

The Langley Moor Schools Federation



Equality Statement & Policy

Date of policy	September 2026
Review date	September 2027

Our schools are happy and inclusive. We have fun and enjoy learning.

We provide a safe and supportive environment where everyone can flourish and we challenge ourselves to be the best that we can be.

We value and nurture the strong relationships we have within our school family and our wider community.

We have high expectations of ourselves and:

- We celebrate achievements in all aspects of school life.
- We support everyone in our federation family.
- We foster a love of learning and curiosity.
- We develop resilience, self esteem and confidence.
- We build a community based on respect, kindness and honesty.

Through these values we create lifelong memories of being part of the Langley Moor family.

Introductory Notes

The Equality Act 2010 came fully into force in April 2011. Schools are no longer required to publish equality schemes or policies, but it remains good practice to publish a statement outlining equality principles and objectives.

Under the Public Sector Equality Duty, our schools must:

- ✓ Eliminate 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 people who share a protected characteristic and those who do not.

These duties apply to pupils, staff and others using the federation's facilities.

Protected Characteristics

Our federation recognises the following protected characteristics:

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

Advancing Equality of Opportunity

Our federation will:

- Remove or minimise disadvantages linked to protected characteristics.
- Take steps to meet differing needs.
- Encourage participation where involvement is disproportionately low.

The Brown Principles of Due Regard

The federation follows the six principles:

1. **Awareness** – all staff understand legal requirements.
2. **Timeliness** – equality implications considered before implementation.
3. **Rigour** – decisions informed by open-minded analysis and stakeholder voice.
4. **Non-delegation** – equality duties cannot be delegated.
5. **Continuous** – ongoing consideration throughout the year.
6. **Record-keeping** – decisions and discussions are documented.

We welcome the opportunity to be transparent and accountable. To this end we fulfil the specific duties of the Act by publishing equality information and equality objectives. We aim to make this information accessible and easy to understand.

Legal Framework

The federation welcomes its duties under:

- Equality Act 2010
- Education and Inspections Act 2006
- Human Rights Act 1998
- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities

- Public Sector Equality Duties 2010
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Guiding Principles

Principle 1: All Learners Are of Equal Value

All learners and their families are regarded as equally valuable.

Principle 2: We Recognise and Respect Difference

Equal treatment does not always mean identical treatment. Policies and practices must recognise different experiences, backgrounds and barriers people may face.

Principle 3: We Foster Positive Attitudes and Relationships

The federation promotes:

- Positive attitudes towards disabled people.
- Good relationships between different ethnic, cultural and religious groups.
- Respectful relationships between sexes.
- Freedom from sexual, homophobic and transphobic harassment.
- Positive attitudes towards pregnancy and maternity.

Principle 4: Equalities in Employment

Policies support equality in recruitment, retention, promotion and professional development.

Principle 5: Reducing Inequalities

The federation actively seeks to remove existing barriers and inequalities.

Principle 6: Consultation and Involvement

Those affected by policies are consulted and involved in their development and review.

Principle 7: Society Should Benefit

Policies and activities should contribute to social cohesion and participation in public life.

Principle 8: Evidence-Based Practice

The federation collects and publishes information about progress towards equality.

Principle 9: Objectives

Every four years each school publishes measurable equality objectives based on evidence and local and national priorities, reviewing progress annually.

The Curriculum

The curriculum for each school is regularly reviewed to ensure teaching and learning reflect the federation's equality principles.

Ethos and Organisation

Equality principles apply across all federation policies and practices, including:

- Pupil progress, attainment and achievement
 - Personal development, welfare and wellbeing
 - Teaching approaches
 - Admissions and attendance
 - Staff recruitment and development
 - Care, guidance and support
 - Behaviour and exclusions
 - Working with parents and carers
 - Working with the wider community
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Addressing Prejudice and Prejudice-Related Bullying

The federation opposes all forms of prejudice.

Staff receive guidance on identifying, recording and responding to prejudice-related incidents. The school records incidents, monitors trends and evaluates responses.

Roles and Responsibilities

Governing Board

Are responsible for ensuring compliance with legislation and implementation of this policy.

Executive Headteacher

Is responsible for implementation, staff awareness, training and appropriate action.

Staff Responsibilities

All staff are expected to:

- Promote an inclusive and collaborative ethos.
 - Respond to prejudice-related incidents.
 - Embed equality principles within the curriculum.
 - Keep up to date with relevant equalities legislation.
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Information and Resources

The federation ensures that staff, governors, pupils and families are aware of this policy and are directed towards appropriate equality, diversity and community cohesion resources.

Religious Observance

The school respects the religious beliefs and practices of staff, pupils and parents and seeks to accommodate reasonable requests relating to religious observance.

Staff Development and Training

All staff receive appropriate equality-related training and professional development opportunities.

Breaches of the Policy

Breaches of this policy will be dealt with in accordance with the federation's disciplinary procedures.

Monitoring and Evaluation

The school collects, analyses and uses both qualitative and quantitative data to evaluate the implementation and impact of the policy and make improvements where needed.
