Nottinghamshire County Council

Mapperley Plains Primary School

Equality Policy

Statutory

Approved by	Academic Committee
Approval date	Summer 2026
Review date	Summer 2027
Version	V1

Inspiring learners. Shaping futures.

EQUALITY STATEMENT

Legal Duties

At Mapperley Plains Primary and Nursery School we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998. In developing our policy, we have therefore also taken them into consideration.

To meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish Equality Information to demonstrate compliance with the general duty across its functions. We will not publish any information that can specifically identify any individual
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

To do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives.

The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information.

In relation to school provision, we will pay particular attention to the following functions:

- admissions

- attendance
- attainment
- exclusions
- prejudice-related incidents
- curriculum
- complaints/compliments

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any group, we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law.

We will therefore ensure that our curriculum helps to prepare children for life in modern Britain.

We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will mainly do this through the delivery of our statutory Relationships Education and Health Education curriculum and PSHE curriculum.

We will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our children.

We will regularly audit our resources, displays, lesson content and assessment processes to ensure that they meet the needs of all groups. We will scrutinise outcomes across a range of measures, analyse the results and address any identified areas of concern.

In endeavouring to fulfil our legal duties, we will:

- recognise and respect diversity
- foster positive attitudes and relationships, and a shared sense of belonging
- observe good equalities practice, including staff recruitment, retention and development
- aim to identify, reduce and remove existing inequalities and barriers
- consult and involve widely
- regularly review our progress

Definitions

Discrimination is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

Direct Discrimination occurs when someone is treated less favourably than others because of a protected characteristic.

Discrimination by Association occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.

Direct Discrimination by Perception occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

Indirect Discrimination can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual.

For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion or practice.

Victimisation occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic, or has supported someone who has raised a complaint or grievance.

Harassment is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive.

The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

Prejudice can be conscious or unconscious and involves stereotypes, prejudgements and beliefs, which are usually negative, about an individual or group of people, based on a protected characteristic.

Our Ethos and Mission

Our school vision is centred around our values of Be Kind, Be Curious and Be Their Best.

Every individual member of our community is encouraged to be kind to themselves, to each other and to our world. This is woven through daily interactions, our curriculum and the wider life of the school.

We encourage children to be curious because we believe curiosity is fundamental to learning. Curiosity supports children to ask questions, seek understanding, develop resilience and engage positively with new experiences.

We encourage all members of our school community to be their best. We recognise that success looks different for every child and adult and we aim to create an inclusive environment where everyone is supported and challenged to achieve their potential.

Roles and Responsibilities

We believe that promoting Equality is the whole school's responsibility.

Governing Body

- Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these
- Monitor progress towards achieving equality objectives
- Publish data and publish equality objectives
- Ensure that staff have access to appropriate training and resources

Headteacher

As above including:

- Promote key messages to staff, parents/carers and children about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties
- Ensure that all in the school community receive adequate training to meet the need of delivering equality, including pupil awareness

- Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents

Senior Leadership Team

- Support the headteacher as above
- Ensure fair treatment and access to services and opportunities
- Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents

Teaching Staff

- Help in delivering the right outcomes for children
- Uphold the commitment made to children and parents/carers on how they can be expected to be treated
- Design and deliver an inclusive curriculum
- Record, report and respond appropriately to prejudice-related incidents

Non-Teaching Staff

- Support the school and the governing body in delivering a fair and equitable service to all stakeholders
- Uphold the commitment made by the headteacher on how children and parents/carers can be expected to be treated
- Support colleagues within the school community
- Record, report and respond appropriately to prejudice-related incidents

Parents/Carers

- Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these
- Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all
- Uphold the commitment made by the headteacher on how children and parents/carers, staff and the wider school community can be expected to be treated

Children

- Support the school to achieve the commitment made to tackling inequality
- Uphold the commitment made by the headteacher on how children and parents/carers, staff and the wider school community can be expected to be treated
- Report prejudice-based incidents to a trusted adult

Local Community Members

- Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these
- Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on the school website and making copies available from the school office on request.

Preventing and Addressing Prejudice Related Incidents

We define prejudice-based incidents/bullying in the following way:

Prejudice-related incidents/bullying are derogatory and discriminatory language and behaviour including that which is racist, sexist, homophobic, biphobic, transphobic and disablist in nature.

This language and behaviour may be directed towards people because of their sex, religion or beliefs, race/ethnicity/nationality, because they have a learning or physical disability, or because they are lesbian, gay, bisexual or trans, or are perceived to be, or have a parent/carer, sibling or friend who is.

It may include misogyny or misandry and be sexist in nature. Such language and behaviour are generally used to refer to something or someone as inferior.

At Mapperley Plains Primary and Nursery School we encourage open discussions around differences between people, we actively challenge prejudice and we celebrate diversity.

This school is opposed to all forms of prejudice, and we recognise that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

We recognise that prejudice-based and discriminatory bullying is a form of child-on-child abuse and is therefore a safeguarding concern, as outlined in Keeping Children Safe in Education 2025.