Longmeadow Primary School

Equality Scheme

Policy Sign off

Approved by:	Mr James Berry Headteacher Ms Jo-Ann Staniforth, Chair of Governors	**Date: Sepember 2025**
Last reviewed on:	September 2025	
Next review due by:	September 2028	

MISSION STATEMENT

At Longmeadow Primary School, we aim to develop **L**ife-long learners, who are **p**assionate about the things they do and **s**uccessful in all areas of their lives. We strive to 'be ready, be respectful and be responsible' at all times to ensure the best learning opportunities for all children.
On our journey to achieving success for all, Longmeadow Primary School will involve everyone in maintaining high expectations to create high-quality teaching and learning environment.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of the **protected characteristics** of age; disability; gender; gender reassignment; marriage and civil partnership; pregnancy & maternity; race; religion and belief; sexual orientation.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

SCHOOL CONTEXT

The school is a one form entry primary school, with **227** children on roll.

The school is a mixed form Primary School with one form of entry in each year group. The school is based across one large site which serves a community of relative deprivation in the South of Stevenage.

The proportion of disadvantaged pupils eligible for the pupil premium **(29.07%) .**

The proportion of pupils on the SEND register is This is above national averages. 2 have an EHCP. 5 children have been awarded exceptional needs funding after having their needs deemed exceptional by a county panel..

The proportion of pupils who speak English as an additional language is **18.5%.**

There is currently **1** child looked after.

ADMISSIONS AND EXCLUSIONS

Our admissions arrangements are fair and transparent and do not discriminate on any protected characteristic. Admissions to the school are coordinated by Hertfordshire County Council. Nursery Admissions are co-ordinated directly through the school and managed by the Governing Board.

Exclusions will always follow the policy as agreed by the board of Governors. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

EQUAL OPPORTUNITIES FOR EMPLOYEES

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All appointments and promotions are made based on merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are overtly considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- monitoring recruitment and retention
- continued professional development opportunities for all staff
- leadership commitment to equality of opportunity for all
- frequent review of key policies including Harassment & Bullying; Grievance; Whistleblowing; Code of Conduct

EQUALITY AND THE LAW

Protected Characteristics

The Equality Act 2010 protects all members of our community from discrimination and harassment based on the following protected characteristics:

- age
- disability
- gender (sex)
- gender reassignment
- marriage and civil partnership
- pregnancy, maternity & paternity
- race
- religion and belief
- sexual orientation

This school is also committed to protecting all members of our community from discrimination and harassment based on these additional characteristics:

- socio-economic background

- physical appearance

Age

We are committed to ensuring that individuals in our community are not discriminated against by reference to age, whether by reference to a particular age or to a range of ages.

Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- people with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Section 18 has been amended so that individuals with a mental illness no longer must demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- promoting equality of opportunity between disabled people and other people
- eliminating discrimination and harassment of disabled people that is related to their disability
- promoting positive attitudes towards disabled people
- encouraging participation in public life by disabled people
- taking steps to meet disabled people's needs, even if this requires more favourable treatment

Under our specific duty, we will:

- prepare and publish this equality scheme which covers the requirements for a disability equality scheme, identifying our disability equality goals and actions to meet them review and revise this scheme every three years

Gender (or Sex)

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty, we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- promote equality between men and women, boys and girls, and transgender people.

Under our specific duty, we will:

- prepare and publish this equality scheme which covers the requirements for a gender equality scheme, identifying our gender equality goals and actions to meet them
- review and revise this scheme every three years.

Resources are chosen that have positive role models in terms of both sexes with no stereotypes. All staff throughout the school, and governors provide strong role models for both sexes. Pupils can attend all clubs, regardless of gender.

Marriage and civil partnership

We are committed to ensuring that no member of our community, should be discriminated against on the grounds of their marital status, be they unmarried; married or in a civil partnership. This commitment relates predominantly to employees in our school.

Pregnancy, maternity & paternity

We are committed to ensuring that no member of our community, should be discriminated against on the grounds of being pregnant, or a mother or father. This commitment relates predominantly to employees in our school.

Gender Reassignment

A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex. A transsexual person is a person who has the protected characteristic of gender reassignment.

We are committed to ensuring that transsexual members of our community are welcomed actively and do not experience discrimination within our school environment.

Race

Our approach reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The general race equality duty requires us to have due regard to the need to:

- eliminate racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups
- promote positive attitudes, language and behaviour amongst pupils, in and outside the classroom
- create an environment where no one should experience racial harassment, whether directed at them or at others
- provide a curriculum with culturally diverse aspects to reflect the diversity of the school population.

Under our specific duty, we will:

- prepare this equality scheme, which reflects our written policy for race equality
- assess the impact of our policies, including the equalities plan, on pupils, staff and parents by ethnicity including the achievement levels of these pupils
- monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups

Religion and Belief:

We hold a weekly assembly which is of a broadly Christian ethos, through our assemblies In Key Stage 1 and 2, linked to our values education approach. We encourage visitors to join us and lead us

in our assemblies, including local religious leaders. The aim of our assemblies is to encourage children to develop positive attitudes towards themselves and others. Children in the early years engage in our values education approach in age-appropriate ways.

We expect all children to attend the assembly. However, parents can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

Children and staff are permitted to wear jewellery on religious grounds, such as a small object of religious significance. We also permit children to wear headscarves.

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination on grounds of sexual orientation unlawful in the provision of goods, facilities and services. For schools, this means admissions, benefits and services for pupils and treatment of all employees and members of the school community.

Under our general duty, we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sexual orientation
- make sure that we do not discriminate in delivering any part of the school curriculum or extra-curricular activities.
- provide appropriate care and support for young people with their emerging identity

Socio-economic background

We are committed to ensuring that no member of our community, should be discriminated against on the grounds of their socio-economic background.

Physical appearance

We are committed to ensuring that no member of our community, should be discriminated against on the grounds of their physical appearance.

ROLES AND RESPONSIBILITIES

Governors:

- setting a vision that no individual is discriminated against whilst in our school because of any protected characteristic
- ensuring that the school is fully inclusive to pupils and responsive to their needs based on the protected characteristics.
- ensuring that people are not discriminated against when applying for jobs at our school on grounds of any protected characteristic

- taking all reasonable steps to ensure that the school environment gives access to people with disabilities, and striving to make school communications as inclusive as possible for parents, carers and pupils.
- providing appropriate role models for the school community
- ensuring a consistent response to discriminatory incidents and concerns

The Senior Leadership Team:

- ensuring that all appointment panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment or training opportunities.
- promoting the principle of equal opportunity when developing the curriculum
- promoting respect for other people and equal opportunities to participate in all aspects of school life
- treating all discriminatory incidents and concerns with due seriousness
- reporting to governors
- consulting pupils, staff and stakeholders in the development and review of the policies.
- providing appropriate role models for the school community
- ensuring a consistent response to discriminatory incidents and concerns

Phase leaders will be the Designated Equalities Lead within their department. They are responsible for:

- initiating and overseeing the development and regular review of equality policies and procedures.
- implementing the school's equality scheme; ensuring that all staff are aware of its contents and that policy is applied fairly in all situations.
- ensuring that staff are trained as necessary

All staff:

- ensuring that all pupils are treated fairly, equally and with respect
- maintaining awareness of the school's equality scheme
- striving to provide material that gives positive images based on all protected characteristics
- challenging stereotypical or discriminatory images
- challenging any incidents of prejudice, racism or homophobia – not to be a 'bystander'
- reporting and recording any discriminatory incidents and concerns, drawing them to the attention of the Designated Equalities Lead
- contributing to consultations and reviews, raising issues with line managers which could contribute to policy review and development.
- providing appropriate role models for the school community

RESPONDING TO INCIDENTS OF DISCRIMINATION

Discrimination because of any protected characteristic is unacceptable and is not tolerated within the school environment.

What is a discriminatory incident?

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

At Longmeadow, we extend this definition and define **all discriminatory behaviour** as **'any incident which is perceived to be discriminatory by the victim or any other person'**.

The school will also use the Anti-Bullying processes outlined in the Anti-Bullying policy to look for patterns of discriminatory behaviour that could be classified as bullying.

Discrimination can take many forms. We classify discriminatory behaviour under three main headings: **PHYSICAL**, **VERBAL** and **INDIRECT**.

<table>
<tr><td colspan="4">DISCRIMINATION</td></tr>
<tr><td rowspan="2">PHYSICAL</td><td rowspan="2">VERBAL</td><td colspan="2">INDIRECT
'involves attacking the relationships of people and hurting the self-esteem, without making first-hand contact'</td></tr>
<tr><td>Emotional</td><td>Cyber</td></tr>
<tr><td>the physical assault against a person or group because of a protected characteristic

any use of physical violence as an expression of discrimination</td><td>verbal abuse and threats linked to protected characteristics

discriminatory comments

use of derogatory names, insults, taunts and gestures

teasing

inappropriate and hurtful humour – often disguised as 'banter'

ridicule of difference</td><td>Wearing badges or symbols belonging to known discriminatory organisations

discriminatory graffiti

distributing discriminatory literature

excluding

tormenting (e.g. hiding property)

incitement of others to discriminate or bully due to victim's protected characteristics

attempts to recruit others to discriminatory organisations and groups

refusal to co-operate with other people on grounds of a protected characteristic</td><td>discriminatory behaviour when online

mobile threats by text messaging & calls

misuse of technology to access or disseminate discriminatory material</td></tr>
</table>

CONCERNS ABOUT DISCRIMINATION

A child may indicate by signs or behaviour that he or she is experiencing discrimination. Adults should be aware of these possible signs and that they should proactively investigate if a child:

- begs to be driven to school
- changes their usual routine

- is frightened of walking to or from school
- doesn't want to go to the school / public bus
  - is unwilling to go to school (school has dinner or other monies continually phobic) "lost"
  - begins to truant has unexplained cuts or bruises
  - becomes withdrawn anxious, or lacking in comes home starving (money/lunch has confidence been stolen)
  - starts stammering becomes aggressive, disruptive or
  - attempts or threatens suicide or runs unreasonable
    away is bullying other children or siblings
  - cries themselves to sleep at night or has stops eating
    nightmares is frightened to say what's wrong
  - feels ill in the morning gives improbable excuses for any of the begins to do poorly in school work
    above
  - comes home with clothes torn or books is afraid to use the internet or mobile damaged
    phone
  - has possessions which are damaged or is nervous & jumpy when a cyber
    "go missing" message is received
  - asks for money or starts stealing money
    (to pay bully)

REPORTING INCIDENTS OR CONCERNS

Any discriminatory incident or concern needs to be taken seriously and responded to appropriately.

All staff are expected to respond to any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping, and to support the full range of diverse needs according to a pupil's individual circumstances.

All incidents must be recorded on CPOMS, and the Designated Equalities Lead within the department must be alerted.

The record must include:

- the date
- the names and ethnicity of the perpetrators and victims
- the name of the reporting individual
- the nature of the incident
- action was taken in response
- categorised with the 'discrimination' lozenge & appropriate sub-category

RESPONDING TO INCIDENTS

In responding to discriminatory incidents and concerns, the Designated Equalities Lead will aim to:

- provide appropriate support to pupils and adults who have experienced discrimination
- implement appropriate consequences for discriminatory behaviour
- prevent further discrimination during the investigative process
- re-establish community cohesion across the school

When a Designated Equalities Lead is alerted to an incident or concern, they will:

- investigate sensitively and sufficiently to establish accurate details of what has occurred make attempts to identify whether there was intent to cause offence:
  - where the offence was intentional, pupils will be subject to disciplinary procedures.
  - where the offence was unintentional, pupils will need to understand how the offence was caused and be supported to make any changes necessary in their behaviour. A high priority will be placed by the school on resolving any breakdown in relationships and ensuring that pupils can move on positively from the experience.
- identify whether an educational response is required to build wider awareness record the outcome on CPOMS

 in the case of serious discriminatory behaviour, refer the incident to the headteacher/chair of governors before determining sanctions

Pupils who have experienced discrimination and their parents will be kept informed throughout the investigation and resolution of the incident.

Adults who have experienced discrimination will be told how the school has sought to address the issue.

THE EQUALITIES PLAN

A three-year plan is created to give a strategic direction to the development of our equalities practice.

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers.

We have achieved this by using the following to shape the plan:

- feedback from parental voice sessions
- input from staff through staff meetings
- feedback from the school council, values education lessons, whole school surveys on children's attitudes toward self and school
- issues raised in annual reviews or pupil progress meetings feedback at governing board meetings

REVIEW OF PROGRESS AND IMPACT

The headteacher will monitor the number and type of incidents and report in the headteachers' termly report to the local governing body, for discussion and action when appropriate.

The local governing body will review this policy in line with its annual cycle of review.

In reviewing the effectiveness of this scheme, staff and governors will consider:

- the feelings of victims (and their parents) on the satisfaction of the support received and the resolution of incidents
- the continued good progress and high self-esteem of those who have been offended
- the continued good progress and high self-esteem of those who have caused offence
- whether the action is taken successfully prevented repeat incidents
- the willingness of pupils (and parents) to draw their concerns to the attention of the staff
- the consistency of response and confidence of all staff in following school policy
- whether good equalities practice is being maintained in the school community
- underlying causes for any rise in numbers of incidents, whether these were preventable and if further action or change in policy and practice is now necessary

Where review indicates that change is needed, policy and practice will be amended as part of the equalities plan.