



Longmoor

Community Primary School

Together we grow, explore, discover.

Equal Opportunities Policy

DFE:	Statutory	Category:	General
Last Reviewed:	November 2025	Reviewed by:	Mark Garside (HT)
Status:	ACTIVE		

Version Log		
1.0	Policy creation	Autumn 2020
1.1	Review and Updated by MGA	April 2025
1.2	Compliance update	April 2025

**DETERMINATION
RESPECT INTEGRITY
VALOUR EXCELLENCE**

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Introduction

- At Longmoor Community Primary School, we are committed to providing an inclusive, equitable, and respectful environment where every individual is valued and supported to achieve their full potential.
- Our approach is underpinned by our core values of **Determination, Respect, Integrity, Valour, and Excellence (DRIVE)** and our ethos: **“Together, we grow, explore, discover.”**
- We recognise that equality, diversity, and inclusion are fundamental to both educational success and pupil wellbeing. We actively challenge discrimination, remove barriers to learning, and promote positive relationships across the school community.

Legal Framework

2.1 Statutory Legislation

This policy has due regard to:

- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Public Sector Equality Duty (PSED)
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Human Rights Act 1998
- Education Act 2005 and Education Act 2011

We also recognise the principles of the **UN Convention on the Rights of the Child (UNCRC)**.

2.2 Protected Characteristics

In accordance with the Equality Act 2010, the school protects individuals from discrimination based on:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (*staff only*)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

2.3 Public Sector Equality Duty

The school will have due regard to the need to:

- Eliminate discrimination, harassment, and victimisation
- Advance equality of opportunity
- Foster good relations between groups

These duties are embedded across all aspects of school life.

2.4 Specific Duties

The school will:

- Publish equality information annually
- Publish and review equality objectives at least every four years
- Ensure transparency and accessibility via the school website

2.5 Reasonable Adjustments and Accessibility

We fulfil our duty to make **reasonable adjustments** by:

- Anticipating and removing barriers

- Adapting teaching, curriculum, and environment
- Providing appropriate support and resources

An **Accessibility Plan** is published and reviewed at least every three years.

2.6 Safeguarding and Equality

Equality and safeguarding are intrinsically linked. Discrimination, exclusion, or marginalisation may indicate safeguarding concerns.

This policy operates alongside statutory safeguarding guidance including:

- Keeping Children Safe in Education
- Working Together to Safeguard Children

2.7 Ofsted Inspection Alignment

This policy aligns with the **Ofsted State-Funded School Inspection Toolkit (2025)**, which evaluates:

- Inclusion
- Behaviour, attendance and attitudes
- Curriculum and teaching
- Safeguarding
- Leadership and governance

Inspectors focus on the **impact of school systems and practice**, particularly for disadvantaged pupils, those with SEND, and those facing barriers to learning

Statutory Publication Duties

To comply with the Specific Duties Regulations (2011), the school will:

- Publish **annual equality information** on the school website.
- Publish **equality objectives at least every four years** on the school website.

Aims and Commitments

Our approach to equality and inclusion is deeply rooted in our DRIVE values. These guide the way we treat one another, structure our learning environment, and shape our decision-making.

We aim to:

- Provide an inclusive and equitable education for all pupils
- Remove barriers to learning and participation
- Promote respect, understanding, and positive relationships
- Ensure fair treatment for pupils, staff, and families
- Reflect diversity within our curriculum and culture

We are committed to:

- Challenging discrimination and prejudice
- Making reasonable adjustments
- Promoting equality through everyday practice
- Ensuring all stakeholders feel valued and included

Curriculum and Teaching

We provide a curriculum that is:

- Ambitious, inclusive, and representative
- Carefully sequenced to build knowledge
- Adapted to meet the needs of all learners

We ensure that:

- Diversity is reflected across subjects
- Teaching removes barriers to learning

- Reasonable adjustments are purposeful and effective
- All pupils can access high-quality teaching

This aligns with expectations for inclusive curriculum design and delivery.

Behaviour, Safety and Wellbeing

We promote a culture where:

- Pupils feel safe, respected, and valued
- Bullying and discrimination are not tolerated
- Staff respond consistently and effectively
- Positive relationships underpin behaviour systems

We actively monitor and address:

- Prejudice-related incidents
- Bullying, including discriminatory bullying
- Behaviour patterns across pupil groups

Inclusion and Equality of Opportunity

We ensure that:

- Pupils are identified early when facing barriers
- Support is informed by accurate assessment
- A graduated approach is used (assess-plan-do-review)
- External specialists are used where appropriate

We prioritise:

- Disadvantaged pupils
- Pupils with SEND
- Pupils known to children's social care
- Pupils with protected characteristics

We use data to:

- Identify gaps in attainment, attendance, and behaviour
- Inform targeted interventions
- Evaluate impact and refine practice

Staff and Employment Practices

We promote equality in:

- Recruitment and selection
- Pay and progression
- Professional development
- Workplace culture

We ensure:

- Fair and transparent processes
- Compliance with employment legislation
- A supportive and inclusive working environment

Accessibility

We ensure that:

- The physical environment is accessible

- Curriculum and information are accessible
- Barriers are identified and reduced

The Accessibility Plan outlines how access will be improved over time.

Roles and Responsibilities

Governing Body

- Ensure compliance with equality legislation
- Monitor equality information and objectives
- Hold leaders to account

Headteacher

- Ensure implementation of this policy
- Lead on equality, inclusion, and training
- Monitor impact and respond to issues

All Staff

- Promote equality and inclusion
- Challenge discrimination
- Deliver inclusive practice

Fostering Good Relations

We:

- Promote respect through curriculum and assemblies
- Develop pupils' understanding of diversity
- Encourage inclusive participation
- Engage with families and the community

Equality in Decision-Making

We:

- Conduct Equality Impact Assessments (EIAs) where appropriate
- Consider equality in planning, policies, and decisions
- Ensure accessibility and inclusion are embedded

Equality Objectives

In line with the Equality Act 2010 (Specific Duties) Regulations 2011, the school publishes measurable equality objectives which are:

- Based on analysis of school data and context
- Focused on improving outcomes for pupils
- Reviewed annually and updated at least every four years

These objectives are informed by analysis of:

- Attainment and progress
- Attendance and behaviour
- Participation in school life
- Prejudice-related incidents
- Representation across the school community

12.1 Equality Objective 1: Understanding and Valuing Diversity

Objective

To ensure that the curriculum actively promotes understanding, respect, and appreciation of diverse cultures, religions, and identities.

Rationale

Analysis of school data shows that 85.3% of pupils are White British, with relatively low representation from other ethnic and cultural groups. Although there is some diversity within the school, many pupils may have limited exposure to a wide range of cultures, religions, and lived experiences beyond their immediate community.

In line with the Equality Act 2010 and the school's duty to foster good relations, it is essential that the curriculum actively promotes diversity, challenges stereotypes, and develops pupils' understanding of different cultures, beliefs, and identities.

This objective ensures that all pupils are prepared for life in modern Britain and develop respect, tolerance, and appreciation for difference.

Implementation

- Deliver a high-quality **PSHE/RSE curriculum (KAPOW)** and **RE curriculum (KAPOW)**
- Provide opportunities for pupils to engage with:
 - Different faiths and cultures
 - Visitors and visits to places of worship
 - Cultural events and celebrations
- Embed **British Values, SMSC, and equality themes** across the curriculum

Intended Impact

- Pupils demonstrate increasing knowledge, understanding, and empathy
- Pupils show respect for all protected characteristics
- Curriculum reflects and promotes diversity effectively

Monitoring

- Subject leader reports (RE and PSHE)
- Curriculum monitoring and learning walks
- Behaviour and prejudice-related incident data
- Governor scrutiny through Curriculum & Standards Committee

12.2 Equality Objective 2: Promoting Tolerance and Eliminating Prejudice

To reduce and ultimately eliminate incidents of prejudice-related language and behaviour.

Rationale

A small number of incidents involving prejudicial language (linked to race, religion, and sexuality) have been identified.

Implementation

- Deliver explicit teaching through PSHE, RE, and assemblies
- Maintain a **zero-tolerance approach** to discriminatory behaviour
- Ensure:
 - All incidents are recorded and analysed
 - Clear leadership oversight (Teacher → Phase Leader → AHT → HT → Governors)
- Increase supervision at key times (e.g. lunchtime)
- Strengthen systems for recording and analysing behaviour incidents

Intended Impact

- Reduction in prejudice-related incidents over time
- Pupils demonstrate respectful language and behaviour
- Strong culture of inclusion and belonging

Monitoring

- Behaviour and safeguarding data
- Learning walks (including unstructured times)

- SLT and governor review
- Pupil voice

12.3 Equality Objective 3: Promoting Equality in Recruitment and Representation

Objective

To ensure recruitment processes attract and consider a diverse pool of applicants.

Rationale

The current workforce is predominantly White British, and leaders wish to ensure recruitment processes promote diversity.

Implementation

- Analyse equal opportunities recruitment data
- Review recruitment practices and advertising strategies
- Ensure fair and transparent selection processes
- Promote inclusive recruitment practices

Intended Impact

- Increased diversity in applicant pools
- Assurance that recruitment processes are equitable
- Staff represent a wider range of backgrounds and experiences

Monitoring

- Recruitment data analysis following each process
- Reporting to Finance, Infrastructure & Staffing Committee
- Governor oversight

Review and Evaluation

The Headteacher and Governing Body will:

- Review progress towards equality objectives annually
- Evaluate impact using quantitative and qualitative data
- Adjust strategies where necessary to improve outcomes

This reflects Ofsted's focus on:

- **Impact over intent**
- **Effective use of data to reduce barriers**
- **Continuous improvement for vulnerable groups**

Monitoring and Review

We monitor equality through:

- Data analysis (attainment, behaviour, attendance)
- Pupil, parent, and staff voice
- Policy review and evaluation

Leaders and governors review this policy regularly to ensure it remains effective and compliant.

Links with Other Policies

- Accessibility Plan
- Positive Relationships & Behaviour Policy (including Anti-Bullying)
- SEND Policy
- Safeguarding Policy
- Curriculum Policies
- RSE Policy
- Safer Recruitment Policy

Understanding Our School Community¹

The school serves a predominantly White British community, with 85.3% of pupils identified as White British. A further 2.8% of pupils are from other White backgrounds, bringing the total White ethnic representation to over 88%.

The remaining 11.7% of pupils represent a range of minority ethnic groups, including Asian, Mixed heritage, Black heritage, and other ethnic backgrounds. While individual groups are relatively small in number, there is a broad range of ethnic diversity across the school.

This data indicates that many pupils may have limited direct exposure to a wide range of cultures and lived experiences. As a result, the school places a strong emphasis on promoting diversity, inclusion, and cultural understanding through the curriculum and wider school experiences.

Leaders use this information, alongside attainment, attendance, and behaviour data, to ensure that all groups of pupils are supported effectively and that any potential barriers to learning or participation are identified and addressed.

Gender

Male	Female	Total
228 (53.02%)	202 (46.98%)	430

Ethnicity

DfE Main Coder	WBRI		WOTH					OOTH		CHNE	MOTH			AIND	AOTH	MWBC	MWBA	NOBT	Total
	367 (85.3%)		12 (2.8%)					17 (4.0%)		4 (0.9%)	3 (0.7%)								430 (100%)
DfE Extended Code	WBRI	WENG	WEUR	WOTW	WITA	WPOR	WTUR	OOEG	OYEM		MOTH	MWCH	MWOE	3 (0.7%)	11 (2.6%)	2 (0.5%)	10 (2.3%)	1 (0.2%)	
	362 (84.2%)	5 (1.2%)	8 (1.9%)	1 (0.2%)	1 (0.2%)	1 (0.2%)	1 (0.2%)	12 (2.8%)	1 (0.2%)	1 (0.2%)	2 (0.5%)	4 (0.9%)							

Religion

Baptist	Christian	C of E	Greek Orthodox	Hindu	Jehovah's Witness
3 (0.7%)	30 (7.0%)	73 (17.0%)	1 (0;2%)	8 (1.9%)	1 (0;2%)
Methodist	Muslim	No Religion	Other Faith	Roman Catholic	Salvation Army
3 (0.7%)	14 (3.3%)	203 (47.2%)	1 (0;2%)	79 (18.4%)	1 (0;2%)

¹ The following information was correct on Monday 23rd March 2026