

Equality Policy

Luddenham School



Written by:	Claire Vincett (Based on Model policy by KCC)	Date: Autumn 2025
Ratified by Trustees on:	Spring 2026	
Next review due by:	Autumn 2026	

1. Policy statement

- a) In accordance with Every Child Can Achieve we pledge:
- to respect the equal human rights of all our pupils;
 - to educate them about equality; and
 - to respect the equal rights of our staff and other members of the school community.
- b) We will:
1. promote equality of opportunity for members of identified groups
 2. eliminate unlawful discrimination, harassment and victimisation, and
 3. foster good relations between different groups in terms of the protected characteristics recognised under the Equality Act:
 - race
 - religion or belief,
 - sex, sexual orientation
 - age
 - gender and gender reassignment,
 - disability,
 - marriage and civil partnership,
 - pregnancy and maternity
 - sexual orientation
- c) We will foster good relationships at school, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to:
- ethnicity,
 - religion or belief, and
 - socio-economic background.
- d) We will assess our current school policies, procedures and practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to protected characteristics:
- race
 - religion or belief,
 - sex, sexual orientation
 - age
 - gender and gender reassignment,
 - disability,
 - marriage and civil partnership,
 - pregnancy and maternity
 - sexual orientation,

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

The access plan in Section 11 below addresses our duty under the SEND code of practice September 2014

The scheme also covers what is outlined in the EYFS Statutory Framework

3. Fostering Good Relationships

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the school's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the trustees and their community partners of how the school community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to foster good relationships between groups.

- Ethnicity/culture context of the school (local and national)

- Religion/belief context of the school (local and national)

- Socio-economic context of the school (local and national)

- Current issues affecting cohesion at school, local and national level

4. Responsibilities

The trustees as a whole are responsible for:

- making sure the school complies with the relevant equality legislation; and
- making sure the school Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The head teacher is responsible for:

- making sure steps are taken to address the school's stated equality objectives;
- making sure the equality plans are readily available and that the trustees, staff, pupils, and their parents and guardians know about them;
- ensuring the objectives are published;
- producing regular information for staff and trustees about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the school.

All staff are responsible for:

- promoting equality in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The Headteacher is responsible overall for dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for following relevant school policy.

5. Staff development

This section outlines our process for training and development in relation to equality and cohesion in terms of professional responsibilities as well as statutory requirements.

Training needs are identified based on the needs of the school as a whole, the pupils within it and the roles of staff as required. Training needs form part of the school appraisal process. There are many processes throughout the year where equality impact is assessed such as teaching and learning reviews which will be used to inform potential staff development.

6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the school trustees publish it by making it available on request.

The scheme will be kept under regular review for three years.

7. Reporting on progress and impact

A report on progress with the actions listed below will be published by the trustees via the school website at the end of each school year, i.e. July 2023. Evidence will also be kept of the impact of our actions to foster good relationships in respect of ethnicity, religion or belief and socio-economic background.

8. How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of school practice in terms of

- ethnicity,
- religion or belief,
- socio-economic background,

- gender and gender identity,
- disability,
- sexual orientation, and
- age.

Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the School Improvement Plan as appropriate.

9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above,
- ii. from the following data
 - assessment data
 - census data
 - teaching and learning reviews
 - communication and feedback from stakeholders
 - school self-evaluation plan
 - school improvement plan
- iii. and from involving relevant people from the start in the following way:
 - Local agencies and health care professionals such as the school nurse team, STLS, our PEO etc
 - Links with other professionals and peers

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iv. foster good relations between different groups in terms of
 - race
 - religion or belief,
 - sex, sexual orientation
 - age
 - gender and gender reassignment,
 - disability,
 - marriage and civil partnership,
 - pregnancy and maternity
 - sexual orientation,

10. Luddenham Equality Objectives 2022-2025

(To be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
Encourage and support all vulnerable children and their families to engage in school support i.e. support with uniform purchasing, payments for gym, swimming or school trips.
Cater for children with disabilities and ensure that their disabilities do not deter their access to upstairs classrooms. Equally, ensure parents and staff with physical disabilities can access upstairs by ensuring the lift is in full working order and maintained annually.
To ensure gender equality regarding access to toilets and personal areas by developing unisex toilets to provide opportunities for all genders to access washrooms.
Luddenham recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.
All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.
Luddenham believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.
Luddenham provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis
We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.
We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline
Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.
We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by: <ul style="list-style-type: none">▪ highlighting how English has borrowed from other languages▪ raising awareness of the similarities and differences between English and other languages▪ reflecting the multilingual nature of wider society in our resources and displays

11. Access Plan

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the school community.

	Actions (focused on outcomes rather than processes)
i. Improvements in access to the curriculum	<p>The texts used across the curriculum will aim to focus on providing diversity.</p> <p>Our library will have a range of books from a variety of cultures and including multi lingual texts as appropriate for the diversity of our pupils.</p> <p>Our curriculum will be planned to avoid stereotyping of any type</p>
ii. Physical improvements to increase access to education and associated services	<p>Risk assessments and adaptations will be made to allow any pupils with physical disabilities to access the curriculum where possible and appropriate</p>
iii. Improvements in the provision of information in a range of formats for disabled pupils	<p>Consideration will be given and noted on how information is shared to ensure it is accessible by all.</p> <p>Feedback will be used to make improvement to the provision of information provided.</p>

12. Fostering Good Relations

The choice of appropriate actions to foster good relations between groups is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the school community
- local communities
- communities across the UK
- the global community

	Actions (focused on outcomes rather than processes)
i. Teaching, learning and the curriculum	Our curriculum is planned to take account of our community. Any enrichment based activities will support the local community where possible. Children will have a good understanding of their community and the role in which they play within it.
ii. Equity between groups in school, where appropriate	The school values will be used to facilitate discussions and understandings with regards to different groups within school and how equity is modelled.
iii. Engagement with people from different backgrounds, inc. extended services	Luddenham will ensure it makes reasonable adjustments and use of extended services to improve and enhance the engagement of people from different backgrounds.