LONGPARISH
Church of England
Primary School

Equalities Statement

(Including Equality Information and Objectives)

Introduction
We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates differences within a culture of respect and cooperation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

National and Legal Context
We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and

foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School and Local Area Context
Longparish Primary School is a church aided small rural school with around 104 pupils on role. In September 2026 there are 107 pupils on role; 48 male and 59 females. We currently have 5.6% of children who have English as an additional language.

Principles
To fulfil our legal obligations, we are guided by a number of principles.

1. **All pupils, families and staff are of equal value**

   We see all pupils, potential pupils, their parents and carers, and staff as of equal value:
   - Whether or not they are disabled
   - Whatever their ethnicity, culture, national origin or national status
   - Whether or not English is their first language
   - Whatever their gender and gender identity
   - Whatever their religious and non-religious affiliation or faith background
   - Whatever their sexual orientation
   - Whatever their marital status
   - Whether they are currently pregnant or have recently given birth
   - Whatever their age
   - Whether or not they have a connection with the Forces Community

2. **We recognise and respect difference**

   We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:
   - Disability – we understand that reasonable adjustments may need to be made
   - Gender (including transgender) – we recognise that girls and boys, men and women have different needs

- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Forces- we recognise the diversity this brings and appreciate the different experiences as a result.
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. 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 and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their

views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

Longparish Primary works towards a society in which there is a common vision and sense of belonging by all communities and in which diversity of peoples background is valued, a society in which similar life opportunities are available to all and a society in which strong positive relationships exist and continue to be developed in school and the wider community.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in the Equalities Action Plan and take into account both national, county and school level priorities. These can be found on our website https://www.longparish.hants.sch.uk/

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them to the governing board.

10. Application of the principles within this policy statement:
The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions

- Our partnership working with parents and carers
- Our contact with the wider school community

11. Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

12. Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

13. Pupil Achievement and Progress:

All pupils and staff have the opportunity to achieve their highest standards. The school ensures that assessment and performance related pay is free of gender, cultural and social bias and assessment methods are valid.

The monitoring and analysing of pupil and staff performance by gender, ethnicity, disadvantaged pupils and disability enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that actions are taken to counter this.

Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, benefit from assessment, which summarises what they have learnt. Information from assessment is used to inform future learning and staff use a wide range of methods and strategies to assess pupil's progress.

14. Behaviour, Discipline and Exclusions:

Longparish Primary School expects high standards of behaviour from all pupils and strategies are in place which promote and value positive behaviour (See Positive Behaviour Policy.) The staff recognises their responsibilities in preparing young people for life in our cultural diversity society and showing by example, the value of respect for each other, as well as self- respect.

The school's procedure for managing pupil's behaviour is fair and applied equally to all. It is recognised that cultural background may affect this behaviour. The school takes this into account when managing unacceptable behaviour in school and all staff operate consistent systems of rewards and sanctions.

Pupils and staff are aware of procedures for dealing with harassment. Language or behaviour which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable. All forms of harassment are recorded, followed up, monitored by school staff and overseen by a member of the Senior Leadership Team.

15. Information Gathering:

A broad and balanced collection of qualitative and quantitative information to monitor our policies and practise and demonstrate our progress in equality, inclusion and community cohesion is compiled. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieve their full potential. We will consider the information we have collected about our school and where possible, in the context of county and national information.

The quantitative information we will collect is:

- Local catchment area demographics
- Admissions
- Attendance
- Achievement and progress
- Rewards and sanctions
- Participation in the school council
- Take up of extracurricular clubs
- Complaints and incidents of discrimination or bullying

To ensure that individuals cannot be identified, we will not publish statistics for small groups of pupils, in line with the practice adopted by the DFE, neither will we publish information on staff as we have less than 150 and are therefore not required to do so.

The qualitative information we collect is:

- School policies relative to prohibited conduct and avoidance of discrimination
- Minutes of Governors meeting evidence discussions on equality
- Understanding of children from different backgrounds
- Policies relative to promotion of tolerance, friendship, and an understanding of different cultures.
- Minutes and register from any relevant training

16. Key school policies/procedures:

- Admissions
- Anti- bullying
- Attendance and Punctuality
- Relationships and Behaviour Policy
- Child Protection
- Complaints Procedure
- Pay
- Performance Management
- Physical Restraint
- SEND
- Local Offer (link from school website)
- Teaching, Learning and the Curriculum

Longparish Primary School has published various policies on the school's website. These policies evidence the school's commitment to our principles outlined in this policy and the public sector equality duty.

17. Accessibility:

At Longparish Primary School we are committed to providing an environment that enables full access and participation in the school community for all pupils, staff and visitors with a disability, regardless of their physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in light of the Equality Act 2010 with regard to disability. We are a very inclusive school and are eager to promote a culture of support and awareness within the school.

The Equality Act 2010, defines disability as when a person has a 'physical or mental impairment which has substantial and long term effect on that person's ability to carry out normal day to day activities.'

At Longparish Primary School we will:

- Continue to make reasonable adjustments to avoid disabled people being placed at a disadvantage.
- Recognise the need to make changes to our practices to ensure, as far as it is reasonably possible, that a disabled person can benefit from what we offer to the same extent as a person without a disability.
- We do not discriminate against a disabled person, with regard to admissions, simply because that pupil is disabled.
- We will provide aids or services for a disabled person, when it is reasonable to do so, to ensure that a pupil is not at a disadvantage.
- Increase the extent to which a disabled pupil can engage in the curriculum.

Other Provision including access to information:

- Positive approach
- Open door policy
- Health care plans
- Training for all staff to support the staff to personalise learning for each child.
- Staff training by SENDCo
- Speech and Language support where appropriate
- Access to External Agencies to support the child, family and school staff

Appendix A:

Audit of existing provision in the environment and curriculum:

- Embedded procedure for the identification and support of pupils with Special Educational Needs.
- Detailed pupil information given to relevant staff (including new admissions.)
- Termly pupil progress meetings shared with the Headteacher
- Liaison and support for staff and parents from External Agencies (EP, Speech and Language Therapist, CAMHs etc.)
- Language enriched classrooms and visual aids in place in classrooms, e.g. visual timetables.
- Personalised provision for children with severe learning needs including visuals aids, access to the curriculum and adapted environment
- Specialist resources available to support children to access the environment and curriculum, e.g. walking frames, overlays, writing slopes, PECs boards etc
- Differentiated curriculum to enable all pupils to feel secure and make progress
- Individual Behaviour Plans and risk assessments where appropriate
- Close relationships with the Longparish Little School (pre –school), to plan a robust transition package

Physical Environment:

- Disabled toilet available for adults and children
- Medical room
- Whole school on one level
- No steps into the school or in the school environment
- Quiet spaces for children to access if required
- Disabled parking bays available
- Adaptations for children with specific needs

Date approved by the Governing Body: 28th September 2026

Date for policy review: September 2027