



Mossbourne  
Riverside  
Academy

# Equality Policy

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| Date last reviewed on: | <b>November 2025</b> |
| Date to be revised on  | <b>November 2027</b> |

## **1. Introduction**

Mossbourne Riverside Academy (hereafter *MRA*) is an inclusive community committed to the well-being, progress, and equal treatment of every child. We believe the Equality Act 2010 provides a strong framework for valuing diversity, challenging discrimination, promoting equality, and fostering positive relationships. MRA continues to identify and reduce disadvantage and underachievement experienced by different groups. As an academy, we fully comply with the Public Sector Equality Duty.

## **2. Context**

The Equality Act 2010 protects individuals from discrimination, harassment and victimisation because of the following protected characteristics relevant to pupils:

- Sex (gender)
- Race
- Disability
- Religion or belief
- Gender reassignment
- Sexual orientation
- Pregnancy or maternity

Age and marriage/civil partnership are protected characteristics but do not apply to pupils.

Public organisations, including academies, must meet:

### **2.1 The Public Sector Equality Duty (General Duty)**

Academies must:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between groups

### **2.2 Specific Duties**

Academies must:

- Publish information showing compliance with the Equality Duty
- Publish measurable Equality Objectives at least every 4 years

MRA recognises the alignment of these duties with international human rights standards, including the UN Convention on the Rights of the Child, the UN Convention on the Rights of Persons with Disabilities, and the Human Rights Act 1998.

## **3. Key Principles**

MRA's approach to equality is underpinned by the following principles:

### **3.1 Equal Value**

All learners are equally valued regardless of disability, ethnicity, cultural background, national origin, gender, gender identity, religion or belief, or sexual orientation.

### **3.2 Respect for Difference**

Diversity is recognised, respected and celebrated. The academy actively removes barriers and disadvantages faced by individuals or groups.

### **3.3 Positive Attitudes and Relationships**

We promote mutual respect and constructive relationships between individuals and groups.

### **3.4 Sense of Belonging**

All members of the academy community should feel welcomed, valued and able to participate fully.

### **3.5 Fair Employment Practices**

We apply equality principles to all aspects of staff employment, recruitment, development, and promotion.

### **3.6 High Expectations for All**

All pupils are expected to achieve highly and make excellent progress.

### **3.7 Prioritising Vulnerable Groups**

Raising standards for vulnerable pupils improves outcomes for all.

## **4. Eliminating Discrimination, Harassment and Victimisation**

MRA:

- Considers equality in admissions, exclusions, curriculum provision, and access to services
- Ensures compliance with the *Reasonable Adjustments* duty for disabled pupils
- Ensures recruitment processes give due regard to equality requirements
- Reviews policies and major decisions for equality implications
- Promotes equality and diversity across the curriculum and school environment
- Ensures admissions arrangements are fair, transparent, and non-discriminatory

## **5. Behaviour, Exclusions and Attendance**

- The Behaviour Policy reflects Equality Act requirements, including reasonable adjustments for disabled pupils.
- Exclusion and attendance data is monitored to identify disproportionate patterns.
- MRA challenges all prejudice-based attitudes and bullying, including:
  - Disability- and SEN-related prejudice
  - Racism and religious discrimination (including antisemitism and Islamophobia)
  - Prejudice against Travellers, migrants, refugees and asylum seekers
  - Homophobic, biphobic and transphobic attitudes

Staff are trained to identify, record and address prejudice-based incidents. All incidents are taken seriously, recorded and routinely reviewed.

## **6. Advancing Equality of Opportunity**

MRA:

- Uses data and evidence to understand pupil needs and set improvement targets
- Works with parents/carers to identify pupils with disabilities
- Monitors progress for different pupil groups and addresses gaps
- Publishes data on:
  - Ethnicity and gender
  - Special educational needs and disabilities
  - EAL status
  - Outcomes and participation
- Is prepared to meet the needs of future pupils (e.g., visually impaired, hearing impaired, or Gypsy Roma Traveller pupils)
- Uses inclusive language and avoids stereotypes
- Ensures teaching strategies support all learners, including those at risk of underachievement
- Implements an Accessibility Plan to improve curriculum access, the physical environment and accessible information

Where appropriate, MRA may take proportionate positive action to address disadvantage.

## 7. Fostering Good Relations

MRA fosters good relations by:

- Preparing pupils for life in a diverse society
- Teaching about diversity, stereotyping and discrimination through PSHE and the wider curriculum
- Using resources that reflect academy and community diversity
- Challenging discriminatory behaviour and language
- Celebrating cultural diversity and contributions to society
- Encouraging pupils to listen to a range of viewpoints and empathise with others
- Promoting equality and diversity through assemblies, displays, visitors and academy events

MRA reviews equality work using:

- Parent/carers feedback and surveys
- Staff surveys and training evaluations
- Pupil voice, including School Council input
- SEND reviews and pupil progress meetings

## 8. Equality Objectives

MRA's Equality Objectives are based on data, evidence and academy priorities, taking into account local and national issues. Objectives are reviewed and updated every **two years**.

## 9. Roles and Responsibilities

### 9.1 Governing Body

The Governing Body ensures compliance with legislation and monitors implementation across all committees and academy functions.

### 9.2 Principal

The Principal:

- Ensures staff awareness and training
- Ensures compliance with this policy
- Takes action in cases of discrimination
- Oversees day-to-day implementation and monitoring of the policy

### 9.3 Teaching and Support Staff

All staff will:

- Promote an inclusive, collaborative classroom ethos
- Challenge prejudice and discrimination
- Address and record prejudice-related incidents
- Deliver lessons and curriculum content that reflect the academy's principles
- Maintain high expectations for all pupils
- Support all pupils through appropriate planning and differentiation

### 9.4 Parents, Carers and Visitors

All parents, carers and visitors are expected to support the academy's equality commitments and comply with this policy.

## 10. Monitoring and Review

This policy will be reviewed every **two years** or sooner if required by changes in legislation or academy priorities.