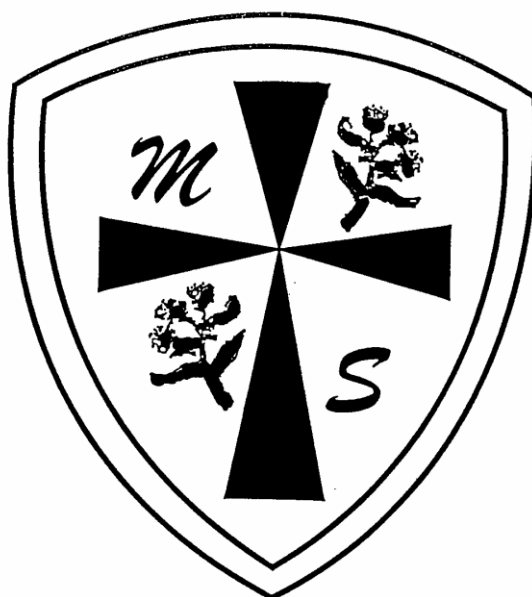




Marcham CE Primary School



Equality Policy

Date Agreed with Governing Body: 24th February 2026

Date of next review: February 2028

Signed..... Chair of Committee/ Governors

Signed..... Headteacher



Marcham Church of England Primary School **Equality Policy**

Marcham CE Primary School prides itself on being a school where everyone is valued and respected as an individual. It lies at the core of our vision as a Church of England school: "Living and Learning with Faith, Community and Hope". We are motivated to live in community because everyone matters and everyone belongs and values. We believe, therefore, that everyone has a right to equal access and opportunity and that everyone should have an equal chance to learn and work. We are committed to delivering an education which provides equality of opportunity and freedom from discrimination on the grounds of race, colour or nationality, ethnic or national origin, gender or gender reassignment, pregnancy and maternity, class, age, sexual orientation, religion or belief, or disability.

Our practices promote the right for everyone to take part in all aspects of school life by removing barriers to participation and by actively promoting equality and social inclusion. We pride ourselves on our commitment to becoming global citizens through our 'intentional curriculum' and its focus on a global dimension to our learning and social justice. Our policy refers to all who may be involved – pupils, parents and carers, staff, governors and the local community. We recognise that it is not about treating everyone the same way but involves taking account of individuals' varied life experiences and needs.

It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a fast-changing and vibrant society.

Aims

The school welcomes its duties under the Equality Act (2010) and the subsequent Specific Duties Regulations (2011). We are guided by three principles, which are to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

In order to achieve these goals, we aim to:

- promote positive relationships based on mutual respect;
- be a socially inclusive school and ensure maximum possible access to the school curriculum for all;
- consciously promote the knowledge, understanding, skills, values and attitudes which prepare pupils for living in a diverse and inter-dependent society;
- enable the recognition that stereotyping of all kinds restricts development, limits expectation and closes options and discourage prejudiced beliefs and attitudes;
- ensure that statutory requirements are met in offering equal opportunity to:
 - Children seeking admission to the school;
 - Existing pupils
 - Job applicants
 - Existing members of staff
 - In the provision of goods, facilities and services to the public.

Practice

We strive to achieve equality of opportunity at Marcham in the following ways:

- All staff having high expectations of all pupils;
- Ensuring all pupils are learning at appropriate levels, using teaching and learning styles to suit all students and making sure that assessment tasks and activities are apt and reflect individual pupils' needs;
- Using our curriculum, extra-curricular activities, assemblies and Collective Worship to promote equality of access for all;



- Using our curriculum, extra-curricular activities, assemblies and Collective Worship to encourage good understanding and acceptance of diversity in our communities and about differences in race, religions, cultures, beliefs and abilities;
- All staff serving as positive role models, consistent in their adherence to this policy and openly challenging myths and negative stereotypes. Discriminatory comments or abuse is not tolerated and procedures in both county and school policies for reporting, recording and mediation are actively pursued;
- Providing opportunities for equal access across the curriculum regardless of race, nationality or national origin, gender, religion, class, age, sexual orientation, religion or belief or disability;. Additional support, where necessary, is provided;
- Promoting positive attitudes and respectful behaviour towards all other pupils, staff, and visitors to the school;
- Through PSCH and the wider curriculum, encouraging the development of self-esteem, self-respect and a sense of pride and providing opportunities and a learning environment where personal opinions can be expressed without fear of ridicule;
- Celebrating differences and cultural diversity in our school and wider communities;
- Providing resources which reflect the diversity of society in a way which portrays differences as accepted.
- Acknowledging and respecting staff and pupils' cultural backgrounds by appreciating religious observances and festivals, and meeting personal needs for dress and food requirements as far as is reasonably possible. We follow county policies and procedures concerning the participation of pupils in Collective Worship, RE and Sex and Relationship Education lessons.
- Ensuring that we do not discriminate in relation to recruitment, employment and vocational training (unless on grounds of genuine occupational qualification) on the grounds of race, nationality or national origin, gender, religion, pregnancy and maternity, class, age, sexual orientation, religion or belief or disability;
- Ensuring that we make reasonable adjustments to our school premises, employment arrangements and provide access to appropriate equipment and resources so that disabled staff or pupils are not disadvantaged.

Monitoring and evaluation

We aim to monitor the effectiveness of this policy through:

- The school's annual self-evaluation;
- Regularly reviewing the policy by staff and governors as part of the cycle for policy review;
- Regular recording of and reviewing of any discriminatory incidences and reporting of these, by the headteacher, to the Governing Body;
- Monitoring the impact of other school documents (such as the Behaviour and Exclusions policy and attendance monitoring) on pupils, ensuring specified groups of pupils are not unfairly treated and comparing their performance with that of other pupils;
- Monitoring and evaluating the progress of pupils in a number of ways, including by specific minority grouping criteria, and comparing their progress with that of other pupils;
- Regularly reviewing the staff appointment process and procedures to ensure that unfair or illegal discrimination at Marcham School does not take place.

Responsibilities

Although we see equality as everyone's responsibility, the Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation and ensures that the policy; related procedures and strategies are implemented. The Headteacher will also ensure that all staff are aware of their responsibilities under the policy and will take responsibility for leading on equalities.



We take our moral responsibilities seriously and welcome our legal duties under statutory orders. These include:

- Sex Discrimination Act 1975
- Race Relations (Amendment) Act 2000 (including The Duty to promote Race Equality 2002)
- Disability Discrimination Act 2005
- SEND Code of Practice (Jan '15)

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights act 1998.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

Reporting and Review

The law requires us to fulfil specific duties to explain how we meet the general duties. These are to

- Publish equality information
- Prepare and publish equality objectives

In order to demonstrate compliance with the three aims of the Equality Duty, data will be collected and analysed to determine our focus for our equality objectives. These objectives will form an action plan and targets will be set at least every four years. In line with legislative requirements, we will review this policy and progress against the equality objectives set on an annual basis, and review the accompanying action plan on a two year cycle. The policy and action plan will be signposted on the school newsletter and published on the school's website. As with other policies, they will also be available on request from the school office.

This Equalities Action Plan forms an appendix to this policy.

Appendix A: Current Equalities action plan



Marcham CE Primary School's Commitment to Equalities

Marcham CE Primary School prides itself on being a school where everyone is valued and respected as an individual. It lies at the core of our vision as a Church of England school: "Living and Learning with Faith, Community and Hope". We are motivated to live in community because everyone matters and everyone belongs and values. We believe, therefore, that everyone has a right to equal access and opportunity and that everyone should have an equal chance to learn and work. We are committed to delivering an education which provides equality of opportunity and freedom from discrimination on the grounds of race, colour or nationality, ethnic or national origin, gender or gender reassignment, pregnancy and maternity, class, age, sexual orientation, religion or belief, or disability.

This action plan forms the appendix to our Equality Policy. Our policy refers to all who may be involved – pupils, parents and carers, staff and the local community. and it should be referred to as underpinning this action plan.

The school welcomes its duties under the Equality Act (2010) and Specific Duties (2011). We are guided by three principles, which are to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

Our practices promote the right for everyone to take part in all aspects of school life by removing barriers to participation and by actively promoting equality and social inclusion.

The strategy that will have the most effect on our practice will be Marcham School's engagement with the "Being Luminary" project – a Diversity, Equality and Inclusion programme. This is being done as part of the Abingdon Partnership of Schools.

As a school, we are required to publish equality information every year and we must report on at least 1 equality objective once every 4 years. We have chosen April 2027 to be our deadline for this.

The school has identified the following objectives, based on our assessment of our current practice. The outcomes noted are not to be regarded as a limit to the experiences of those within the school community, but they will form a baseline against which the objectives can be measured



Equality objectives	Outcomes	Measured by	Timescale
Eliminate discrimination and other conduct prohibited by the Equality Act 2010.			
To demonstrate our commitment to DEI through the consistent application of our policies and practice: - School leaders undertake and challenging and rigorous training programme on DEI - New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at least every year. - 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	- School leaders are able to approach the issues around DEI with a strategic focus in order to ensure that all members of the school community feel they matter and belong (in line with our School Vision). - Systems that are developed secure robust and committed procedures and practices. - Regular monitoring of issues of equity highlights where malpractice is found.	- SLT/Governors	April 2027
Advance equality of opportunity between people who share a protected characteristic and people who do not share it.			
To equalise opportunities: - Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. - Minimise bias by considering its potential sources when recruiting. Amend checklist to include this level of self-scrutiny. - Promote and monitor the take-up of extra-curricular opportunities and leadership positions for those in the protected groups. Pupil premium money is used to pay for those children who are entitled and for whom these activities would otherwise not be an option.	- Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements and of the impact of bias.	- SLT/Governors	April 2027
	- Participation of groups of pupils with a protected characteristic in extra-curricular activity is at higher percentage than those who do not share one.	- SLT/Governors/Staff	April 2026
	- Pupils with protected characteristics can be found in leadership positions.	- SLT/Governors/Staff	April 2026
Foster good relations across all characteristics – between people who do share a protected characteristic and people who do not share it.			
To promote understanding between different groups of people, cultures and societies: - There is education for staff around protected characteristics to further aid understanding/awareness of all staff and pupils. - A rigorous approach to anti-bullying is maintained so that all pupils and staff, including those with protected characteristics, are protected from harassment and discrimination. - Create and roll out an EDI training package for all staff so they better understand and meet the needs of colleagues, pupils, parents and carers with protected characteristics. - Our curriculum is reconsidered (in light of the Government’s Curriculum Review) and action taken to make it more representative and acknowledge a less Eurocentric, global North view.	- The school culture of celebrating equity and diversity is maintained and enhanced.	- SLT/Governors/Staff	April 2026
	- Staff training means that all staff have an understanding of meeting the needs of colleagues, pupils, parents and carers with protected characteristics.	- SLT	April 2027
	- A review of the curriculum provides pupils and staff with a greater understanding of a breadth of world views and understanding of peoples.	- SLT/Governors/Staff	April 2027



“Living and Learning with Faith, Community and Hope”