable adjustments.

Leaders monitor:

- attendance;
- attainment and progress;

- behaviour and safeguarding;
- participation in clubs, trips, competitions, performances, visits and leadership opportunities;
- representation of different pupil groups within wider opportunities and school representation activities; and
- pupil voice and wellbeing.

Where participation or representation gaps are identified, leaders will consider appropriate support, reasonable adjustments and targeted encouragement to promote equitable access and inclusion.

### Principle 6: We consult widely

We seek the views of:

- pupils;
- parents and carers;
- staff;
- governors; and
- external professionals.

Consultation takes place through surveys, pupil voice activities, meetings, reviews and ongoing communication.

Pupil voice is gathered through a range of structures including School Council, peer mediators, leadership opportunities, pupil surveys and restorative discussion.

### Principle 7: The wider community should benefit

We intend that our policies, curriculum and wider opportunities contribute positively to the wider community by:

- promoting social cohesion;
- celebrating diversity;
- encouraging active citizenship;
- reducing prejudice;
- supporting community understanding; and
- preparing pupils for life in modern Britain.

## Curriculum

The curriculum plays a key role in promoting equality, inclusion and belonging.

The school will:

- review curriculum content regularly to ensure it reflects diversity appropriately;
- ensure resources are representative and inclusive;
- challenge stereotypes and discriminatory attitudes;

- provide opportunities for pupils to learn about different cultures, beliefs and experiences;
- promote respectful relationships and protected characteristics through PSHE and assemblies;
- teach online safety, including discriminatory behaviour online and cyberbullying; and
- adapt teaching appropriately to meet the needs of pupils.

The school's wider personal development curriculum supports pupils to:

- understand difference respectfully;
- develop empathy and emotional literacy;
- debate and discuss issues appropriately;
- understand fairness and equality;
- develop resilience and confidence; and
- prepare positively for life in modern Britain.

## **Ethos and Organisation**

The principles outlined within this policy apply to all areas of school life, including:

- teaching and learning;
- behaviour and relationships;
- safeguarding and wellbeing;
- attendance and inclusion;
- admissions;
- assessment and progress;
- extracurricular participation;
- staff recruitment and development; and
- partnership working with families and external agencies.

The school recognises that some pupils may experience additional barriers to attendance, participation or engagement. Leaders work proactively with families and professionals to identify barriers and promote equitable access to education.

Leaders also recognise that discrimination, exclusion and unequal access may present safeguarding risks for some pupils, particularly vulnerable pupils, pupils with SEND and disadvantaged pupils.

## **Addressing Prejudice and Prejudice-Related Bullying**

The school is opposed to all forms of prejudice, discrimination and harassment.

This includes prejudice related to:

- disability and SEND;

- neurodiversity;
- race, ethnicity and culture;
- religion or belief;
- sexism;
- homophobia;
- transphobia; and
- socio-economic disadvantage.

Discriminatory language, prejudice-related incidents and bullying are challenged consistently and dealt with in line with school policies.

The school maintains appropriate systems for recording, monitoring and responding to prejudice-related incidents.

Pupils are supported to:

- report concerns confidently;
- understand the impact of discriminatory behaviour;
- resolve conflict appropriately; and
- contribute positively to school culture.

## Roles and Responsibilities

### Governing Body

The governing body is responsible for:

- ensuring the school complies with equality legislation;
- monitoring implementation of this policy;
- reviewing equality objectives; and
- supporting leaders to promote equality and inclusion.

The governing body will identify a member with responsibility for equality.

### Headteacher

The Headteacher is responsible for:

- implementing the policy;
- ensuring staff understand their responsibilities;
- promoting an inclusive culture;
- ensuring appropriate staff training;
- responding appropriately to discriminatory incidents; and
- monitoring the impact of equality practice.

## Staff

All staff are expected to:

- promote inclusion and belonging;
- model respectful relationships;
- challenge discriminatory behaviour;
- support pupils appropriately;
- adapt practice where required;
- recognise barriers and vulnerabilities;
- contribute positively to school culture; and
- keep up to date with relevant equality guidance.

## Information and Resources

This policy should be read alongside the school's Accessibility Plan, SEND Information Report, Attendance Policy, Behaviour Policy, Safeguarding and Child Protection Policy and Personal Development Policy.

The school will ensure that this policy is available to:

- staff;
- governors;
- parents and carers; and
- pupils where appropriate.

The school will continue to review resources, displays, texts and curriculum materials to ensure they appropriately reflect diversity and inclusion.

## Religious Observance

The school respects the religious beliefs and practices of pupils, staff and families and will consider reasonable requests linked to religious observance.

## Staff Development and Training

The school will provide staff with appropriate professional development opportunities relating to:

- equality and inclusion;
- safeguarding;
- adaptive teaching;
- SEND and neurodiversity;
- behaviour and relationships;

- protected characteristics;
- prejudice-related incidents; and
- online safety.

## Monitoring and Evaluation

The implementation of this policy will be reviewed regularly by leaders and governors.

Leaders will monitor:

- attendance;
- attainment and progress;
- safeguarding and behaviour trends;
- prejudice-related incidents;
- participation and representation within wider opportunities, clubs, visits, pupil leadership and school events;
- participation patterns across different pupil groups;
- staff recruitment and retention; and
- stakeholder feedback.

The school will use this information to identify strengths, address barriers and inform future priorities.

## Developing and Implementing the Scheme

The school will consider equality implications when reviewing policies, procedures, curriculum and practice.

This helps ensure that:

- unlawful discrimination is prevented;
- reasonable adjustments are considered;
- barriers are identified and addressed; and
- equality and inclusion remain embedded throughout school life.

## How We Developed This Scheme

The school has consulted with staff, governors, pupils and families through:

- surveys;
- meetings;
- pupil voice activities;
- governor monitoring;

- parental feedback; and
- ongoing communication.

Pupils are taught about equality, diversity and respectful relationships through the wider curriculum, assemblies and personal development provision.

## Prioritising Activity

The school uses qualitative and quantitative information to identify priorities for improvement.

This includes reviewing:

- attendance data;
- attainment data;
- safeguarding trends;
- participation rates;
- pupil voice;
- parental feedback; and
- behaviour and wellbeing information.

Actions and priorities are reviewed annually and linked to wider school improvement priorities where appropriate.

## Glossary

### Diversity

Diversity means recognising, respecting and valuing difference.

It includes ensuring that individuals from different backgrounds, identities and experiences feel included, represented and able to participate fully.

### Equality

Equality means ensuring that all individuals have fair access to opportunities, support and participation.

### Inclusion

Inclusion means creating environments where all individuals feel safe, welcomed, respected and able to participate successfully.

## Discrimination

Discrimination means treating somebody unfairly because of a protected characteristic.

Discrimination may be:

- direct;
- indirect;
- related to disability;
- related to association or perception;
- harassment; or
- victimisation.

## Positive Action

Positive action refers to lawful steps taken to support participation or address disadvantage experienced by groups with protected characteristics.

Positive action differs from positive discrimination, which is unlawful.

## Review

This policy will be reviewed annually by leaders and governors, or earlier if legislation or guidance changes.