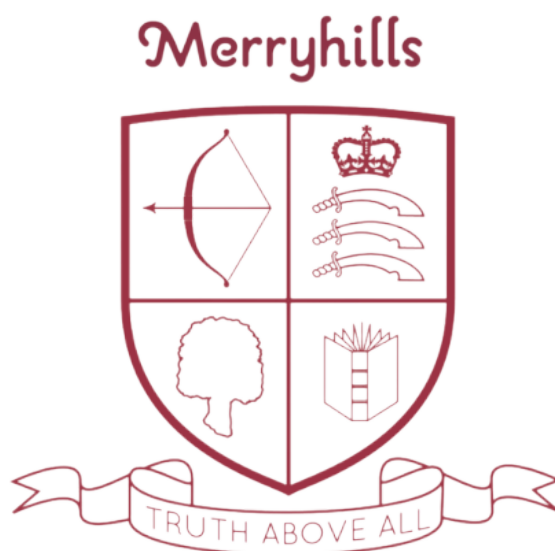


# Merryhills Primary School



## Equalities Information

September 2026

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## Equalities Information

Date of publication September 2025

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

Our School has considered how well we currently achieve these aims with regard to the eight protected equality groups: race/disability/sex/gender reassignment/age/ pregnancy and maternity/religion and belief and sexual orientation.

In compiling this equality information, we have:

- Identified evidence already in the setting/centre of equality within policies and practice and identified gaps
- Examined how our setting/centre engages with the protected groups, identifying where practice could be improved

| Protected characteristics      | Aims of the general duty                                                                                                                                                                                                                |                                                                                                                                              |                                                                                                                                                                                                                                      |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?                                                                                                                                       | How do we advance equality of opportunity between people who share a protected characteristic and those who do not?                          | How do we foster good relations between people who share a protected characteristic and those who do not?                                                                                                                            |
| <b>Race</b>                    | Race equality policy<br>Data on admission<br>Termly reports on racial incidents to GB<br>Low number of reported racial incidents<br>Thorough process to manage any reported incidents<br>Governors Steering EDI group<br>Ofsted reports | Celebration of differences<br>Curriculum<br>Assemblies<br>School policies<br>Value differences<br>Positive role models                       | Celebration of differences<br>Curriculum<br>Assemblies<br>Good links with parents<br>School policies promote equality<br>Job descriptions for staff<br>School ethos<br>School displays promote diversity<br>School values - equality |
| <b>Disability</b>              | School policies<br>Inclusive practices<br>Feedback from parents/ questionnaires<br>Termly reports to GB<br>Assessment data<br>Purchase additional resources – ramps, movement support equipment<br>Adaptations to the building          | School policies<br>Raising attainment<br>Tracking progress                                                                                   | Good links with parents<br>Assemblies<br>Review meetings<br>School ethos<br>School displays promote diversity                                                                                                                        |
| <b>Gender</b>                  | Admissions process<br>Recruitment process<br>Gender equality scheme<br>Tracking data                                                                                                                                                    | Recruitment process<br>School policies<br>Raising attainment boys in writing<br>Raising attainment<br>Tracking progress<br>Progress meetings | Good links with parents<br>Assemblies<br>School ethos<br>Mixed gender sports clubs                                                                                                                                                   |
| <b>Gender Reassignment</b>     | Inclusive practices<br>Admissions process<br>Recruitment process<br>Equality policy                                                                                                                                                     | Celebration of differences<br>School policies<br>Value differences<br>Review of practices                                                    | Good links with parents<br>Admissions process<br>School ethos                                                                                                                                                                        |
| <b>Pregnancy and Maternity</b> | Policy for expectant parents<br>Reasonable adjustments in place to support<br>Regular meetings<br>Risk assessment                                                                                                                       | Continue good practice<br>Paternity leave                                                                                                    | Following policy<br>Continue to make reasonable adjustments to ensure they are supported at work<br>School ethos                                                                                                                     |

|                            |                                                                                                        |                                                                                           |                                                                                                                                        |
|----------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Age</b>                 | Employment/recruitment process                                                                         | Recruitment process                                                                       | Recruitment process<br>School ethos                                                                                                    |
| <b>Religion and Belief</b> | Admissions procedures<br>Employment documents<br>Balance of staff employed                             | Celebration of differences<br>Curriculum<br>Assemblies                                    | Celebration of differences<br>Curriculum<br>Assemblies<br>Good links with parents<br>School ethos<br>School displays promote diversity |
| <b>Sexual Orientation</b>  | School policies<br>Inclusive practices<br>Admissions process<br>Recruitment process<br>Equality policy | Celebration of differences<br>School policies<br>Value differences<br>Review of practices | Good links with parents<br>Parent Support Adviser<br>Admissions process<br>School ethos                                                |