

Mayfield Primary School

Equality Policy (January 2026)

I. Introduction:

This policy outlines pupils' entitlement, the nature and purpose of Equal Opportunities and the process for implementing this within Mayfield Primary School.

The implementation of this policy is the joint responsibility of the Headteacher, all of the staff, Governors and school community (including parents).

Mayfield Primary School takes account of all differences:- cultural, social, religious, linguistic, gender, ethnic and sexual orientation. This applies to the whole school community, including those who have learning difficulties or are gifted, behavioural problems, physical disabilities, visual, hearing or sensory impairments and other medical conditions.

We recognise our duties under the *Race Relations (Amendment) Act 2000*; We are committed to:

- Promoting equality of opportunity
- Promoting good relations between members of different racial, cultural and religious groups and communities
- Eliminating unlawful discrimination

We recognise our duties under the *Disability Discrimination Act (Amendment) 2005*; We are committed to:-

- Promote equality of opportunity between disabled persons and other persons
- Eliminate harassment of disabled persons that is related to their abilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment

(N.B. The DDA defines a disability as “a physical or mental impairment which has a *substantial and long-term effect* on a person's ability to carry out normal day-to-day activities'. It includes a range of impairments including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity disorder)¹

¹ 'Substantial' means more than minor or trivial: "long-term" is a period longer than 12 months

We recognise our duties under the *Equality Act 2010* (which codifies the *Equal Pay Act 1970*, the *Sex Discrimination Act 1975*, the *Race Relations Act 1976* and the *Disability Discrimination Act 1995*.) We do not discriminate on the basis of:

- age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief.

2. Our Aims and Responsibilities:

- To reflect the school's overall **ethos**:

- › **Mayfield is an inclusive, supportive and friendly school**
- › **We encourage children to achieve high standards within the context of a rich and varied curriculum**
- › **We value the contribution that every individual makes to the school**
- › **We provide a firm foundation that will equip children for the opportunities and challenges of the modern world**

- To display a commitment to providing equality of opportunity and an environment free of harassment and bullying for all pupils, staff and members of the school community.
- For our policies and practice to reflect a commitment to equality
- To consider equal opportunities in a planned and positive way, making no assumptions about pupils' abilities, aspirations or behaviour on the basis of background, race, disabilities or gender.
- To ensure that all pupils have equal access to the curriculum and make the greatest possible progress and to accept the concept of unequal starting points.
- To respect and value all members of the school community
- To recognise and celebrate the differences between people
- To prepare pupils for life in a diverse society.
- To challenge instances of gender, race, disability discrimination
- To regularly review our strategies for dealing with incidents, and to ensure that staff are aware of the procedures in recording incidents(section 4)

3. Our Actions:

3.1. Staffing Responsibilities

All staff work closely together and are open and positive in their treatment of equality issues.

The Headteacher is responsible for:

- Making sure the policy procedures are followed
- Producing information for staff and governors about the policy and how it is working and providing training if necessary
- Taking appropriate action in cases of harassment and discrimination

All staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion, belief, sexual orientation or socio-economic circumstances
- Keeping up to date with the law on discrimination and taking training and learning opportunities
- Supporting pupils in their class for whom English is an additional language

3.2. Implementation in the Curriculum

It is recognised that when planning a topic of work, teachers pay attention to the three tasks of equality assurance:-

3.2.1. Ensuring high quality education for all

Equality is a guiding and leading principle in all curriculum planning for an inclusive curriculum.

Our teaching and learning provides genuine equality of access, opportunity and treatment for all.

We recognise that it is not enough to 'offer' opportunities: positive action should be taken to ensure that these opportunities are taken up and used.

3.2.2. Supporting the development of cultural and personal identities

Every child is encouraged to develop a sense of identity which is:

- confident and strong;
- open to change, choice and development;
- receptive and generous towards other identities and prepared to learn from them.

This is planned mainly through the PSHE, R.E., and humanities, citizenship, cultural, moral and social curriculum

3.2.3. Preparing pupils for full participation in society

Every child is taught, encouraged and supported to take responsibility for, and control of, their own lives and be active, critically reflective members of their own

communities. Pupils are encouraged to discuss their views in a respectful environment.

- 3.2.4 The curriculum provides opportunities for children to explore different values and lifestyles, encouraging empathy and understanding. All subjects taught are presented from perspectives which include examples from a range of cultures, viewpoints, interpretations and contexts encouraging pupils to question, investigate, and explore.

Curriculum planning (including annotated plans, records) takes into account the different needs of pupils and these are met by carefully differentiated tasks and activities. Access to all curriculum areas is ensured by targeted planning tailored to individuals with SEN.

A variety of positive role models are presented to the children through educational visits, outside speakers and studying famous people - past and present.

When possible, extra curricular activities are provided which help children to expand their skills and knowledge and try out new things, e.g sport clubs, Latin club, art club, calligraphy club, coding club, choir and orchestra. Informal events are designed to include the whole school community (e.g science week, reading week, maths week, signing week, international week)

The RE reflects the multi-faith nature of British society. The PSHE and Citizenship curriculum encourages the children to be challenged and see beyond stereotypical views.

The required act of collective worship takes account of the family backgrounds, ages and aptitudes of the children concerned and provides opportunities for reflecting about self and others.

3.3. Classroom Environment

All pupils are challenged to reach higher standards. We foster positive atmospheres of mutual respect and trust amongst pupils.

Pupils should feel their own experiences are valued and their experiences and interests outside of school are equally shared in class.

Our displays and classroom resources contain positive, non-stereotyped and challenging images in relation to gender, ethnicity, culture, age, disability and religion. All Staff understand that displaying children's work is valuable in raising self-esteem.

3.4. Playground Environment/ Behaviour

Desirable behaviour is detailed in our Positive Behaviour Policy.

All staff are familiar with the formal procedures for recording and dealing with bullying and racist incidents and are vigilant with regard to behaviour amongst pupils. Language or behaviour which is racist, sexist or potentially damaging to any individual, minority or majority group will not be tolerated. All staff accept the responsibility for helping to ensure that the playground encourages positive and co-operative behaviour amongst pupils.

3.5. Subject Leaders and Resources

All subject leaders are responsible for reviewing resources and ensuring that the content is relevant and interesting for all promoting equality and countering stereotyped views of the world. Books/ poetry/ DVDs/ art recommended websites and where there are different dialects and accents are all used positively. Dual language books are available in the library.

Non-fiction materials are factually up to date and accurate and portray a balanced perspective of the world.

When evaluating resources we recognise that we should consider the extent to which materials:

- Reflect a multi-ethnic society and recognise the value of diversity.
- Present people with a variety of attributes, whether personal characteristics or life styles.
- Provide factual information, which is as accurate as possible
- Present boys, girls and people with disabilities in non-stereotyped roles.

The school embeds the resources and teaching styles of the DSC¹. British sign language and visual phonics are used in the whole school context and not just for hearing impaired children. British sign language is used in productions and assemblies.

The school maintains contact with storytellers from different countries/ and other religious backgrounds as part of our social, moral, cultural education.

3.6 Assessment Procedures of Pupils

All pupils should have full opportunities to show what they know and can do. All assessment informs future planning. Steps are taken to ensure that assessment is free of gender, cultural, linguistic and social bias.

The school follows national guidelines required for summative assessment arrangements to ensure that pupils are allowed extra time, bilingual dictionaries, signed support, visual resources and rest breaks are given when appropriate.

Pupils' achievement is monitored by formal and informal procedures. Systems are in place to analyse value added as well as age-related expectations. The school monitors pupil attainment and takes appropriate action to address any pattern of underachievement in particular groups (i.e SEN/ EAL/ gender/ FSM/ ethnic groups)

¹ DSC refers to Deaf Support Centre

3.7. Parents and Community Involvement:

Arrangements for receiving visitors/parents into school are accessible for all. Parental involvement is encouraged.

All parents/ carers can receive information about the school from a range of sources (e.g Arbor communications, newsletters, website). Appropriate steps are taken to support procedures requested by parents. Interpreters are used for meetings when helpful.

Whenever it is at all possible, we involve the local community in school activities and the curriculum.

The PTA take an active role in ensuring good relationships with our diverse school and wider community by organising social events throughout the year.

The EAL Leader reviews the needs of the EAL school community¹ and makes provision for, or sign posts to, local community groups or working alongside other partners (e.g Cambridge Regional College)

3.8. Admissions

All admission decisions are made by the county and not by the school.

Comprehensive information about ethnicity, home language, religion, disability, SEN and diet, are included in all school admission forms or gathered at admissions interview with the Headteacher.

3.9. Attendance

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

The school acknowledges and respects the religious beliefs and practice of all staff, pupils and parents, and supports reasonable requests for leave of absence for religious festivals.

¹ EAL refers to English as an additional language

4. Monitoring and Review

The Governing Body (PWL Committee) will be responsible for monitoring the progress of this Policy. They will review relevant information, which would include data on:

- Recorded incidences of racist, disability or gender cases, actions (HT report)
- Procedures in place to eliminate unlawful discrimination (HT report)
- What steps we have taken to take account of people's disabilities to access the curriculum alongside peers (Inclusion annual review/ SEN Link governor)
- What steps we have taken to promote equality of opportunity in relation to the disparity of groups
- Any School data from parent and pupil surveys, etc. and actions taken as a result of this

The Governing Body shall recommend actions and targets for the school as it sees fit and this will form part of the School Development Plan.

We recognise that the provision of 'equality' pervades all areas of our school life and the principles outlined in this policy should inform all other policies, and be reflected in our planning and our teaching and learning.

The Governing Body and Headteacher will ensure that the school complies with all relevant equalities legislation, and that the policy and related procedures and strategies are implemented.

Agreed by Governing Body: 26.1.10

Policy monitored annually; Next policy review date : January 2027