



**BRADGATE**  
Education Partnership

Stronger Together

# Mountfields Lodge



**Mountfields  
Lodge School**

**POLICY:**

# Equality Information and Objectives

Date: January 2026  
Review Date: January 2030  
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Ambitious  
Collaborative  
Ethical



**BRADGATE**  
Education Partnership

## MISSION:

Through strong collaboration between our schools, Bradgate Education Partnership is committed to providing an ambitious and inclusive education for all.

We want our children and young people to realise their full potential academically, socially and personally. We celebrate the distinctive ethos of each individual school. We ensure that all who are part of our Trust have a deep sense of belonging and a supportive opportunity to grow.



# Stronger Together



## VALUES:



### Ambitious

We aim high and are aspirational for all.



### Collaborative

We work closely together to encourage, support, challenge and share.



### Ethical

We treat everyone fairly, within a culture of kindness and respect.

## VISION:



### PUPILS

All our pupils are equipped with the knowledge, skills, values and attitudes to thrive in life and make a positive difference.



### SCHOOLS

All our schools provide a safe and happy space where pupils study an ambitious curriculum which unlocks their personal potential so that they achieve exceptional outcomes.



### WORKFORCE

All staff have positive impact in their roles whilst feeling supported and valued both personally and professionally.



### COMMUNITY

All our schools embrace the local area they serve within a deeply embedded culture of community partnership.



### WIDER WORLD

All our pupils and staff understand, respect and embrace the diversity of the wider world in which they live.



### SUSTAINABILITY

Across our partnership, everything we do is aligned to meet the needs of the present without compromising a sustainable future.

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# Equality Information and Objectives

Date Written: 24.1.26

Date submitted to LAB: 23.2.26

Review date: Feb 2027

## 1. Aims

Our school aims to meet its obligation under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it.
- Foster good relations across all characteristics- between people who share a protected characteristic and people who do not share it.

## 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.

## 3. Roles and Responsibilities

- The Local Advisory Board will discuss the document and the objectives set.
- The Local Advisory Board will report to the Trust Board through the Executive summary in the summer term annually.
- The Headteacher will promote an understanding of the equality objectives amongst staff and pupils, taking feedback from stakeholders when reviewing the objectives.
- All staff are expected to have due regard to this document and the objectives set.



#### **4. Eliminating discrimination**

The school is aware of its obligation under the Equality Act 2010 and complies with non-discrimination provision.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff are regularly reminded of their responsibilities under the Equality Act, for example, during staff meetings.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantage suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities, whilst being mindful of characteristics where this would then discriminate against.

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

- Publish attainment data each academic year showing how pupils with **different** characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish the information.
- Make evidence available identifying improvements for specific groups (e.g. with the Pupil Premium funding).

#### **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 and living the three values of the school: Be Ready, Respectful and Safe.
- Promoting the British Values through the curriculum specifically in RE and PSHE as well as other areas of the curriculum.
- Holding assemblies throughout the year to address and develop ideas related to this.
- Working with our local community. This can include inviting leaders from different faiths, connections with the local residential home and various charities.



- 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 where all children have access to being nominated and deal with issues related to school life. We also have Year 6 Pupil Ambassadors to promote our values with the children. All pupils are encouraged to participate in the school's activities.
- Becoming actively involved with Leicestershire LA's Beyond Bullying Award.
- We work with families to promote knowledge and understanding of different cultures; this is a two-way process as we make links to develop our knowledge and understanding too.

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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 special educational needs and disabilities.
- Has equivalent facilities for boys and girls.

## **8. Equality Objectives**

**Objective 1: To ensure all pupils including those with SEND, EAL or from disadvantaged backgrounds, achieve across the curriculum and make good progress by removing barriers to learning.**

Why have we chosen this objective? Our monitoring and data show that some pupils from identified groups are not achieving in line with pupils not in identified groups.

To achieve this, we plan to:

- Regularly analyse attainment, progress, attendance, and behaviour data to identify gaps between pupil groups.
- Provide targeted interventions and support for pupils who are at risk of underachievement.
- Ensure reasonable adjustments are made for pupils with SEND or disabilities in line with individual needs.



- Deliver high-quality staff training on inclusive teaching strategies, adaption and differentiation.
- Work closely with parents, carers, and external agencies to support individual pupils.

**Objective 2: To raise equality awareness among pupils and staff, promoting tolerance, respect, and understanding towards individuals who share any of the protected characteristics.**

Why have we chosen this objective?

To help foster good relationships across all characteristics between people who share a protected characteristic and people who do not share it by having the need and regard to tackle prejudice and promote understanding.

To achieve this, we plan to:

- Embed equality, diversity, and respect within the curriculum, particularly through PSHE, assemblies, and collective worship.
- Provide regular training for staff to develop understanding of the Equality Act 2010 and inclusive practice.
- Use age-appropriate discussions, stories, and activities to help pupils understand differences and challenge stereotypes.
- Actively challenge discriminatory language or behaviour and address incidents promptly and consistently.
- Use pupil voice activities (e.g. school council, surveys) to explore pupils' understanding of equality and inclusion.
- Promote positive role models and inclusive language throughout school life.
- Engage parents and carers through communication to support equality and respect.

**Objective 3: To advance equality of opportunity and foster good relations by ensuring the school promotes positive role models that pupils can identify with, and which reflect and broaden diversity in relation to race, gender, and disability.**

Why have we chosen this objective?

To ensure that our learners have examples of people from diverse backgrounds and abilities to inspire, motivate and help shape their character and personality as they grow.

To help our learners to recognise appropriate behaviour and try to acquire admirable qualities by seeing examples of successful people from all walks of life.



To achieve this, we plan to:

- Ensure curriculum content, books, displays, and learning resources include diverse and positive role models.
- Promote a range of role models through assemblies, visitors, themed events, and enrichment activities.
- Review teaching materials regularly to ensure they challenge stereotypes and reflect modern Britain.
- Encourage staff to model inclusive attitudes and language.
- Use pupil voice to understand how well pupils feel represented and included.

## **9. Monitoring arrangements**

This document will be reviewed by the Headteacher at least every 4 years with feedback sought from different sources.

This document will be discussed by the Local Advisory Board annually at the summer term LAB meeting after being reviewed by the Headteacher and SLT.

The Local Advisory board will update the Trust board annually through the Exec Summary. This document will be available on the school website.