



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

Mile Oak Primary School: Equalities Policy

Date	September 2025
Review Date	September 2027

Compliance

This policy has been written with reference to the following guidance and documents:

- Equalities Act 2010
- Equality Act 2010: advice for schools DfE Feb 2013
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- UN Convention on the Rights of the Child (1989)
- SEND Code of Practice January 2015)
- Schools information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

Details of how our school is complying with the public sector equality duty will be reviewed and updated annually. Our equality objectives will be reviewed and updated at least once every 4 years.

Equalities Statement

Aims and objectives

At Mile Oak Primary School, our vision and values promote inclusion, equity and equality for all pupils, staff, parents and carers. We champion the Equal Opportunities Act 2010 to ensure that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

We tackle discrimination through the positive promotion of equality; by challenging bullying and stereotypes and by creating an environment which celebrates diversity.

We all have equal rights but we have different needs and we recognise that to provide for these, we need to ensure equality of opportunity for all pupils. We aim to build on our similarities and to seek enrichment from our differences and so promote understanding and learning between and towards others to create a cohesive community.

The Equality Act 2010 requires schools to publish information to show how we are working to:

- Eliminate discrimination
- Advance equality of opportunity between people who share a protected characteristic* and people who do not share it
- Foster good relations between groups of people

*Protected characteristic is the term used in the Equality Act to describe a range of different groups, including:

- Disabled pupils and those with special educational needs
- Gender, including gender reassignment and transgender pupils
- Minority ethnic pupils
- Pupils for whom English is an additional language
- Sexual orientation
- Gypsy, Roma and Traveller children
- Religion or belief

In addition to these groups, we believe it is vital to consider the specific needs of other vulnerable pupils such as those who are looked after; children from refugee families; those who have a carer's role and children eligible for pupil premium (PP) funding.

How will we achieve these objectives?

To foster good relations between groups of people we will:

- drive the development of greater empathy within our school for all people
- ensure that the curriculum reflects and represents a diverse range of religious and ethnic communities, celebrating a range of festivals as appropriate
- challenge any incidence of name-calling focused on outward appearance
- ensure governors are representative of the community
- provide a fair access to clubs through prioritising groups and making funds available
- embed the language and strategies of 'emotion coaching' across the school so that all pupils have shared strategies and language for resolving conflicts peacefully
- establish a playground buddy system
- raise money for different charities throughout the school year

To advance equality of opportunity between people who share a protected characteristic* and people who do not share it we will:

- use the new developing curriculum to ensure every learner is fully engaged in their learning and ensures achievement
- track different groups of children and identify gaps and look at how we can close them through school development plans and pupil progress meetings
- ensure all children eligible for Pupil Premium (PP) are closing the gap in reading, writing and maths between non-PP children
- Use the pupil premium strategy to drive school improvement
- ensure that all children are able to access school trips and clubs through access to extra funding
 - create Individual Health Care Plans for children with medical needs
- create Personal Emergency Evacuation Plans (PEEPS) where required for children with disabilities

- continue to improve the physical environment of our school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- increase the extent to which disabled pupils can participate in the curriculum
- ensure all SEND children make good or better progress across the year
- develop further ways in which to ensure pupils with EHCPs fulfil their potential
- ensure all children, who have English as an additional language, are fully supported and make clear progress
- work with families to ensure we can support the needs of their children, e.g. supporting young carers

To eliminate discrimination we will:

- further develop ways of seeking out and acting upon the views of black and minority ethnic parents/carers on ways in which access to school information and their participation in school life can be improved
- monitor the participation in clubs, school activities, parent's evenings of PP children and their parents
- have clear guidelines on how to record bullying
- have worry boxes so that children can speak to trusted adults if they are worried about something
- have a governor who leads on equalities in school

Contextual data for Mile Oak Primary School

Our school community is made up of a wide range of families and below is a summary of our census data showing the range of differing groups we have in the school:

389 pupils: 190 boys and 199 girls

108 pupils (27.7%) Pupil Premium

148 pupils (36.8%) SEND

20 Pupils (5.1%) with EHCPs

0 pupils (0%) Looked after children

Ethnicity

Ethnic Group	No. of Boys	No. of Girls	% of pupils
Any other Asian background	0	0	0
Any other mixed background	4	6	2.6
Bangladeshi	5	3	2.1
Black African	1	0	0.2
Chinese	0	1	0.2
Other Ethnic Group	2	3	1.3
Pakistani	2	2	1.03
Refused	0	0	0
White British	159	169	84.3
White and Asian	2	3	1.3
White and Black African	1	1	0.5
White and Black Caribbean	1	3	1.03
White Other	8	7	3.9

Complaints

We urge parents/carers with any concerns regarding the Equalities policy or the steps we are taking at Mile Oak to meet the equality objectives to speak to us as soon as possible. In the first instance, please speak to the class teacher or a member of the Senior Leadership Team (SLT).

<p>Develop the use of “barriers to learning” document as a core equality tool to include explicit barriers to access.</p> <ul style="list-style-type: none"> • Refine the barriers to learning document so it includes: <ul style="list-style-type: none"> ○ clear success criteria linked to actions ○ review dates • Ensure barriers are consistently referenced in: <ul style="list-style-type: none"> ○ pupil progress meetings ○ classroom adaptations • Monitor how barriers translate into actual classroom practice. 	<p>JC</p> <p>JC/HT (DHT/SENDCO)</p> <p>JC/DHT and subject leaders</p>	<p>August 27</p> <p>Summer 26 ongoing</p> <p>Summer 26 ongoing</p>	<ul style="list-style-type: none"> • Support becomes more precise and consistently applied across classes. • Pupils experience faster removal of barriers to learning and participation. • Increased consistency in adaptive teaching and inclusion practice.
<p>Maintain a strong culture of belonging and respect</p> <ul style="list-style-type: none"> • Continue embedding school values (Respect, Ambition, Courage, Pride) in: <ul style="list-style-type: none"> ○ curriculum ○ behaviour systems ○ assemblies • Maintain robust systems for: <ul style="list-style-type: none"> ○ bullying ○ discriminatory incidents 	<p>HT and DHT</p> <p>JW – behaviour lead</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Pupils continue to report a strong sense of belonging and safety. • Discriminatory incidents remain rare and are addressed effectively. • School culture remains inclusive, respectful, and aspirational.

<ul style="list-style-type: none">• Regularly review patterns and responses.• Implement systems linked to LA Belonging Project: Values and gratitude jar; enhanced transition process.	SLT and safeguarding team JW and JC (AHT/DHT)	Ongoing January 26 ongoing	
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