



MURRAY PARK SCHOOL

Title of Policy	Equality information and objectives policy
Date of adoption	Autumn 2025
Originator	Joe Hyndman
Date of review	Autumn 2028
Additional information	The published equality information is updated every year on the school's website. The objectives are reviewed and updated at least every four years.

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1. Aims

Our school 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



Our Curriculum Vision

At Murray Park School, our curriculum is designed to be ambitious, inclusive, and inspirational, ensuring every pupil has the opportunity to thrive. It is underpinned by our core values of Perseverance, Respect,

Independence, Dreams, and Excellence (PRIDE), which shape the experiences, aspirations, and outcomes of all learners.

We are committed to providing a curriculum that champions equality and celebrates diversity, enabling all pupils to feel seen, valued, and empowered. Through engaging and challenging learning experiences, our pupils are encouraged to persevere in the face of difficulties, take independent responsibility for their learning, and dream big about their futures.

Our curriculum fosters excellence in both academic achievement and character development. It equips pupils with the skills and knowledge they need to become resilient, empathetic, and collaborative individuals—traits essential for life in modern Britain and beyond. Through this approach, pupils grow in respect for themselves, for others, and for the diverse world they live in.

By embedding our PRIDE values throughout the curriculum and wider school life, we prepare our pupils to become confident, responsible, and active members of their local and global communities, ready to contribute positively both now and in the future.



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 board will:

- › Ensure that the school's equality information and objectives, as outlined in this statement, are published and communicated effectively across the school community, including to staff, pupils, and parents/carers.
- › Ensure that the published equality information is reviewed and updated annually, and that the equality objectives are reviewed and revised at least once every four years.
- › Delegate responsibility to the Headteacher for the day-to-day monitoring and implementation of the equality objectives.

The Chair of Governors will:

- › Meet with the designated member of staff for equality 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 member of staff for equality will:

- › Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- › Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school 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

The school 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 regarding the Equality Act 2010 and the protected characteristics.

The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and 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 (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying).
- 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 activities, such as, encouraging all pupils to be involved in the full range of extra-curricular clubs, activities and trips and visits.

In fulfilling this aspect of the duty, the school will:

- Analyse data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups.
- Publish further data and information 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 Parliament 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.
- Empowering student leaders, such as prefects and peer mentors, to model inclusive behaviour and actively support the wellbeing of others. These students receive training on equality, diversity, and anti-bullying so they can help foster a culture of respect and understanding across the school. They play a key role in supporting pupils who may feel isolated or vulnerable and help mediate peer issues where appropriate.
- Providing opportunities for pupils to lead or take part in student-led initiatives that celebrate diversity and promote inclusion. These include Diversity Week, cultural events, and awareness campaigns run by the school Parliament, peer mentors, and enrichment clubs.

7. Equality considerations in decision-making

The school 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.

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

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

8. Equality objectives

Objective 1

To ensure that all students are given the opportunity to make a positive contribution to the life of the school

Why we have chosen this objective:

At Murray Park School, we are committed to ensuring that all pupils, regardless of background or protected characteristics, feel empowered to take an active role in shaping school life. We believe that participation promotes a sense of belonging, builds confidence, and supports the development of key personal skills aligned with our PRIDE values: **Perseverance, Respect, Independence, Dreams, and Excellence**. This objective also supports our duty to promote equality of opportunity between those who share a protected characteristic and those who do not.

To achieve this objective, we will:

- Ensure all pupils have the opportunity to volunteer for their Year Parliament and to stand for election to the School Parliament and involve these groups in meaningful consultation processes.
- Promote and support the Senior Prefect application process to all Year 10 pupils, ensuring fair access and encouraging a diverse range of applicants.
- Assign Senior Prefects with specific areas of responsibility, including the appointment of Diversity Lead Prefects to champion equality and inclusion across the school.
- Encourage all pupils and staff to actively participate in Diversity Week in June, celebrating the unique cultures, backgrounds, and perspectives within our community.
- Launch and embed the Peer Mentoring Programme across all year groups to strengthen pupil wellbeing, inclusion, and leadership opportunities.
- Organise and promote a whole-school Extra-Curricular Fair, encouraging students in all year groups to engage with clubs and activities that reflect their interests and support their personal development.
- Offer training and leadership development workshops for student leaders (e.g. prefects, Parliament members, peer mentors) focusing on inclusion, communication, conflict resolution, and advocacy.

Objective 2

To provide an environment that welcomes, protects, and respects diversity and equality

Why we have chosen this objective:

At Murray Park School, we are committed to eliminating discrimination, advancing equality of opportunity, and fostering good relations between people who share a protected characteristic and those who do not. We aim to create an inclusive, respectful school culture where every pupil and member of staff feels safe, valued, and celebrated. Our ethos and curriculum are firmly rooted in our PRIDE values: Perseverance, Respect, Independence, Dreams, and Excellence.

To achieve this objective, we will:

- Invite a range of external speakers and role models to raise awareness of key equality and diversity themes, including LGBT+ inclusion, mental health, British Values, disability awareness, anti-racism, and gender equality.
- Promote and celebrate a calendar of religious and cultural festivals through assemblies, tutor time, form displays, and themed events.
- Provide regular opportunities in lessons and form time to discuss current affairs and global issues related to equality, identity, and inclusion—for example, through our Wider World and Mindset Morning sessions.
- Further embed and explicitly promote the PRIDE values in all aspects of school life, linking them clearly to equality, fairness, and community cohesion.
- Increase the number and variety of cultural trips, visits, and extra-curricular opportunities that expose pupils to different communities, traditions, and lived experiences.
- Expand the number and visibility of displays around school that reflect the diversity of our community and promote positive representations of race, religion, gender, disability, neurodiversity, and family structure.
- Continue to embed inclusive curriculum content across all subjects, ensuring students encounter diverse voices, histories, perspectives, and role models in their learning.
- Ensure staff receive regular CPD on inclusive practice, unconscious bias, and supporting pupils with protected characteristics.
- Develop and promote student-led initiatives and pupil voice opportunities, such as diversity ambassadors or a cultural celebration committee, to drive forward inclusion from within the student body.
- Celebrate key national and international events such as Black History Month, Pride Month, International Women's Day, Disability Awareness Week, and others through assemblies, workshops, and themed lessons.

Objective 3

To provide regular and high-quality training to all members of staff on the Equality Act 2010, equal opportunities, and the protected characteristics

Why we have chosen this objective:

Murray Park School is committed to eliminating discrimination, advancing equality of opportunity, and fostering good relations across the whole school community. A key part of achieving this is ensuring that all staff have a secure and up-to-date understanding of their legal responsibilities under the Equality Act 2010, and are confident in promoting equality, diversity, and inclusion in both the curriculum and the wider

school environment. We recognise that a well-informed staff team is essential for creating a culture where all pupils feel safe, respected, and supported.

To achieve this objective, we will:

- Provide annual equality and diversity training to all teaching and non-teaching staff, with a particular focus on the Equality Act 2010, the nine protected characteristics, and practical inclusive strategies.
- Deliver targeted sessions for Middle Leaders as part of their regular Thursday morning meetings, ensuring they are equipped to embed inclusive practice across their departments.
- Invite expert speakers and equality specialists to lead staff development sessions that deepen understanding of protected characteristics, unconscious bias, inclusive language, and the lived experiences of marginalised groups.
- Provide tailored RSHE training for staff delivering Relationships, Sex and Health Education, ensuring sensitive and inclusive delivery aligned with both statutory guidance and the needs of our pupils.
- Develop and maintain a central bank of training resources (slides, case studies, video clips, toolkits) that staff can access throughout the year to refresh or extend their knowledge.
- Incorporate equality and diversity topics into new staff induction, ensuring all colleagues join the school with a clear understanding of our values and expectations.

9. Monitoring arrangements

The designated member of staff for equality will update the equality information we publish at least every year.

This statement is reviewed on an annual cycle by the Governors' Quality of Education Committee. The objectives are reviewed and updated at least every four years. This document will be approved by the Governors' Quality of Education Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility and Disability Equality Policy
- Anti-Bullying Policy
- Relationships and Sex Education Policy
- SEND Policy