



# **Camps Hill Primary, Nursery and Pre-School**

## **Equality, Diversity and Inclusion Policy**

|                         |                       |
|-------------------------|-----------------------|
| <b>Approved by:</b>     | <b>Governing Body</b> |
| <b>Last Reviewed:</b>   | <b>January 2026</b>   |
| <b>Next Review due:</b> | <b>January 2027</b>   |

At Camps Hill Primary School, our vision is to provide a secure, happy, and stimulating environment for all, where extended learning opportunities are provided to develop everyone emotionally, socially, and academically.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of the protected characteristics of age; disability; gender; gender reassignment; marriage and civil partnership; pregnancy & maternity; race; religion and belief; sexual orientation.

We aim to develop a culture of equality, diversity, and inclusion in which all those connected to the school feel proud of their identity, as sense of belonging and able to thrive.

## **SCHOOL CONTEXT**

### **Summary of characteristics of school at time of last scheme review**

#### **Social and Economic Backgrounds – Arbor Data – January 2026**

- Camps Hill Primary School and Nursery is a community primary school which serves a deprived area within Stevenage, in Hertfordshire.
- The percentage of learners eligible for FSM **(25%)** and PP **(29%)**.
- The overwhelming majority of pupils at the school live in areas that are significantly deprived - in the lowest 5% nationally - with the percentages of high social class households, rates of adults with higher education being significantly below the national average. There are more over-crowded households than the national picture.

#### **Characteristics of Learners – Arbor Data – January 2026**

- There are now **462** children on roll (including the Nursery and Acorns Pre-School). The school is two-form entry with capacity for 520 children (excluding Nursery and Acorns Pre-School).
- The percentage of learners whose first language is not English **(21%)** is broadly in line with national.
- **Two** post looked after children.
- There are **three** CLA children.
- There are 31% of children with SEND and 32 EHCPs (7 in assessment). This is higher than the national and local average.

#### **Attainment on Entry to Nursery & Reception**

- On entry to Nursery, attainment is significantly below national averages in all areas.
- On entry to Reception, attainment is below national averages in all areas for children joining the Reception cohort.

## **ADMISSIONS AND EXCLUSIONS**

Our admissions arrangements are fair and transparent, and do not discriminate on any protected characteristic. Admissions to the school are coordinated by the local governing body and monitored by the board of our multi-academy trust, The Claxton Trust.

Exclusions and suspensions will always follow the policy as agreed by the board and adhere to DFE guidance. We will closely monitor exclusions/suspensions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

## **EQUAL OPPORTUNITIES FOR EMPLOYEES**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All appointments and promotions are made based on merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community. As an employer, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are overtly considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- monitoring recruitment and retention
- continued professional development opportunities for all staff
- leadership commitment to equality of opportunity for all
- frequent review of key policies including Harassment & Bullying; Grievance; Whistleblowing; Code of Conduct EQUALITY AND THE LAW Protected Characteristics.

The Equality Act 2010 protects all members of our community from discrimination and harassment based on the following protected characteristics:

- age
- disability
- sex • gender reassignment
- marriage and civil partnership
- pregnancy, maternity & paternity
- race
- religion and belief
- sexual orientation

This school is also committed to protect all members of our community from discrimination and harassment based on these additional characteristics:

- socio-economic disadvantage
- physical appearance Age

We are committed to ensuring that individuals in our community are not discriminated against by reference to age, whether by reference to a particular age or to a range of ages

- Staff Handbook
- Staff code of conduct
- Home school agreement
- School Website ([www.campshill.herts.sch.uk](http://www.campshill.herts.sch.uk))
- Behaviour Policy

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## **EQUALITY AND THE LAW**

### **Protected Characteristics**

The Equality Act 2010 protects all members of our community from discrimination and harassment based on the following protected characteristics:

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- physical appearance

## **Age**

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## **Disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- people with HIV, multiple sclerosis, and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities
- Section 18 has been amended so that individuals with a mental illness no longer must demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- promoting equality of opportunity between disabled people and other people
- eliminating discrimination and harassment of disabled people that is related to their disability
- promoting positive attitudes towards disabled people
- encouraging participation in public life by disabled people
- taking steps to meet disabled people's needs, even if this requires more favourable treatment

Under our specific duty, we will:

- prepare and publish this equality scheme which covers the requirements for a disability equality scheme, identifying our disability equality goals and actions to meet them
- review and revise this scheme every three years

## **Sex**

Under our general duty, we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex
- promote equality between the sexes

Under our specific duty, we will:

- prepare and publish this equality scheme identifying our sex equality goals and actions to meet them
- review and revise this scheme every three years.

Resources are chosen that have positive role models in terms of both sexes with no stereotypes. All staff throughout the school, and governors, provide strong role models for both sexes.

## **Marriage and civil partnership**

We are committed to ensuring that no member of our community, should be discriminated against on the grounds of their marital status, be they unmarried; married or in a civil partnership. This commitment relates to employees in our school.

## **Pregnancy, maternity & paternity**

We are committed to ensuring that no member of our community, should be discriminated against on the grounds of being pregnant, or a mother or father. This commitment relates to employees in our school.

## **Gender Reassignment**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing, or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex. A transsexual person is a person who has the protected characteristic of gender reassignment.

We are committed to ensuring that transsexual members of our community are welcomed actively and do not experience discrimination within our school environment.

## **Race**

Our approach reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The general race equality duty requires us to have due regard to the need to:

- eliminate racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups
- promote positive attitudes, language, and behaviour amongst pupils, in and outside the classroom
- create an environment where no one should experience racial harassment, whether directed at them or at others
- provide a curriculum with culturally diverse aspects to reflect the diversity of the school population.

Under our specific duty, we will:

- prepare this equality scheme, which reflects our written policy for race equality
- assess the impact of our policies, including the equalities plan, on pupils, staff and parents by ethnicity including the achievement levels of these pupils
- monitor the impact our plans and policies have on such pupils, staff, parents, and carers towards raising the achievement of minority ethnic groups

### **Religion and Belief:**

In accordance with the law, we hold a daily collective act of worship which is of a broadly Christian ethos, through our assemblies In Key Stage 1 and 2, linked to our values education approach. We encourage visitors to join us and lead us in our assemblies, including local religious leaders. The aim of our assemblies is to encourage children to develop positive attitudes to themselves and others. Children in the early years engage in our values education approach in age-appropriate ways.

We expect all children to attend assembly. However, parents can request permission for their child to be excused from attending religious worship and the school will make alternative arrangements for the supervision of the child during the period concerned. Parents do not have to explain or give reasons for this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act.

Children and staff are permitted to wear jewellery on religious grounds, such as a small object of religious significance. We also permit adults and children to wear head scarves.

### **Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination on grounds of sexual orientation unlawful in the provision of goods, facilities, and services. For schools, this means admissions, benefits and services for pupils and treatment of all employees and members of the school community.

Under our general duty, we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sexual orientation
- make sure that we do not discriminate in delivering any part of the school curriculum or extra-curricular activities.
- provide appropriate care and support for young people with their emerging identity

## **ROLES AND RESPONSIBILITIES**

### **The local governing body:**

- setting a vision that no individual is discriminated against whilst in our school because of any protected characteristic
- ensuring that the school is fully inclusive to pupils, and responsive to their needs based on the protected characteristics.
- ensuring that people are not discriminated against when applying for jobs at our school on grounds of any protected characteristic
- taking all reasonable steps to ensure that the school environment gives access to people with disabilities and striving to make school communications as inclusive as possible for parents, carers, and pupils.
- providing appropriate role models for the school community
- ensuring a consistent response to discriminatory incidents and concerns

### **The Senior Leadership Team and Phase leaders in each phase:**

- being the Designated Equalities Lead within their phases
- initiating and overseeing the development and regular review of equality policies and procedures.
- implementing the school's equality scheme; ensuring that all staff are aware of its contents and that policy is applied fairly in all situations.
- ensuring that staff are trained as necessary
- ensuring that all appointment panels give due regard to this scheme, so that no-one is discriminated against when it comes to employment or training opportunities.
- promoting the principle of equal opportunity when developing the curriculum
- promoting respect for other people and equal opportunities to participate in all aspects of school life
- treating all discriminatory incidents and concerns with due seriousness
- reporting to governors
- consulting pupils, staff and stakeholders in the development and review of the policies.
- providing appropriate role models for the school community
- ensuring a consistent response to discriminatory incidents and concerns

### **All staff:**

- ensuring that all pupils are treated fairly, equally and with respect
- maintaining awareness of the school's equality scheme

- striving to provide material/resources that gives positive images based on all protected characteristics
- challenging stereotypical or discriminatory images
- challenging any incidents of prejudice, racism, or homophobia – not to be a ‘bystander’
- reporting and recording any discriminatory incidents and concerns, drawing them to the attention of the Designated Equalities Lead
- contributing to consultations and reviews, raising issues with line managers which could contribute to policy review and development.
- providing appropriate role models for the school community

## RESPONDING TO INCIDENTS OF DISCRIMINATION

Discrimination because of any protected characteristic is unacceptable and is not tolerated within the school environment.

### What is a discriminatory incident?

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'.

At Camps Hill, we extend this definition and define **all discriminatory behaviour** as ‘**any incident which is perceived to be discriminatory by the victim or any other person.**’

Discrimination can take many forms. We classify discriminatory behaviour under three main headings: **PHYSICAL**, **VERBAL**, and **INDIRECT**.

| DISCRIMINATION                                                                                                                                          |                                                                                                                                                           |                                                                                                                                                           |                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PHYSICAL                                                                                                                                                | VERBAL                                                                                                                                                    | INDIRECT<br><i>‘Involves attacking the relationships of people and hurting the self-esteem, without making first-hand contact’</i>                        |                                                                                                                                                                   |
|                                                                                                                                                         |                                                                                                                                                           | Emotional                                                                                                                                                 | Cyber                                                                                                                                                             |
| physical assault against a person or group because of a protected characteristic<br><br>any use of physical violence as an expression of discrimination | verbal abuse and threats linked to protected characteristics<br><br>discriminatory comments<br><br>use of derogatory names, insults, taunts, and gestures | Wearing of badges or symbols belonging to known discriminatory organisations<br><br>discriminatory graffiti<br><br>distributing discriminatory literature | discriminatory behaviour when online<br><br>mobile threats by text messaging & calls<br><br>misuse of technology to access or disseminate discriminatory material |

|  |                                                                                                             |                                                                                                                                                                                                                                                                                                                        |  |
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|  | teasing<br><br>inappropriate and hurtful humour – often disguised as ‘banter’<br><br>ridicule of difference | excluding<br><br>tormenting (e.g. hiding property)<br><br>incitement of others to discriminate or bully due to victim's protected characteristics<br><br>attempts to recruit others to discriminatory organisations and groups<br><br>refusal to co-operate with other people on grounds of a protected characteristic |  |
|--|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## CONCERNS ABOUT DISCRIMINATION

A child may indicate by signs or behaviour that he or she is experiencing discrimination. Adults should be aware of these signs and that they should proactively investigate if a child:

- is frightened of walking to or from school
- does not want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises

- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive, or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

## **REPORTING INCIDENTS OR CONCERNS**

Any discriminatory incident or concern needs to be taken seriously and responded to appropriately.

All staff are expected to respond to 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.

Any low level concern forms should be handed directly to the Headteacher or DHT.

All incidents must be recorded on CPOMS, and a member of the SLT alerted.

The record must include:

- the date
- the names and ethnicity of the perpetrators and victims
- the name of the reporting individual
- the nature of the incident
- action taken in response
- categorised with the 'safeguarding' lozenge & appropriate sub-category

## **RESPONDING TO INCIDENTS**

In responding to discriminatory incidents and concerns, the HT/DHT will aim to:

provide appropriate support to pupils and adults who have experienced discrimination  
 implement appropriate consequences for discriminatory behaviour  
 prevent further discrimination during the investigative process  
 re-establish community cohesion across the school

When the HT/DHT is alerted to an incident or concern, they will:

investigate sensitively and sufficiently to establish accurate details of what has occurred  
 make attempts to identify whether there was intent to cause offence:  
 where offence was intentional, pupils will be subject to disciplinary procedures.

where offence was unintentional, pupils will need to understand how offence was caused and be supported to make any changes necessary in their behaviour. A high priority will be placed by the school on resolving any breakdown in relationships and ensuring that pupils can move on positively from the experience.

identify whether an educational response is required to build wider awareness

record the outcome on CPOMS

in the case of serious discriminatory behaviour, refer the incident to the headteacher/chair of governors before determining sanctions

Pupils who have experienced discrimination and their parents will be kept informed throughout the investigation and resolution of the incident.

Adults who have experienced discrimination will be told how the school has sought to address the issue.

## **THE EDI PLAN**

An annual plan is created to give a strategic direction to the development of our equalities, diversity, and inclusion practice.

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils, parents, and carers.

We have achieved this by using the following to shape the plan:

- feedback from parent questionnaires and parents' evening
- input from staff surveys or through staff meetings
- feedback from the school council, values education lessons, whole school surveys on children's attitudes to self and school
- issues raised in annual reviews or pupil progress meetings
- feedback at local governing body meetings

## **REVIEW OF PROGRESS AND IMPACT**

The headteacher will monitor the number and type of incidents and report in the headteachers' termly report to the local governing body, for discussion and action when appropriate.

The local governing body will review this policy in line with its annual cycle of review.

In reviewing the effectiveness of this scheme, staff and governors will consider:

- how best to maintain relationships and trust with everyone in the dynamic
- the feelings of victims (and their parents) on the satisfaction of the support received and the resolution of incidents

- the continued good progress and high self-esteem of those who have been offended
- the continued good progress and high self-esteem of those who have caused offence
- whether the action taken successfully prevented repeat incidents
- the willingness of pupils (and parents) to draw their concerns to the attention of staff
- the consistency of response and confidence of all staff in following school policy
- whether good equalities practice is being maintained in the school community
- underlying causes for any rise in numbers of incidents, whether these were preventable and if further action or change in policy and practice is now necessary

Where review indicates that change is needed, policy and practice will be amended as part of the EDI (Equality, Diversity & Inclusion) plan.