Michael Faraday Primary School
Equality Diversity Inclusion and Justice Policy

2026 to 2027 | Equality information and objectives

Our commitment
We want every member of the Michael Faraday community to feel welcome, valued, safe and supported to fulfil their potential. Our values of Respect, Resilience and Integrity guide how we teach, work and treat one another. We maintain high expectations for every pupil, while recognising that equal opportunity can require different support and reasonable adjustments.

We recognise and celebrate diversity, challenge prejudice and barriers to participation, and work to ensure that pupils, families, staff, governors and visitors are treated fairly. We also recognise that disadvantage may arise from poverty or other circumstances that are not protected characteristics under the Equality Act 2010.

Our equality duty
Under the Equality Act 2010, the school has due regard, when making decisions and carrying out its functions, to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act;
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not;
- foster good relations between people who share a relevant protected characteristic and those who do not.

The Act's protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Their application differs across education and employment: for example, age as a protected characteristic does not apply to pupils in schools, while marriage and civil partnership is relevant to the equality duty in relation to eliminating unlawful discrimination in employment. We apply the relevant legal duties while respecting every person.

How we put this into practice
- We teach an inclusive curriculum with diverse representation, age-appropriate discussion and opportunities to challenge stereotypes and prejudice. Assemblies and wider school life support understanding and belonging.
- We make reasonable adjustments for disabled pupils and staff where required, and identify barriers to learning, participation, communication, accessibility and family engagement. We refer to the SEND Information Report and Accessibility Plan for detailed arrangements.
- We respond promptly to discriminatory language, bullying and harassment. Staff record and report concerns through the relevant behaviour, safeguarding, complaints or staff procedures, support those affected and review patterns to prevent recurrence.
- We consider the equality impact of important school decisions, including changes to policies, curriculum access, activities and staffing. We use relevant evidence and seek views from people affected, recording our consideration where appropriate.

- We recruit and develop staff and governors fairly and seek a range of perspectives and experiences across the school community. Selection remains based on lawful, role-related criteria.

Responsibilities
The Governing Board oversees compliance, considers published information and objectives, and checks that findings lead to improvement. The Headteacher is accountable for implementing this policy and ensuring that concerns are followed up. Senior leaders and the SENCO coordinate reasonable adjustments, staff support, monitoring and action plans in their areas. All staff model inclusive practice, challenge and report discrimination, and participate in relevant induction and development. Pupils are taught to respect others in their words and actions. Parents and carers are encouraged to share concerns and work with the school to support inclusion.

Communication and review
This policy is available to staff, governors and families. Equality expectations are covered in staff induction and revisited through relevant professional development. The school publishes information about how it meets the Public Sector Equality Duty and updates that information at least annually. Equality objectives are published and updated at least every four years; progress against the 2026/27 priorities below is reviewed during the year and reported to governors. The policy is reviewed in September 2029, or sooner if legislation, statutory guidance or school circumstances change.

Our school community
The figures below are taken from the draft 2026/27 school information provided for this policy. A snapshot date and the staff and governor totals must be verified before publication. Counts and percentages may change during the year; we will update the published information annually. Data is used alongside pupils' and families' experiences and information about participation and outcomes, with care to protect individuals' privacy.

Measure	Draft figure
Pupils	420; recorded male 201, female 219
Staff	66 stated; recorded male 6, female 60
Governors	2 stated; recorded male 5, female 7
Free school meals	148 (35%)
Pupil Premium eligible	148 (35%)
English as an additional language	240 (57%)
Special educational needs	190 (45%)
Pupil mobility in previous year	28 joined from UK schools; 5 joined from overseas; 10 left after moving area; 4 left for home education
Attainment on entry	Around 47% were assessed as in line with expected starting points in reading, writing and mathematics; confirm cohort and measure

Ethnicity as currently recorded

Ethnicity information is incomplete because a substantial proportion of families declined to provide a category. The figures below describe recorded responses, not a definitive picture of the community. The “Other groups” count is the balance implied by a total of 420 pupils and should be confirmed against the source data before publication.

Recorded group	Pupils	Percentage in draft
Refused	155	36.9%
White British	57	13.6%
Black African	29	6.9%
Bangladeshi	19	4.5%
White and Black Caribbean	13	3.1%
Black Nigerian	13	3.1%
Black Caribbean	10	2.4%
Black Somali	9	2.1%
Other recorded groups — check source	115	27.4%

Equality objectives and priorities for 2026 to 2027

We will use the September 2026 assessment and survey cycle to confirm the baselines for these objectives. The Headteacher will report the baseline, chosen measures and progress to governors. Outcomes will be reviewed at the end of the 2026/27 school year; future published objectives will be refreshed within the statutory four-year cycle.

1 Narrow the attainment gap for disadvantaged pupils

We will reduce the difference between disadvantaged pupils and their peers in the proportion meeting combined age-related expectations in reading, writing and mathematics, and increase the proportion of disadvantaged pupils working above age-related expectations. Termly pupil progress meetings will identify barriers and review the effect of teaching adaptations and targeted support, alongside the Pupil Premium Strategy.

Measure: compare the percentage of disadvantaged and other pupils meeting combined age-related expectations and working above them at the start and end of 2026/27, using consistent cohorts and assessment criteria. Report the size of each gap and whether it narrowed; review progress termly. The September baseline and end-of-year numerical targets will be recorded in the school improvement plan.

2 Strengthen belonging and challenge discrimination

We will build pupils’ understanding of people with different protected characteristics and backgrounds through the curriculum, assemblies and school ethos. We will engage families

respectfully when curriculum content raises questions and ensure that discriminatory incidents are challenged, recorded, followed up and used to improve practice.

Measure: use age-appropriate pupil and staff surveys at the start and end of 2026/27 to compare the proportion who report feeling safe, respected and included. Review the number and nature of reported discriminatory incidents, the support offered and whether actions were completed. An increase in reporting will be considered alongside trust in reporting and the quality of responses, rather than treated automatically as deterioration. The survey baseline and intended improvement will be recorded in the school improvement plan.

3 Improve access to speech and language learning

We will improve speech, language and oracy outcomes for pupils facing identified barriers, including pupils with SEND, pupils learning English as an additional language and disadvantaged pupils. Staff will teach and model spoken language across the curriculum and provide targeted support based on assessed need, with SENCO and specialist advice where appropriate.

Measure: identify pupils receiving targeted speech and language or oracy support, record their starting point using the school's chosen assessment or individual targets, and review progress at least termly. At the end of 2026/27, report the proportion meeting or exceeding their agreed targets, alongside participation in classroom talk. The baseline and intended improvement will be recorded in the school improvement plan. EAL alone will not be treated as a speech and language disorder.