

Annual Equalities Review Report

Academic Year: 2025–2026



Recommended by: the Leadership Team: July 2026

Approved by: the Board of Governors: July 2026

Review Due: July 2027

A community inspiring lifelong learning.

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1. Introduction and Legal Context

This report outlines the progress, strengths, and ongoing commitments of Spinfield School regarding equality, diversity, and inclusion for the 2025–2026 academic year.

As a primary school, we are fully committed to meeting our statutory duties under the Equality Act 2010, [Equality Act 2010](#) specifically the Public Sector Equality Duty (PSED). [Public Sector Equality Duty: guidance for public authorities - GOV.UK](#)

This requires our school to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations across all characteristics.

The following sections highlight Spinfield School's key achievements and strengths over the past academic year across four core areas: Physical Access, Staff Welfare & Recruitment, Curriculum & Pupil Support, and Community Inclusion.

2. Reported Incidents

With regard to equalities incidents regarding teachers, pupils or parents / carers in this academic year to date, there was one incident of racism reported and bullying was also reported as part of this. This related to comments or statements made by pupils to other pupils in the school.

The pupils and parents were spoken to by a senior member of staff, in most cases the Headteacher herself. Actions taken included additional monitoring, addressing directly with the children involved including supporting the child impacted by an incident and given strategies to support challenging behaviour and advising classroom staff to be observant of behaviours in specific areas and of child or parental concerns.

3. Key Strengths and Achievements (2025–2026)

Physical Access and Site Improvements

We believe that our physical environment should never be a barrier to education or community involvement.

- Infrastructure Enhancements: A significant capital improvement was completed this year with the tarmacing of the pathway leading from the Year 6 classrooms to the main school hall. Previously, this route presented terrain challenges. This upgrade ensures seamless, safe, and independent step-free access for pupils, staff, and visitors with mobility difficulties or those using wheelchairs.
- Fully Inclusive Activities: Due to carefully considered reasonable adjustments and thorough risk assessments, children with disabilities achieved 100% participation in extra-curricular life. This includes full access to:
 - School residential visits (with adapted transport and accessible accommodation sourcing).
 - After-school clubs.
 - Whole-school activities and sports events.

Curriculum, Resources, and Pupil Support

Equality is embedded within our teaching, learning, and daily pupil care.

- **Diversified Learning Resources:** We have updated our library books and classroom resources to feature literature that accurately reflects a diverse, modern society. This includes books representing different ethnicities, family structures, cultures, and disabilities, ensuring every child sees themselves reflected in their learning.
- **Comprehensive Allergy Management:** Food safety is treated as a critical inclusion issue. Rigorous protocols have been put in place to ensure food allergies are strictly accounted for across all school environments, including daily snacks, school lunches, and practical curriculum and extra curricular activities (such as design & technology cooking projects).
- **Bespoke Access Arrangements:** To ensure an even playing field, tailored exam and classroom access arrangements were successfully implemented for children requiring additional support. This included providing extra time, readers, scribes, or quiet spaces for specific subjects and statutory assessments.

Staff Welfare, Support, and Inclusive Recruitment

To foster an equitable working environment, we updated our human resources practices to support existing staff and remove unconscious bias from our hiring processes.

- **Bias-Free Recruitment Processes:** Our application processes were changed to promote equity. Application forms no longer require personal details at the initial sorting stage, and sensitive data—such as date of birth—has been completely omitted from the shortlisting files. This ensures candidates are judged solely on merit, experience, and qualifications.
- **Targeted Staff Risk Assessments:** In response to shifting climate trends, we introduced specific Pregnancy Risk Assessments tailored for Red Heat Warnings, ensuring expectant mothers on our staff have immediate access to adjusted duties.
- **Compassionate Return-to-Work Procedures:** We formalised comprehensive return-to-work interviews and phased-reintegration plans for staff members returning from major medical operations. This ensures their duties are safely modified as they regain full health.

Area of Focus	Action Taken in 2025–2026	Impact on Staff Equity
Recruitment	Blind shortlisting (omitting DOB and personal details)	Reduces unconscious bias during the hiring phase.
Maternity/Pregnancy	Targeted Red Heat Warning risk assessments	Protects health and safety of pregnant staff during extreme weather.
Disability/Medical	Structured return-to-work interviews post-major surgery	Provides bespoke, phased adjustments for physical recovery.

Community, Faith, and Parental Inclusion

We recognize that our school community extends to families of all backgrounds and faiths.

- **Breaking Communication Barriers:** We implemented improved adaptations for parents facing language and literacy barriers (including those with English as an Additional Language (EAL) or lower literacy levels). This includes:
 - Using simplified, highly visual layouts for essential school notices.
 - Offering face-to-face or digital translation support for parents' evenings.
 - Utilising audio and video communication options alongside traditional letters.
- **Provision of Prayer Spaces:** To support the spiritual well-being of our community, the school successfully designated dedicated, quiet prayer spaces for both staff and children observing religious practices throughout the school year.

Summary Statement

The developments made during the 2025–2026 academic year demonstrate Spinfield school's proactive stance on equality. By addressing physical infrastructure, adapting our communication for vulnerable parents, diversifying our curriculum, and protecting staff welfare, we continue to cultivate an environment where everyone can thrive safely, respectfully, and equally.