

LONG MEAD COMMUNITY PRIMARY SCHOOL POLICY



Policy name	Equality, Diversity and Inclusion (EDI)
Date written	September 2026
Date agreed by Governing Body	October 2026
Date of renewal	September 2027
Senior member of staff with oversight	Headteacher
Governor with oversight	Jane Prideaux

Equality, Diversity and Inclusion (EDI) Policy

1. Purpose and Vision

At Long Mead Primary School, we are committed to creating a learning and working environment where everyone feels respected, valued, and included. This policy outlines how we fulfil our legal and moral responsibilities to promote equality, celebrate diversity, and foster inclusion.

We strive to empower every member of our community to achieve their full potential—regardless of their background or individual circumstances—and to actively challenge discrimination, disadvantage, and exclusion.

2. Legislative Framework

This policy meets the requirements under the following legislation:

- **Equality Act 2010**, including the Public Sector Equality Duty (PSED)
- **Children and Families Act 2014**
- **Human Rights Act 1998**
- **SEND Code of Practice (2015)**
- **Keeping Children Safe in Education (2024 update)**

3. Our Commitments

We will:

- **Eliminate** unlawful discrimination, harassment, victimisation, and other prohibited conduct
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not
- **Foster good relations** between different groups, actively building a sense of belonging and mutual respect

4. Principles Guiding Our EDI Approach

1. **Equity is not equality:** We ensure fair treatment and remove barriers, recognising that some individuals need more or different support.
2. **Everyone is of equal value:** Whether or not they share a protected characteristic.
3. **We celebrate difference:** Diverse identities, cultures, perspectives, and experiences are strengths to be honoured.
4. **Belonging is key:** Every pupil, parent, carer, staff member, and visitor should feel welcome and included.
5. **We are accountable:** Progress is tracked, reported, and actioned through measurable objectives.

5. Protected Characteristics

We promote inclusion and protect individuals from discrimination on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

6. Implementation Across the School

Curriculum and Learning:

- Teaching reflects the diversity of our society and challenges stereotypes and prejudice.
- Resources are inclusive and represent different communities and lived experiences.
- Assemblies, PSHE, and enrichment activities promote EDI values.

Recruitment and Staff Development:

- Recruitment, promotion, and retention practices are fair and inclusive.
- Staff training includes unconscious bias, anti-racism, LGBTQ+ inclusion, and cultural competence.
- Reasonable adjustments are made to support all staff, including those with disabilities or caregiving responsibilities.

Working with Families and the Community:

- We build strong partnerships with families from all backgrounds.
- Communications and policies are accessible and inclusive (e.g., through translation, plain language, diverse formats).
- We engage with local organisations to support underrepresented or marginalised communities.

7. Roles and Responsibilities

- **Governors and the Local Academy Council** oversee compliance and monitor impact, ensuring alignment with school strategy.
- **Senior Leadership Team** leads the implementation of this policy and sets a tone of inclusive leadership.
- **All staff** are expected to model inclusive behaviour, challenge bias, and contribute to a positive school culture.

- **Pupils** are supported to be respectful, kind, and active participants in a diverse community.

8. Monitoring and Accountability

- Incidents related to discrimination, harassment, or bullying are recorded, analysed, and addressed swiftly.
- Pupil progress and engagement are tracked across all protected characteristics to identify gaps and take action.
- Progress against our Equality Objectives is reviewed annually and published on our school website.

9. Equality, Diversity and Inclusion Objectives (2024–2026)

1. **Close achievement gaps** for pupils from disadvantaged or underrepresented groups, especially those with SEND, EAL, or from minoritised ethnic backgrounds.
2. **Increase diversity** in school leadership and governance through targeted outreach and training.
3. **Enhance representation** in the curriculum and library of diverse voices across race, gender, disability, LGBTQ+, and global cultures.
4. **Promote pupil voice** through structured opportunities for all students to lead, share experiences, and influence decisions.
5. **Improve family engagement**, especially with families who have historically faced barriers in accessing school services.

10. Review and Evaluation

This policy will be reviewed biennially by the Local Academy Council in collaboration with senior leaders, staff, pupils, and community stakeholders. The next review is due by **September 2027**.