



**CLEOBURY MORTIMER
PRIMARY SCHOOL**

PART OF FOUR STONES GATEWAY

Cleobury Mortimer Primary School

EQUALITY STATEMENT AND OBJECTIVES

DATE POLICY WAS APPROVED	29/09/2026
DATE POLICY WILL BE REVIEWED	AUTUMN 2027
MEMBER OF STAFF WITH RESPONSIBILTY FOR REVIEW	DEPUTY HEADTEACHER



Key Definitions

All policies incorporate the following schools or organisations, unless specified otherwise, within Four Stones Gateway Trust ('the Trust'):

- Clee Hill Community Academy
- Cleobury Mortimer Primary School
- Haybridge High School and Sixth Form
- Haybridge Teaching School Hub
- Haybridge SCITT
- King Charles I School
- Lacon Childe School
- SHaW (Shropshire, Herefordshire and Wolverhampton) Maths Hub
- Stottesdon CofE Primary School
- TDMS (The De Montfort School)
- Any other schools or organisations that may join the Trust from time to time and not listed above.

The terms Academy, School, Organisation and Trust are considered interchangeable in the context of all Trust policies.

Where appropriate, in this policy the term:

“CEO” includes the Chief Executive Officer

“CFOO” includes the Chief Financial Officer

“Trust Senior Leadership Team” includes Executive Headteachers, Headteachers, strategic operational leads and Teaching School/SCITT Directors.

“Headteacher” includes the appropriate School Headteacher.

“Trustees or Trust Board” are appointed Trustees who oversee the business of Four Stones Gateway Trust, agreeing the overarching strategic direction and ensuring robust governance.

“Local Academy Boards (LAB)” are appointed Governors at a local level. LAB Governors act as advocates for their school's Safeguarding, SEND, Standards and Stakeholder engagement.

“Chair” responsible for leading the board and ensuring its effectiveness

“Stakeholders” are any individuals or companies who are invested in the welfare and success of the Trust and/or School and its students, including staff members, students, parents, community members, LAB or Trust members, trade unions, local business leaders etc.

1. Aims

Our school aims to meet its obligations 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.

In carrying out its duties under the Equality Act 2010, the school recognises the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We are committed to creating an inclusive school community where every student, member of staff, parent and visitor is treated with dignity, respect and fairness. We will not tolerate discrimination, harassment, victimisation or prejudice in any form.

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
- Department for Education (DfE) guidance: The Equality Act 2010 and schools.
- Compliance with Trust Funding Agreement and Articles of Association.

3. The School Context

- Cleobury Mortimer Primary School serves a predominantly White British rural community. Students have relatively limited day-to-day contact with the cultural and ethnic diversity found in many urban areas.
- As a result, the school places particular importance on helping students develop an understanding of different cultures, communities, beliefs and experiences through the curriculum and wider opportunities.
- The school is committed to ensuring that all students, regardless of background, ability, need or circumstance, have equal access to high-quality education, enrichment opportunities and support to achieve their potential.
- The school reviews demographic information regularly to ensure that its equality objectives remain relevant and responsive to the needs of the community.

4. Roles and Responsibilities

- Trustees, governors, leaders and staff all have a responsibility to support the school's commitment to equality, diversity and inclusion.
- Strategic oversight, monitoring and decision-making responsibilities are exercised in accordance with the Four Stones Gateway Trust Scheme of Delegation.
- The Headteacher is responsible for the day-to-day implementation within the school.
- All staff are expected to have regard to this document and contribute towards achieving the school's equality objectives.

5. 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.
- Staff receive training on the Equality Act as part of their induction and as appropriate to their role, the objectives and the school development plan.
- The school has a designated Equality Lead responsible for monitoring equality issues and supporting the implementation.

At Cleobury Mortimer Primary School this responsibility sits with the Headteacher.

6. Advancing Equality of Opportunity

The school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the differing needs of students and staff.
- Encouraging fair access to education, support, resources and enrichment opportunities
- Encouraging all students to participate fully in school life.
- Monitoring outcomes for different groups and addressing barriers where they are identified

The school analyses relevant information relating to attendance, attainment, progress, behaviour, participation and student voice to identify strengths and areas for improvement.

Where gaps or inequalities are identified, actions are taken to address them through school improvement planning and targeted support

7. 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, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students 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 students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students 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

8. Equality Considerations in Decision-Making

The school gives due regard to equality considerations whenever significant decisions are made.

Equality implications are considered when developing policies, reviewing procedures, planning activities and making strategic decisions. This helps ensure that no individual or group is unfairly disadvantaged and that opportunities are accessible to all.

When making decisions, leaders and governors will consider the potential impact on people who share protected characteristics and will take reasonable steps to address any identified barriers.

For example, when planning educational visits, events, curriculum activities or changes to provision, the school will consider:

- Accessibility for students with disabilities;
- The needs of students with special educational needs;
- Religious observance and cultural considerations;
- Equality of opportunity and participation;
- Financial barriers that may affect disadvantaged students.

Where a significant equality impact is identified, the school may complete an Equality Impact Assessment or maintain other appropriate records to demonstrate that equality considerations have been taken into account.

Equality in Employment

- Four Stones Gateway Trust is committed to providing equality of opportunity in employment and professional development.
- The Trust aims to ensure that recruitment, selection, training, promotion and employment practices are fair, transparent and free from unlawful discrimination.
- The Trust will make reasonable adjustments for employees and job applicants with disabilities where appropriate and seeks to provide an inclusive and respectful working environment for all staff.
- Cleobury Mortimer Primary School supports the Trust's commitment to equality, diversity and inclusion and promotes these principles in its day-to-day practice.

9. Equality Objectives (2026-2029)

Objective 1: Closing Gaps in Achievement

To reduce attainment and progress gaps between disadvantaged students, students with SEND and their peers by ensuring that targeted support and high-quality teaching enable all students to make strong progress from their starting points.

Success measures:

- Termly analysis of student achievement data.
- Targeted intervention programmes monitored and evaluated.
- Identified gaps reduced over the four-year period.

Objective 2: Promoting Diversity and Inclusion

To increase students' understanding, appreciation and respect for different cultures, faiths, backgrounds and experiences through the curriculum, assemblies, educational visits and enrichment opportunities.

Success measures:

- Diversity and representation are evident across curriculum planning.
- Annual student voice demonstrates positive attitudes towards diversity and inclusion.
- Assemblies, visits and enrichment opportunities reflect a broad range of cultures and perspectives.

Objective 3: Respectful Relationships and Belonging

To maintain a safe and inclusive environment where discriminatory language, prejudice-related incidents and bullying are challenged promptly and addressed effectively.

Success measures:

- Incidents are recorded, monitored and reviewed.
- Students report feeling safe, respected and included.
- Repeat incidents are reduced over time.

Objective 4: Accessibility and Participation

To ensure that all students can access learning, enrichment activities, educational visits and wider school opportunities regardless of disability, need or personal circumstance.

Success measures:

- Barriers to participation are identified and addressed.
- Educational visits and enrichment opportunities are accessible wherever reasonably practicable.
- Participation data demonstrates equitable access across student groups.

10. Monitoring Arrangements

- Equality information will be reviewed and updated annually.
- Progress towards the school's equality objectives will be reviewed through the school's self-evaluation and school improvement processes and reported through governance arrangements where appropriate.
- Equality objectives will be reviewed at least every four years and may be updated sooner where circumstances require.
- This policy will be reviewed annually to ensure continued compliance with current legislation and guidance.
- Monitoring, review and approval responsibilities will operate in accordance with the Four Stones Gateway Trust Scheme of Delegation and associated governance arrangements.

Appendix A: How Cleobury Mortimer Primary School Delivers its Equality Objectives

The school delivers its equality objectives through a range of practical activities including:

- Monitoring the progress and attainment of vulnerable groups.
- Providing targeted support for disadvantaged students and students with SEND.
- Promoting diversity through assemblies, curriculum planning, visits and visitors.
- Ensuring access to enrichment, sport, music and wider opportunities.
- Supporting positive relationships and anti-bullying initiatives.
- Engaging parents and carers through meetings, workshops and support groups.
- Removing barriers to participation associated with rurality, disadvantage or additional needs.
- Reviewing resources, books and curriculum materials to ensure appropriate representation and inclusion.

These activities are reviewed regularly as part of the school's wider self-evaluation and improvement plan processes.