



Mornington Primary School

Equalities Objectives 2024-2027

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Mornington Primary School is an inclusive school where we focus on the well-being and progress of every child, and where all members of our community are of equal worth. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers, irrespective of race, gender, disability, belief, religion, or socio-economic background. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making towards meeting our equality objectives.

To further support pupils, raise standards, and ensure inclusive teaching, we have set the following objectives:

1. Ensure that the school effectively engages with all communities in our local area.	
Why?	We need to ensure that all members of the community feel they can benefit from and have equal access to our education provision.
How?	<ul style="list-style-type: none">▪ SLT to continue to engage all community in school events such as discos, summer fair and celebration events.▪ Ensure that the local community are fully aware of all events taking place at school via Class Dojo, half-termly newsletter and the school website.▪ Develop and implement a programme of curriculum-based activities and enrichment opportunities that celebrate diversity and promote understanding between different groups.▪ Organise cultural awareness events over the school year.
Outcome	<ul style="list-style-type: none">✓ Strong links between the school and the local community is valued and the children learn how to participate in a practical way in the life and concerns of their neighbourhood.✓ Effective communication becomes an exchange between pupils, parents, MPS and the community that is inclusive and involves information sharing and opportunities to learn from each other.✓ Relationships between MPS and the wider community strengthen the ability in supporting the children's learning, wellbeing and developmental outcomes.✓ Increased participation and engagement from parents and the local community in school events and activities.✓ Pupils demonstrate an increased understanding and appreciation of diversity through their work and participation in activities.

2. Raise awareness and promote positive attitudes towards alternative lifestyles and lessen the chances of words being used in a negative way.

Why?	Our school has a diverse population that needs to thrive in an accepting environment, fostering appreciation and respect for all individuals. It is important that the pupils understand the range of cultures in the world. This involves breaking down barriers that could be linked to any of the protected characteristics referred to in the Equality Act 2010.
How?	<ul style="list-style-type: none"> ▪ Ensure that the curriculum addresses a varied range of circumstances to build knowledge, appreciation and respect. ▪ Access to materials in class and in the school library which represent a range of family backgrounds and circumstances. ▪ Use the One Decision Programme in Y1-6 to ensure the children experience a range of scenarios and have modelled, and moderated responses shared with them. ▪ Review and update school policies (e.g. RE, PSHE) to ensure they reflect commitment to diversity ▪ Children in school will participate in PSHE/RSE sessions which will cover a range of topics and issues. ▪ Review the school's accessibility plan and make necessary adjustments to the physical environment, curriculum, and policies to ensure full inclusion of disabled pupils
Outcome	<ul style="list-style-type: none"> ✓ The awareness of the protected characteristics is raised, and the number of prejudice related incidents remains minimal. ✓ Policies updated and published. ✓ The school is a community that is inclusive, tolerant, and appreciative of diversity. ✓ The school's overall vision of being a place where everyone is "ready, respectful, and responsible" is embedded. ✓ MPS is an inclusive and equitable environment, where all pupils have the opportunity to participate fully and achieve their potential.

3. To ensure enrichment and out of school activities are made accessible to all pupils, including those with disabilities, special educational needs and pupil premium to eliminate discrimination and ensure the best possible educational outcomes.

Why?	Currently, MPS has 49% of children who are not white British, 11% SEND, 13.5% PP and 12% FSM
How?	<ul style="list-style-type: none"> ▪ Ensure consideration is given to equality when arranging school visits and school-based activities. ▪ Educational Visit Leaders and SLT will monitor club and visit registers to ensure that equality considerations are made for school visits and school-based activities. ▪ Promote and encourage participation in extra-curricular activities and enrichment opportunities to all pupils, particularly those with protected characteristics. ▪ Conduct a survey to identify barriers to participation for pupils with disabilities and SEND. ▪ Consult with pupils, parents/carers and staff to identify reasonable adjustments needed to increase accessibility. ▪ Address any barriers to pupils' engagement in school visits and school-based activities through the planning and risk assessment processes.
Outcome	<ul style="list-style-type: none"> ✓ Registers for visits and school events show that pupils with disabilities, and special educational needs are fully involved in the wide range of activities the school offers. ✓ All pupils have equal opportunities to participate and engage in enriching experiences. ✓ MPS fosters a greater sense of belonging and self-confidence among our diverse pupil population.