The Meadows Equalities plan September 2026 - 2029

owner	Headteacher – Rachel Holmes
Current version	2.0
Document status	Approved
Date last approved	September 2026
Date of next review	September 2030
Review frequency	4 years
Policy type (cross-trust or school specific)	School-specific
Approval route	SLT – staff - Governors
Statutory Y/N	Y
Appendices	Y – Action plan
Distribution (trust website, school website, SharePoint etc)	School website
Communication with staff (method and date)	Shared in person & stored on SharePoint for staff viewing
Training requirements for staff	N/A

Version control			
Version	**Date**	**Author**	**Changes**
2.0	September 2026	R Holmes	Action plan appendix

The Meadows Primary School

Equality Plan

Introduction

The Meadows Primary School welcomes its responsibilities to promote equality of opportunity and outcomes for the different groups of people who are part of its community.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to pupils.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** or "general duty" requires all public organisations, including schools to:

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

Two "specific duties"

This requires all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable from April 6th 2012

The action plan as part of this document outlines our implementation of our duties.

The action plan identifies strategic areas, with regard to equality and diversity, in which we will concentrate our efforts to improve outcomes over the academic years. This action plan is flexible and may be subject to change, omission and additions as school priorities and children change and grow.

Our Equality Plan includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community, such as neighbouring schools and learning organisations.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible, and ultimately in providing a quality learning experience for all the children at The Meadows Primary School.

Meeting our duties

Under the public sector equality duty, all schools have responsibilities to promote equality across the protected characteristics of race, disability, gender, sexual orientation, religion/belief, age, marriage & civil partnership, pregnancy & maternity, and gender identity, age*, and marriage & civil partnership*

*These characteristics only apply in the consideration of issues affecting staff

Race equality - See where definition from

The Macpherson Report in 1999 defined institutional racism is "the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin." *The Macpherson Report.*

This can be seen in processes, attitudes and behaviours that amount to discrimination, through unwitting prejudice, ignorance or thoughtless racial stereotyping, all of which disadvantage minority groups. A racist incident is defined by National Police Chiefs' Council as*: "Any incident/crime which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race."*

Any incident of racial harassment is unacceptable at The Meadows Primary School. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil's race or ethnicity.

Our policy for dealing with institutional racism including racial harassment is outlined below in our responding and reporting discriminatory incidents.

Disability equality

The Equality Act requires schools not to treat disabled pupils less favourably than non-disabled pupils. Schools are also required to make reasonable adjustments to ensure that disabled pupils can fully participate in the education provided by the school, and so that they can enjoy the other benefits, facilities and services that the school provides for pupils.

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum

2. Make improvements to the physical environment of the school to increase access;

3. Make written information accessible to pupils in a range of different way.

Gender equality

This involves the need to consider actions to address the causes of any gender pay gap as well as ensuring all children have access to opportunities regardless of their gender**.** As a school we have adopted the Futura's pay and grading policy. We also ensure that this is consistently applied. Through the application of this policy we ensure that pay decisions, including procedures for awarding teaching and learning responsibility points, and decisions that may affect

teachers on maternity leave, are free from discrimination and that the needs of staff in relation to working hours are reasonably considered. Our Staff Recruitment selection policy and procedure outlines our duty not to discriminate on gender or any other grounds. We have fair access to training and development opportunities.

Transgender

Transgender people are explicitly covered by the public sector equality duty. The term transgender refers to a range of people who do not believe that the gender they were assigned at birth is their true gender. The school will respect the confidentiality of transgender pupils and staff, and those seeking gender re-assignment and will provide a supportive environment within its school community. Any incidents of bullying or harassment will be dealt with swiftly according to the schools anti bullying policy.

Sexual Orientation

We are committed to eliminate discrimination or harassment in relation to sexual orientation. It is explicitly stated within our anti-bullying policy that homophobic bullying and harassment will not be tolerated.

Community cohesion

We also have a responsibility to promote Community Cohesion, developing good relations across different cultures, ethnic, religious and non- religious and socio - economic groups. This is in relation to our local community, National and global communities. We have incorporated our priorities into our and Action Plan to make it easier to monitor our progress and performance in meeting our objectives.

Religions/beliefs

We do not discriminate on these grounds. This Equality Plan includes our priorities and actions to eliminate discrimination and harassment for these equality areas. The Meadows Primary School is committed to equality of opportunity for all regardless of faith and belief systems.

Any bullying and harassment concerning any of the issues outlined in this document are taken extremely seriously by the school and will be dealt with in accordance with the school's anti-bullying policy here

Consultation and involvement

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 the annual parent questionnaire, parents' evening;
- Feedback from the children, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Pupil Passports, Individual Behaviour Plans, mentoring and support;
- Feedback at Governing Body meetings.

Roles and Responsibilities

The role of governors

- The governing body work with the headteacher to take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability through pupil voice and challenge to headteacher.

The role of the headteacher (or senior leader responsible for Equalities)

- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.

The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with 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. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / headteacher where necessary. All incidents are reported to the headteacher using CPOMs and racist incidents are reported to the governing body, Futura Learning Partnership and the local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

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’.

Types of discriminatory incident

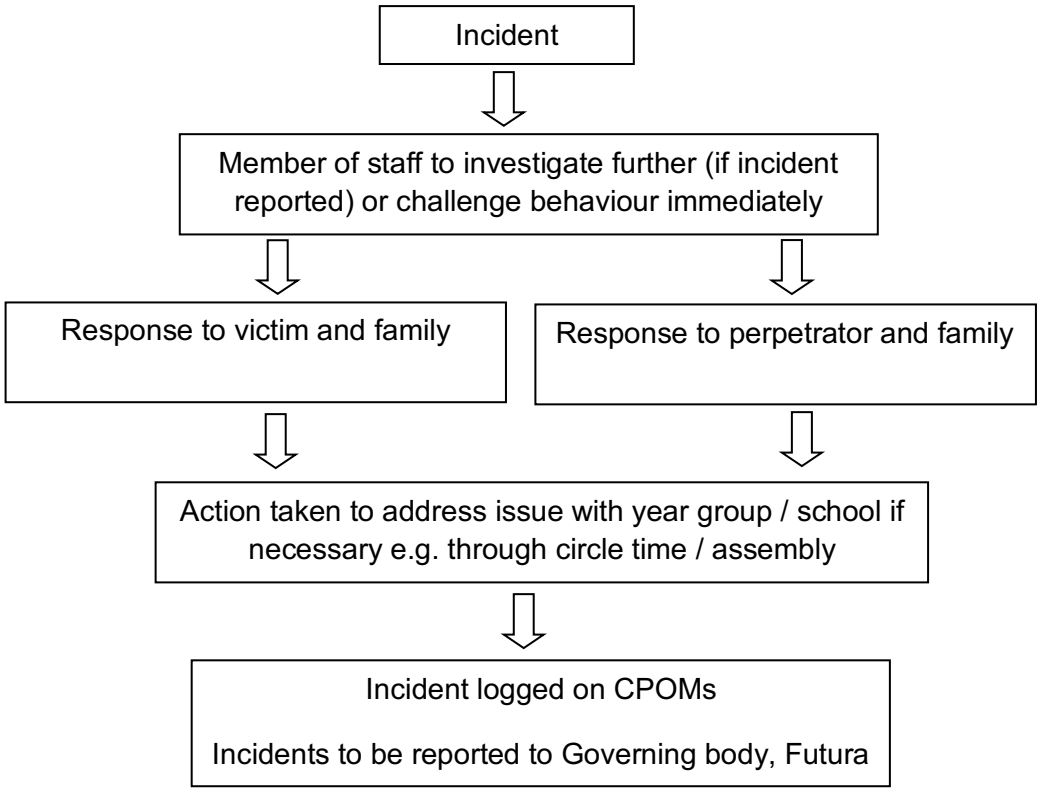
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim’s race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting discriminatory incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

The following procedure will be used for responding to and reporting incidents:



Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a four-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available upon request.

Equality Action Plan January 2026 – January 2030					
Equality Strand	**Action**	**How will the impact of the action be monitored?**	**Who is responsible for implementing?**	**What are the timeframes?**	**Early success indicators**
All	Promote the Equality Plan through the school website, newsletters and staff meetings.	Check engagement from these posts, ensure there is one staff meeting a year to focus on issues surrounding plan.	Headteacher and Governors	Ongoing over the next four years	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays etc.
All (general equality)	Monitor and analyse pupil achievement by race, gender, SEND, physical disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and SEND.	Assessment Leader & Headteacher	Ongoing, termly and annually	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups. Pupil progress meetings identify trends and actions from this.
All (general equality)	Improve opportunities for pupils to learn about & experience all aspects of inclusion.	Evidence of trips, events and visitors will be collected and questions will be built into pupil conferencing. Careful alignment of personal development plan.	Senior Leadership Team	Ongoing – evidence apparent termly	Children comment to each other, parents and teachers about the experiences provided.
All (disability)	Increase the range of resources and books which are available and used in school with positive images of disability, race and gender.	Disability is an integral aspect of our pupils' learning and environment.	School council & Equalities team, guided by SLT.	Evidence apparent by July 2027 and ongoing.	Disability resources in use throughout the school and children are referring to them.

Equality Action Plan January 2026 – January 2030					
Equality Strand	**Action**	**How will the impact of the action be monitored?**	**Who is responsible for implementing?**	**What are the timeframes?**	**Early success indicators**
			EDI lead & class teachers		
All (race and religion)	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	Through school & class curriculum, including assembly schedule. Extended work/activities in class, including competitions. Pupil voice	Headteacher and Members of staff leading on PSHE / RE.	Ongoing	Increased awareness of different communities shown in discussions with pupils in class and through pupil conferencing.