Marlfields Primary School

Equality Policy

2026-2027

The Equality Policy in respect of Marlfields Primary School has been consulted upon with all staff and ratified in the Summer 1 LAB Meeting
Chair of Local Advisory Board: *Mr Gary Provis*
Responsible *Headteacher– Mrs C Sleath*
Agreed and ratified by the Local Advisory Board on: 13.05.26
To be reviewed: *May 2027*

1. Introduction and Aims

Marlfields Primary School is committed to promoting equality, eliminating discrimination and fostering good relations for all pupils, staff, families and visitors. As a primary setting, we recognise the importance of establishing inclusive values early in a child's development. Our ethos is rooted in our CHILDREN Values ensuring that every pupil feels safe and an active member of our school community. We actively teach pupils about diversity, friendship, empathy and respect, supporting them to challenge stereotypes and celebrate differences.

2. Legislative Framework

This policy reflects compliance with the Equality Act 2010, the Equality Act (Specific Duties) Regulations 2011, the SEND Code of Practice (2015), the Children and Families Act 2014, the Prevent Duty and the EHRC Technical Guidance for Schools (updated 2025). These duties are embedded within our curriculum, staffing, safeguarding and strategic decision-making.

3. Protected Characteristics

We protect pupils, staff and families from discrimination linked to: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, age (staff only) and marriage/civil partnership (staff only). In a primary context, we commit to proactively promoting respect for all people, ensuring that young children develop an understanding of fairness and inclusion.

4. Roles and Responsibilities

The Director Board ensures compliance and oversees equality objectives. The Local Advisory Board monitors equality in practice, receiving regular reports on pupil performance and wellbeing. The Headteacher leads implementation and staff development and analyses data, coordinates actions and supports staff. All staff are required to challenge discriminatory behaviour, promote inclusion and use diverse, representative resources.

5. Eliminating Discrimination

We ensure that all policies, systems and teaching practices uphold equality and do not disadvantage any group. Prejudice-related incidents are logged, monitored and addressed immediately. Reasonable adjustments are provided for disabled pupils and staff. Uniform expectations, behaviour systems and curriculum access are reviewed regularly to remove indirect discrimination. SEND pupils, EAL learners and disadvantaged pupils are given equal access to trips, enrichment and leadership opportunities.

6. Advancing Equality of Opportunity

We monitor attainment, progress, attendance, behaviour and participation across all pupil groups including SEND, EAL, disadvantaged pupils, more able pupils, looked-after children and ethnic groups. Interventions are adapted based on need. Barriers to learning are addressed through our Triple A Strategy, adaptive teaching, additional support, nurture groups, targeted interventions and accessible resources.

7. Fostering Good Relations

We foster positive relationships by teaching children to value diversity, show empathy and respect differences. Assemblies, PSHE lessons and storybooks introduce concepts such as kindness, equality, and understanding other cultures and identities. Role-play, circle time and conflict resolution help children develop social awareness. We celebrate community events and cultural festivals, encouraging children to appreciate similarities and differences.

8. Curriculum and Teaching

The curriculum reflects a broad range of cultures, family structures and identities. Resources avoid stereotypes and promote positive representation. Teachers plan inclusively, adapting tasks for SEND pupils and supporting EAL learners through vocabulary strategies, visuals and scaffolding. Children are taught how to recognise unfairness, challenge discriminatory behaviour and become respectful citizens.

9. Learning Environment

Classrooms and shared spaces reflect diversity and inclusion in displays, books and learning materials. Expectations for behaviour are consistent and supportive. Visual timetables, sensory tools and calm spaces help pupils regulate emotions. Seating plans, play arrangements and group tasks are designed to promote inclusion and positive peer relationships.

10. Staff Recruitment and Development

Recruitment processes are fair, transparent and free from bias. Staff receive annual training on equality, diversity, safeguarding and inclusion. Professional development opportunities are monitored to ensure fairness. Staff wellbeing is prioritised and concerns about discriminatory behaviour are addressed sensitively and appropriately.

11. Engagement with Parents and Community

We communicate clearly and accessibly with families, offering translations or alternative formats where needed. We welcome all families into school life through workshops, events, assemblies and celebration days. We work closely with community organisations, external agencies and the local authority to strengthen equality and inclusion.

12. Equality Considerations in Decision-Making

Equality Impact Assessments (EIAs) inform decisions related to curriculum design, policy updates, staffing changes, enrichment planning and resource allocation. We carefully consider how decisions may impact protected groups and act to remove any potential disadvantage.

13. Publishing Equality Information and Objectives

We publish annual equality information and review data trends. Every four years we set measurable equality objectives in line with statutory guidance. These objectives are published on the school website and reviewed annually by the Local Advisory Board.

14. Monitoring and Review

We monitor: pupil progress, attendance, exclusions, behaviour logs, participation in enrichment, safeguarding patterns and staff workforce data. These findings inform our school development planning and equality action plan. The policy is reviewed annually.