



Safety ★ Commitment ★ Aspirations

Equality Information and Objective Statement Policy

Version: December 2025

Ratified by the Governing Body: December 2025

Signed on behalf of the Governing Body: 

To be reviewed: December 2026

Contents

1. Aims	4
2. Legislation and guidance	4
3. Roles and responsibilities	4
4. Eliminating discrimination	5
5. Advancing equality of opportunity	5
6. Fostering good relations	6
7. Equality considerations in decision-making	6
8. Equality objectives	7
9. Monitoring arrangements	8
10. Links with other policies	9



At Mapledene, we are more than a school — we are a family. Rooted in our core values of

'Safety, Commitment, Aspirations'

We create a positive, inclusive, and ambitious learning environment where every child, staff member, and family feel safe, valued, and supported.

We believe children thrive when they feel secure, respected, and inspired. Through strong relationships and a nurturing culture, we build emotional security and mutual respect, enabling children to grow with confidence.

Our Equality Policy reflects our commitment to equality, fairness, and inclusion, ensuring that all pupils are able to access opportunities safely and without disadvantage. These opportunities support pupils' learning, raise aspirations, and enable every child to achieve their full potential.

Working closely with parents, carers, and external partners, we ensure every child—regardless of background or need—has the right support to flourish. We celebrate diversity and promote kindness, teaching children to embrace differences and recognise their unique strengths. Every child is encouraged to contribute, helping us build a caring, inclusive community.

Our broad, creative curriculum is designed to spark curiosity, foster independence, and prepare children for life as responsible global citizens. With personalised support, enrichment opportunities, and access to the full National Curriculum, every child is empowered to achieve their academic, social, and emotional potential.

We promote a *Growth Mindset*, celebrating effort, resilience, and achievement, while encouraging children to take ownership of their learning journey. High expectations and aspiration give children the confidence, character, and skills they need to thrive—both now and in the future.

Our ethos is reflected in our motto:
BELONG, BELIEVE, BE YOU; ACHIEVE.

1. Aims

Mapledene 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

Mapledene aims to promote respect for difference and diversity in accordance with our values, '**Safety, Commitment and Aspiration.**'

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 Governing Body 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.

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

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.

The designated members of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the governing body to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All Mapledene staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

Mapledene is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

Mapledene's Senior Leadership Team monitor equality issues. They regularly liaise regarding any issues and make governors aware of these as appropriate.

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 clubs).

In fulfilling this aspect of the duty, Mapledene will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic bullying).
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

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. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- 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

Mapledene 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.

Mapledene always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, Mapledene considers whether the trip:

- Has equivalent facilities for boys and girls.
- Is accessible to pupils with disabilities.
- Cuts across any religious holidays.

Mapledene keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years - we've chosen July 2026 to be our deadline for this.

Objective 1:

To instil the importance of good, and improved, attendance throughout the entire Mapledene community, ensuring equality of opportunity for the engagement, attainment and progress for all children.

Why we have chosen this objective:

We have chosen this objective because regular school attendance is a key factor in ensuring that all children have equal access to high-quality learning opportunities. Consistent attendance directly impacts pupils' engagement, attainment, and overall progress. By promoting good attendance across the entire school community, we aim to remove barriers that may disproportionately affect certain groups, including those from disadvantaged backgrounds or with additional needs. This objective reinforces our commitment to equality by ensuring that every child, regardless of their circumstances, has the opportunity to fully participate in school life, benefit from the curriculum, and achieve their potential.

To achieve this objective, we plan to:

- Monitor attendance carefully - keeping detailed records to identify patterns, trends, and any disparities among different pupil groups.
- Promote awareness of the importance of attendance - through communication with pupils, parents, and staff, highlighting the link between attendance, engagement, social interactions, academic progress and future success.
- Provide targeted support - offering interventions, guidance, or additional resources for pupils or families who may face barriers to regular attendance.
- Nurture and grow our positive school environment - continuing to create an inclusive, welcoming atmosphere where pupils feel motivated and supported to attend school regularly.
- Celebrate successes and good attendance - recognising and rewarding pupils and classes who achieve high attendance to encourage continued engagement and motivation.
- Collaborate with external agencies when needed - working with outside agencies or specialists to address complex issues affecting attendance.

Objective 2:

To help children appreciate and respect diversity and differences by offering a variety of experiences in our school curriculum, both in and outside of school, and as part of our extra-curricular activities programme.

Why we have chosen this objective:

We have chosen this objective to ensure all children develop an understanding and respect for diversity. By providing a range of experiences through the curriculum and extra-curricular activities, we help pupils engage with different cultures, backgrounds, abilities, and perspectives, supporting equality of opportunity and inclusion across Mapledene.

To achieve this objective, we plan to:

- Ensure diversity is embedded throughout our curriculum - reflecting a range of cultures, perspectives, and abilities.
- Provide varied experiences - through visits, speakers, and projects that broaden pupils' understanding.
- Offer inclusive extra-curricular activities - ensuring all pupils can participate.
- Encourage respectful dialogue - allowing pupils to discuss and reflect on differences.
- Recognise and celebrate diversity - valuing the contributions and backgrounds of all pupils.

Objective 3:

To continue to nurture spiritual, moral, social, and cultural growth through all suitable curricular opportunities, with a specific focus on equity and diversity. To ensure that revised guidelines for the Relationships Sex and Health Education (RSHE) curriculum are introduced in a considered and sensitive manner.

Why we have chosen this objective:

We have chosen this objective to ensure that all pupils develop a strong foundation in spiritual, moral, social, and cultural understanding, with particular attention to equity and diversity. By embedding these values across the curriculum, we aim to support pupils' personal growth, empathy, and respect for others. Additionally, implementing the revised RSHE guidelines in a thoughtful and sensitive way ensures that pupils receive accurate, age-appropriate information while promoting equality, inclusion, and wellbeing for all.

To achieve this objective, we plan to:

- Ensure SMSC is embedded across the curriculum.
- Promote equity and diversity - reflecting different perspectives and experiences.
- Deliver RSHE sensitively - age-appropriate and considerate, supporting wellbeing.
- Consult with parents and carers in the development and delivery of RSHE.
- Maintain rigorous safeguarding - ensuring pupils' safety and wellbeing in every activity.
- Support staff - providing training for confident teaching of sensitive topics.
- Encourage reflection and discussion - enabling safe exploration of values and beliefs.
- Celebrate learning and growth - recognising pupils' development and inclusive attitudes.

Objective 4:

Encourage awareness and regard for mental health and well-being, while supporting and caring for the mental health and well-being of both pupils and staff.

Why we have chosen this objective:

We have chosen this objective because promoting mental health and wellbeing is essential for ensuring all members of the Mapledene community can thrive. By fostering awareness, understanding, and support, we aim to create an environment where pupils and staff feel valued, cared for, and able to reach their full potential. This focus on wellbeing supports equality by addressing individual needs and providing the guidance and resources necessary for everyone to participate fully in school life.

To achieve this objective, we plan to:

- Promote mental health awareness - educating pupils and staff about wellbeing and reducing stigma.
- Provide support systems - offering access to counselling, pastoral care, and wellbeing resources.
- Encourage open dialogue - creating safe spaces for pupils and staff to discuss mental health concerns.
- Foster a positive school environment - building a culture of respect, empathy, and inclusion.
- Train all teaching staff (teachers and teaching assistants) as Children's Mental Health Champions (Place2Be) to recognise signs of mental health needs and provide appropriate support or referrals.
- Engage parents and carers - working collaboratively to support pupils' mental health and wellbeing.
- Prioritise safeguarding - ensuring the safety and wellbeing of all pupils and staff at all times.
- Offer enriching extra-curricular opportunities - supporting wellbeing through clubs, activities, and experiences that promote engagement and a sense of belonging.

9. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

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

This document will be reviewed by the Governing Body annually, to ensure continued compliance with the PSED.

This document will be approved by the Headteacher.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Behaviour policy