



Life in all its fullness

learning together, inspiring each other,
achieving our best

Marshfield CE VC Primary School

Equalities Policy and Statutory Equality Objectives

Ratified by Governing Body:	October 2026
Policy Status & Statutory Basis:	Statutory – Public Sector Equality Duty (PSED) Compliance
Policy Annual Review Due:	October 2027
Equality Objectives Cycle:	September 2026 – July 2030 (4-Year Statutory Cycle)

1. Vision, Ethos and Christian Values

At Marshfield CE VC Primary School, equality of opportunity is rooted in our core Christian ethos, our motto '**Learning Together, Inspiring Each Other, Achieving Our Best**', We strive for every adult and child to feel part of our school community and to be able to live 'Life in All its Fullness'.

We are committed to ensuring that equality permeates all aspects of school life. Equality of opportunity applies to all members of our vibrant school community: pupils, staff, governors, parents, carers, and visitors. Our policies, curriculum, and daily operations proactively take account of sex, gender reassignment, race, ethnicity, culture, religion or belief, language, sexual orientation, age, disability, and socio-economic circumstances.

In our educational provision, we hold that it is vital to value cultural diversity, remove barriers to learning, meet the individual needs of all pupils, and prepare every young person for active, respectful, and fulfilling participation in a diverse and democratic global society.

2. Legislation, Statutory Duties and Guidance

This policy meets all statutory requirements and reflects the latest statutory guidance issued by the Department for Education (DfE) and the Equality and Human Rights Commission (EHRC). Specifically, it complies with:

- **The Equality Act 2010:** which consolidated previous anti-discrimination legislation and created the statutory Public Sector Equality Duty (PSED).
- **The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017:** which require schools to publish equality information annually and publish specific, measurable equality objectives at least every four years.

- **DfE Statutory Guidance 'The Equality Act 2010 and schools'**: providing practical oversight on how schools must fulfill their duties regarding admissions, curriculum, premises, and employment.
- **DfE Guidance 'Keeping Children Safe in Education' (KCSIE 2026)**: ensuring safeguarding practices proactively address prejudice-based bullying, sexual violence, and sexual harassment.
- **The Special Educational Needs and Disability (SEND) Code of Practice 0–25**: ensuring seamless integration between equality provision and accessibility planning.

The Public Sector Equality Duty (PSED)

Under Section 149 of the Equality Act 2010, Marshfield CE VC Primary School, in the exercise of all its functions, has due regard to the three core statutory aims:

- **1. Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited under the Equality Act 2010.
- **2. Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.
- **3. Foster good relations** between persons who share a protected characteristic and persons who do not share it, promoting empathy, friendship, and understanding.

3. Protected Characteristics and School Context

The Equality Act 2010 protects individuals from unfair discrimination, harassment, and victimisation based on protected characteristics. Within the school environment, these characteristics apply across pupil provision, employment practices, and community governance:

Protected Characteristic	Application & Commitment at Marshfield CE VC Primary School
Disability	We take proactive steps to prevent discrimination, make reasonable adjustments, and ensure physical, curricular, and digital accessibility for pupils, staff, and visitors.
Race & Ethnicity	Includes colour, nationality, ethnic or national origin. We celebrate racial diversity and actively challenge racist attitudes, bias, and prejudice-based incidents.
Religion or Belief	Covers all religious faiths and non-religious beliefs/philosophies. As a CE VC school, we foster respectful interfaith understanding and inclusive spiritual development.
Sex / Gender	Ensuring equal access to all aspects of school life, curriculum subjects, sports, and leadership opportunities, actively challenging gender stereotypes.
Gender Reassignment	Supporting pupils and staff in line with DfE statutory guidelines and medical/safeguarding best practices, upholding safety, dignity, and anti-bullying policies.

Sexual Orientation	Promoting respect, tackling homophobic and biphobic language/bullying, and ensuring inclusive relationships and health education (RSHE).
Pregnancy & Maternity	Protecting female staff and members of the school community from unfair treatment or disadvantage during pregnancy or maternity leave.
Age	Applies to staff employment practices and community service provision (excluding pupil age-based admissions and class grouping rules allowed by law).
Marriage & Civil Partnership	Protecting all staff from discrimination or bias based on their marital or civil partnership status in employment practices.

Church of England Voluntary Controlled (VC) Specific Context

As a Church of England Voluntary Controlled school, Marshfield operates within specific statutory governance frameworks:

- **Admissions:** As a VC primary school, our admissions policies and arrangements are determined and administered centrally by South Gloucestershire Local Authority in strict accordance with the national School Admissions Code.
- **Religious Education and World Views (RaW):** RaW is delivered in accordance with the South Gloucestershire Agreed Syllabus, supplemented by Church of England materials (e.g. Understanding Christianity). Parents retain the statutory right to withdraw children from RaW lessons.
- **Collective Worship:** Daily collective worship reflects the Anglican foundation and Christian heritage of the school while remaining inclusive, inspiring, and accessible for children of all faith backgrounds and none.

4. Roles and Responsibilities

The Board of Governors will:

- Provide strategic direction and oversight for the implementation, evaluation, and regular review of the Equalities Policy.
- Ensure accountability of the Headteacher and Senior Leadership Team (SLT) in fulfilling the Public Sector Equality Duty.
- Ensure that equality information is published annually and equality objectives are set and monitored every four years.
- Ensure statutory returns to the Local Authority and DfE are completed accurately.
- Champion equality best practice and model inclusive behaviors throughout the school community.

The Headteacher and Senior Leadership Team (SLT) will:

- Initiate, operationalise, and monitor equality procedures across all curriculum, pastoral, and administrative functions.

- Ensure robust systems are in place for recording and addressing prejudice-related incidents (e.g., via CPOMS/safeguarding systems).
- Consult pupils, staff, parents, and community stakeholders during policy formulation and review cycles.
- Ensure comprehensive induction and annual refresher training for all teaching and support staff.
- Analyse pupil progress, attainment, attendance, and exclusion data by protected characteristics to address equity gaps.
- Ensure Equality Impact Assessments (EIAs) are conducted when making major operational decisions, policy revisions, or planning school trips.

All Teaching and Support Staff will:

- Promote an inclusive, respectful, and supportive ethos within their classrooms and across communal school spaces.
- Challenge stereotyping, bias, and prejudice-based language or behavior immediately and consistently.
- Differentiate teaching and resourcing to ensure accessibility for pupils with SEND, EAL, and/or disadvantaged backgrounds.
- Maintain up-to-date knowledge of equalities legislation, safeguarding policies, and prejudice incident reporting procedures.
- Reflect diverse cultures, perspectives, and positive role models through curriculum delivery and classroom environments.

The SENCo and Inclusion Lead will:

- Collaborate with staff and external agencies to ensure adjustments and tailored support are provided for disabled pupils.
- Maintain and review the school's Accessibility Plan in tandem with the Equalities Policy.

5. Fulfilling the Equality Duty in Practice

A. Eliminating Discrimination and Handling Incidents

Marshfield CE VC Primary School operates a strict zero-tolerance approach to discrimination, harassment, and prejudice. All incidents—including racist, homophobic, biphobic, transphobic, disablist, or sexist comments and sexual harassment—are recorded systematically using our CPOMS safeguarding portal.

Incidents are investigated promptly by the Headteacher or SLT, appropriate restorative and disciplinary actions are applied, parents/carers are informed, and regular summary reports are submitted to the Governing Body.

B. Advancing Equality of Opportunity

We advance equality of opportunity by actively identifying and removing structural and educational barriers:

- Rigorous termly tracking of academic progress and attainment data categorized by gender, Pupil Premium/FSM, SEND, and ethnicity to deploy targeted intervention early.
- Ensuring full access to extra-curricular clubs, enrichment activities, school trips, and residential visits for all pupils, utilising Pupil Premium funding where needed.
- Fostering an inclusive classroom where varied grouping, collaborative learning, and adapted resources enable every child to thrive.
- Promoting physical, digital, and sensory accessibility across all school facilities and learning materials.

C. Fostering Good Relations

We build strong community relationships, mutual empathy, and shared respect through:

- A vibrant, diverse curriculum spanning RE, PSHE/RSHE, English, History, and Geography that highlights contributions from diverse global cultures and historical figures.
- Inclusive school assemblies exploring spiritual, moral, social, and cultural (SMSC) themes, fundamental British values, and key national awareness celebrations (e.g. Black History Month, Pride Month, Disability History Month).
- Engaging with local faith leaders, community groups, and charitable projects to deepen pupils' sense of civic duty and social harmony.

D. Equality in Employment and Staff Wellbeing

As an employer, Marshfield CE VC Primary School adheres strictly to non-discrimination principles in recruitment, retention, staff development, and promotion. We make all necessary reasonable adjustments for disabled staff members, promote flexible working practices where feasible, ensure equal pay, and support staff mental health and wellbeing.

6. Statutory Equality Objectives (September 2026 – July 2030)

In accordance with the Public Sector Equality Duty (PSED), the Governing Body has established four measurable, strategic equality objectives for the 2026–2030 four-year statutory cycle. These objectives address local priorities and drive continuous improvement across our school:

Equality Strand	Objective & Strategic Actions	Responsibility	Target Impact & Success Criteria
Objective 1: Curriculum & Diversity (All Strands)	Audit and enhance curriculum resources, literature, and visual displays across EYFS–KS2 to reflect diverse role models (race, disability, gender, faith) and challenge stereotypes.	Curriculum Lead, Subject Leads, Class Teachers	Curriculum maps reflect diverse perspectives; pupil voice indicates strong confidence in recognizing and celebrating global diversity.
Objective 2: Closing Attainment Gaps (SEND, FSM, Gender)	Track 3 times per year progress metrics for protected/vulnerable groups. Provide targeted intervention and subsidise extra-curricular and trip participation via Pupil Premium.	Headteacher, SLT, SENCo, Disadvantaged Lead	Narrow statistically significant attainment/progress gaps between protected groups and peer averages; equal participation rates in all clubs.
Objective 3: Anti-Prejudice & Belonging	Deliver annual staff refresher training on identifying and logging prejudice-related incidents (CPOMS and LA). Implement proactive anti-bullying and RSHE modules.	Headteacher, Safeguarding Lead, PSHE Lead	Prejudice-related incidents recorded promptly; annual pupil survey shows, pupil voice shows pupils feel supported and >95% feel safe and valued at school.
Objective 4: Accessibility & Inclusion (Disability, Access)	Conduct an annual physical and digital accessibility review of school grounds, communication channels, and learning materials to eliminate access barriers.	Governing Body, Headteacher, SENCo,	School site and digital resources fully compliant with accessibility standards; tailored adjustments active for all disabled pupils/staff.

7. Monitoring, Review and Annual Publication

To demonstrate full compliance, Marshfield CE VC Primary School will:

- Publish updated equality information annually on the school website (summarising pupil demographics, progress data trends, and incident monitoring).
- Review and update these statutory Equality Objectives at least every four years (next review due July 2030).
- Conduct an annual review of this overarching Equalities Policy with the Full Governing Body every September (next review due October 2027).
- Ensure the policy is publicly accessible on the school website and available in alternative formats upon request.