

Equality Policy (including objectives)



A community inspiring lifelong learning.

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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](#).

This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
 - Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
 - Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
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The equality link governor will:

- Meet with the designated member of staff for equality every year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The deputy headteacher will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. A designated staff meeting will be held at least annually for this.

4. 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. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- 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 (e.g. encouraging all pupils to be involved in the full range of school societies)

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 this information
- Make evidence available identifying improvements for Governor specific groups (e.g. declines in incidents of racist bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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

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 disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives in relation to school context

The school currently has 108 girls and 103 boys on roll.

The ethnic make-up of the school is as follows:

Ethnicity	Pupils on role
White British	148
Any other white background	19
Any other Asian background	2
White and Asian	10
Pakistani	7
Indian	6
White and black African	3
White and black Caribbean	5
Any other mixed background	8
Any other ethnic group	2
Refused	0

At present, our school currently has one pupil with a disability. No staff at the time of survey indicate that they have a disability.

16% of children have English as an additional language. 10% of children are on our SEN register. These include children with some physical as well as learning disabilities. We ensure the school is accessible to all pupils and staff regardless of their individual needs.

Spinfield School is situated in the middle of a residential housing estate built in the late 1970s. It is a single storey building, but has some small flights of steps within it. Where appropriate, ramps and handrails have been installed to improve accessibility. This situation is continually under review and adapted when and where necessary.

The majority of the homes in the catchment area are privately owned and relatively expensive which could possibly impact on recruitment.

In recent years, we admitted children from further afield and outside our catchment area. This has been due to a reduction in the birthrate. Due to this, we have a more diverse school community with regard to ethnic and religious backgrounds of the children.

The school recognises and respects the religious backgrounds of the pupils and seeks to teach pupils about the breadth and variety of different faiths. It encourages an active recognition and celebration of the various faiths and backgrounds of the pupils, using a calendar of special dates for school assemblies and recognises more widely, the different lifestyles and values which are important to pupils and their families. We have an active Global Citizenship Committee and are linked to a school in Pakistan and a school in Nepal through the British Council. We have held the International School Award since 2012.

The school staff comprises of male and female staff, the majority of whom are from a white British background with a considerable age range and a wide variety of experience and qualifications. The ages of the staff range from early 20s to mid 70s. Out of 37 Staff, 3 are male. The school recognises that it needs to do more to balance the genders and ethnic diversity of staff in order to

provide a range of role models throughout the school. The majority of the school staff are of a white British background with English as a first language.

Following the various discussions in the Inset meeting it was decided to establish a single core equalities objective to be taken forward for the academic year ahead with broader action steps to support:-

a. Objective 1 – To build pupils' awareness and appreciation of social diversity, promoting understanding, respect, and empathy through integrated learning experiences supported by awareness of age-appropriate current affairs and society developments. (July 24 -28)

Action steps

1. Integrate Diverse Perspectives:

a. Use teaching materials that reflect the varied backgrounds of our pupils and the broader community and look for ways to encourage discussion about

i. Example: Explore updates to traditional texts to stimulate discussion and awareness.

2. Enhance Cultural Literacy:

a. Incorporate discussions and lessons on different cultures, traditions, and social issues into everyday classroom activities.

b. Utilise literature, media, and guest speakers to provide insights into diverse ways of life and perspectives.

i. Example: Continuation of regular visits and assemblies incorporating diverse cultures alongside the continued review of our reading materials and texts to foster diversity and inclusion.

3. Promote Inclusive Dialogue:

a. Create a safe and respectful environment for open discussions on diversity, equity, and inclusion.

b. Facilitate class discussions, assemblies, and workshops that focus on building empathy and understanding for all individuals.

i. Example: Children to start to watch Children's Newsround on a weekly basis to enable current affairs events to be discussed by the children and create open dialogue and curiosity.

4. Encourage Reflective Practices:

a. Implement reflective exercises that prompt pupils to think critically about their own beliefs, biases and experiences.

5. Foster Community Connections:

- a. Facilitate interactions with the local community that highlight social diversity and foster civic responsibility
- i. Example: Continue to develop engagement with local charities such as One-Can trust, hearing dogs for the deaf, etc.

6. Support Continuous Learning:

- a. Provide ongoing professional development for staff to enhance their ability to teach and discuss diversity-related topics effectively.
- b. Encourage a school-wide culture of continuous learning and improvement in understanding social diversity.
- i. Example: Engage with a known PGCE Professor who teaches Social Justice to visit school and run a development session with the teaching staff. Professor Wayne Tennent has been booked for Inset day to investigate aspects of equality and privilege to include diversity and inclusion. From the Inset training, the teaching staff will use subsequent meetings to review areas of the curriculum.

As part of our review of this we agreed that we would try to meet more regularly as it was believed that this type of meeting forum was helpful in encouraging and promoting the dialogue and progress. We will aim to meet again in the first term of the next academic year.

9. Monitoring arrangements

The equalities governor and deputy headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the SLT and governing body at least every 4 years.

This document will be approved by the full governing body

10. Links with other policies

This document links to the following policies and procedures:

- Accessibility plan
- Risk assessment
- Safeguarding and child protection
- Anti bully
- Health and safety
- Disability Equality Scheme
- SEN policy
- PSHE policy