



## Longmeadow Primary School Equality Policy

Policy Agreed:  
September 2015

# 1. Vision and Values

Our school makes all members of our school community feel welcome irrespective of race, colour, creed or impairment. Our vision and values promote equality and tackle discrimination.

Longmeadow Primary School is committed to equal opportunities. We seek to respond to children's diverse needs and overcome potential barriers to learning and assessment

Longmeadow Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. Our work is underpinned by **nine guiding principles**:

## **All learners are of equal value**

We see all learners and potential learners and their parents and carers as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity

## **We recognise and respect difference**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of difference of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender so that the different needs and experiences of girls and boys and women and men are recognised
- Religion, belief or faith background
- Sexual identity

## **We foster positive attitudes and relationships and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls and women and men and an absence of sexual and homophobic assessment

## **We observe good equalities practice in staff recruitment , retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identify and with full respect for legal rights relating to pregnancy and maternity

## **We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

## **We aim to consult and involve widely**

We seek to develop our engagement with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones. We aim to consult and involve:

- Disabled people as well as non-disabled
- People from range of ethnic, cultural and religious backgrounds
- Both women and men and girls and boys
- Gay people as well as straight

## **Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally by fostering greater social cohesion and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Gay people as well as straight

## **We base our practices on sound evidence**

We maintain and publish quantitative and qualitative information showing our compliance with the public sector duty (PSE) set out in clause 149 of the Equality Act 2010. We have reviewed this policy in the light of advice produced by Hertfordshire LA 'School Equality Scheme: a toolkit for schools' 2012.

## **Objectives**

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

## 2. Context

Longmeadow Primary School is a two form entry school with nursery. The school is open for children from 7.30am until 6.00pm each day. There is a private Pre-School on site, and we lead the Stevenage Children's Centres. The building is available for community use most evenings and at weekends.

The school buildings mainly on ground level. There is an internal lift to allow access to a lower level hall. There is an adult toilet suitable for disabled use.

The building is well maintained and all classrooms have disabled access. However, parts of the playground have steep slopes and these provide a potential hazard.

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

## 3. Legal Background

### Public Sector Equality Duties

We are committed to meeting the public sector equality duties (PSED)

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provision are:

- Age (for staff only)
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for staff only)

At Longmeadow Primary School we implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

## General duties

### **Disability general duty** – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities

### **Gender general duty** – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- eliminate unlawful sex discrimination; and
- promote equality of opportunity and good relations between women and men, girls and boys

### **Race general duty** – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- eliminate unlawful discrimination
- promote equality of opportunity; and
- promote good relations between people of different racial groups

### **Community cohesion duty** – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfE guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

### **Specific duties: disability, gender and race**

The specific duties ask schools to prepare and publish their policies and plans for meeting the general duties. All the specific duties have informed the production of our equality scheme. Section 4 (Roles and Responsibilities) details the involvement of all staff in the implementation of the scheme.

Action relevant to disability, gender, race, community cohesion and other diversity strands is specifically identified in the Action Plan.

Our school equality scheme will be published on our website. At Longmeadow Primary School we will publish information annually about equality.

## **4. Roles and Responsibilities**

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

### **Commitment to implementation**

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, managers and key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

## **Commitment to review**

The school equality scheme will be aligned with the School Development Plan and Premises / Accessibility Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every four years.

## **Commitment to publish**

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every four years – in which we will make proposals for future action.



## Commitment to action

### Governors will:

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|-----------------------|---|
| Policy Development    | <ul style="list-style-type: none"><li>• Provide leadership and drive for the development and regular review of the school's equality and other policies</li></ul>   |
| Policy Implementation | <ul style="list-style-type: none"><li>• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies</li><li>• Highlight good practice and promote it throughout the school and wider community</li></ul>                                       |
| Behaviour             | <ul style="list-style-type: none"><li>• Provide appropriate role models for all managers, staff and pupils</li><li>• Congratulate examples of good practice from the school and among individual managers, staff and pupils</li><li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul> |
| Public Sector Duties  | <ul style="list-style-type: none"><li>• Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)</li></ul>   |

### Headteacher and senior staff will:

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| Policy Development    | <ul style="list-style-type: none"><li>• Initiate and oversee the development and regular review of equality policies and procedures</li><li>• Consult pupils, staff and stakeholders in the development and review of the policies</li></ul>   |
| Policy Implementation | <ul style="list-style-type: none"><li>• Ensure the effective communication of the policies to all pupils, staff and stakeholders</li><li>• Ensure that managers and staff are trained as necessary to carry out the policies</li><li>• Oversee the effective implementation of the policies</li><li>• Hold line managers accountable for effective policy implementation</li></ul> |
| Behaviour             | <ul style="list-style-type: none"><li>• Provide appropriate role models for all managers, staff and pupils</li><li>• Highlight good practice from departments, individual managers, staff and pupils</li><li>• Provide mechanisms for the sharing of good practice</li><li>• Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul>         |
| Public Sector         | <ul style="list-style-type: none"><li>• Ensure that the school carries out its statutory duties effectively</li></ul>  |
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## Duties

### **Line managers will:**

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| Policy Development    | <ul style="list-style-type: none"><li>• Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard</li></ul>  |
| Policy Implementation | <ul style="list-style-type: none"><li>• Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary</li><li>• Be accountable for the behaviour of the staff team, individual members of staff and pupils</li><li>• Use informal and formal procedures as necessary to deal with 'difficult' situations</li></ul> |
| Behaviour             | <ul style="list-style-type: none"><li>• Behave in accordance with the school's policies, leading by example</li><li>• Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)</li></ul>  |
| Public Sector Duties  | <ul style="list-style-type: none"><li>• Contribute to managing the implementation of the school's equality scheme</li></ul>  |

### **All staff: teaching and non-teaching will:**

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| Policy Development    | <ul style="list-style-type: none"><li>• Contribute to consultations and reviews</li><li>• Raise issues with line managers which could contribute to policy review and development</li></ul>  |
| Policy Implementation | <ul style="list-style-type: none"><li>• Maintain awareness of the school's current equality policy and procedures</li><li>• Implement the policy as it applies to staff and pupils</li></ul>   |
| Behaviour             | <ul style="list-style-type: none"><li>• Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme</li><li>• Provide a consistent response to incidents, e.g. bullying cases and racist incidents</li></ul> |
| Public Sector Duties  | <ul style="list-style-type: none"><li>• Contribute to the implementation of the school's equality scheme</li></ul>   |

## **5. Stakeholder Consultation**

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies.

## **6. Impact Assessment**

All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors annually.

## **7. Action Plan**

*To follow*