



Greenside Primary School **Single Equality Policy Statement**

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Written by: SMT

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SINGLE EQUALITY POLICY STATEMENT GREENSIDE PRIMARY

The equality aims of Greenside Primary are:

- We aim to achieve a respectful, civilised, secure and safe environment where everyone shows consideration and kindness towards each other.
- We aim to provide our children with an ambitious curriculum for all which builds upon our five key curriculum drivers: diversity, aspiration, resilience, creativity and community.
- We facilitate children in reaching their potential; respecting others' cultures and maintaining mutual respect for, equality and tolerance of those with different faiths and beliefs and for those without faith.
- We teach children how to challenge concepts appropriately in a democratic and supportive environment where all opinions are respected and where ideas are valued.
- We aim to expose children to the successes the educated world has to offer to them and aspire for them to become totally committed, through their learning, to joining that world and being successful.
- We aim to create an environment where children feel safe to make mistakes and to learn from these, ensuring they are committed to growing in their learning in this way.
- We aim to produce happy, healthy children who know how to stay safe and who enjoy their relationships with others; understanding healthy boundaries.
- We aim to foster a sense of wonderment and inspire a constant curiosity within our pupils.
- We have a dedicated team of talented staff who understand their children's academic and emotional needs and in doing so, ensure all children are in receipt of a challenging and rich curriculum where high standards are set and where secure relationships are built.

Our Mission Statement:

At Greenside Primary School we believe that our curriculum should offer children not only the National Curriculum but life skills and experiences beyond this. Alongside teaching the requirements of the national curriculum, key drivers have been identified. We have prioritised the key skills and aspirations we want our children to experience and develop during their time with us. We use these 'drivers' to underpin the learning and experiences we undertake in all areas of school life and to ensure our curriculum offer is enriched. These key drivers are personal to our school and reflect the social and educational needs of our local area. The following key drivers underpin our learning and are developed through the school. Our five key drivers for our school curriculum are: resilience, creativity, diversity, aspiration and community.

Key Objectives for 2021-25

- Develop a personalised curriculum that reflects and celebrates diversity
- To support pupils to manage playground behaviour and concerns they might have about other's behaviour towards themselves and others in relation to protected characteristics.
- To ensure all policies, practices, services and activities pay due regard to the Equality Act 2010.

Our Action Plan and Equality Objectives are aimed at satisfying the aims of the Public Sector Equality Duty which requires public bodies to have due regard to the need to:

- **eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;
- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **foster good relations** between people who share a protected characteristic and people who do not share it.

1. Introduction

Under [The Equality Act 2010](#) and [The Equality Act 2010 \(Specific Duties\) Regulations 2017](#) schools are no longer required to publish an equality scheme or action plan. The statutory requirements are for governing bodies of all maintained schools and academies to:

- draw up and publish equality objectives every four years;
- annually publish information demonstrating how they are meeting the aims of the general public sector equality duty.
- draw up an accessibility plan¹ and review this every three years.

It is still good practice however, for schools to make a statement about the principles used to review the impact on equalities of its policies and procedures, to identify how it fulfils its specific duties to publish information and how specific objectives will be determined and measured.

2. The legal framework

We welcome our duties under:

1. The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of:
 - age (*as appropriate for schools*);
 - disability;
 - gender reassignment;
 - marriage and civil partnership;
 - pregnancy and maternity;
 - race;
 - religion and belief;
 - sex; and
 - sexual orientation.
2. The Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified, having due regard to:
 - eliminating unlawful discrimination, harassment and victimisation;
 - advancing equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

3. Guiding principles

In fulfilling our statutory duties we are guided by seven principles.

¹ A Leeds City Council template for a school accessibility plan can be found on: <http://www.leedsforlearning.co.uk/Communication>

Principle 1: All members of the school and wider community are of equal value.

We see all members of the school and wider community of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, national origin or socio- economic circumstances;
- whatever their gender and sexual identity;
- whatever their religious or non-religious affiliation or background; and
- whatever their age.

Principle 2: We recognise and respect diversity.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men lesbian, gay, bisexual and transgender people are recognised;
- religion belief or faith background;
- sexual identity; and
- age (where appropriate).

Principle 3: We foster positive attitudes and relationships, and a shared sense of community and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, or national origin, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, women and men, lesbian, gay, bisexual and transgender people and an absence of sexual and homophobic harassment; and
- promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values.

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, or national origin;
- whichever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity; and
- whatever their age.

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

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- lesbian, gay, bisexual and transgender; and
- age (where appropriate).

Principle 6: We consult widely.

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. Where possible we consult and involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, and girls and boys;
- lesbian, gay, bisexual and transgender people; and
- people of different ages and generations.

Principle 7: We feel that the community as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys,
- lesbian, gay, bisexual and transgender people; and
- people of different ages and between generations.

4. Practical application of these principles.

In the light of the principles stated above the following characteristics have been considered in order to identify practical objectives and plans of specific action:

- disability;
- ethnicity;
- gender;
- sexual orientation ;
- religion and belief; and
- age.

These objectives are published on the school's website²

5. The curriculum

We will actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above.

6. Training and development

We will ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.²

7. Ethos and organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

² Equality training for governors can be booked through [Leeds for Learning](#)

- pupils' progress, attainment and assessment;
- pupils' and staff personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff and governor recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community;
- participation of groups in wider school activities; and
- preparing all members of the learning community for living and positively contributing to a diverse society.

8. Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices related to disability and special educational needs;
- prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum; and
- prejudices reflecting sexism and homophobia.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.³

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.⁴

9. Roles and responsibilities

- The governing body is responsible for ensuring that the school complies with current legislation, and that this policy statement and its related procedures and strategies are implemented.
- The Equality Governor or a member of the Governing Body is responsible for monitoring the implementation of this policy statement.⁵
- The Headteacher is responsible for implementing the policy statement; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom;
 - challenge and deal with any prejudice-related incidents that may occur;
 - identify and challenge bias and stereotyping in the curriculum;
 - support pupils in their class for whom English is an additional language;

³ The governing body should ensure that such information is contained in the staff handbook

⁴ Guidance on reporting is given in Leeds City Council's "[Hate incident reporting guidance for children's settings and schools](#)"

⁵ This is not statutory; however guidance on the role of the Equality Governor is available from [Leeds for Learning](#). The relevant training is also available through the website.

- keep up-to-date with equalities legislation relevant to their work; and
- ensure that pupils have the opportunity to have their voices heard with regards to equality issues.

10. Information and resources

1. The content of this policy statement is shared regularly with all staff and governors and, as appropriate, to all pupils and parents and carers.
2. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

11. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

12. Breaches of the policy statement

Breaches will be dealt with through the relevant policies and procedures, for example the grievance or disciplinary policy.

Monitoring and review

- Quantitative and qualitative data will be collected relating to the implementation of this policy and adjustments made as appropriate.
- In particular achievement data, broken down as appropriate according to special educational needs and disabilities, ethnicity, language, religious affiliation, national origin, gender and age (as appropriate) will be analysed and used to inform objectives.

Publishing information on the school's public sector equality duty

This policy is available electronically on the school website, in hard copy on request at the school office and governor induction packs.

Appendix 1

SUMMARY OF LEGISLATIVE REQUIREMENTS

Equality impact assessments of new policies have been required since 2002 in the case of ethnicity, since 2006 in the case of disability, and since 2007 in the case of gender. The requirements are contained within frameworks which distinguish between a) 'the general duty' and b) 'specific duties'.

A further distinction is drawn between a) specific duties concerned with policy development and service delivery and b) those concerned with employment.

The three main frameworks are summarised in below. As first published, they are:

- [The Disability Discrimination \(Public Authorities\) \(Statutory Duties\) Regulations 2005](#)
Statutory Instrument 2005 No. 2966
- [The Race Relations Act 1976 \(Statutory Duties\) Order 2001](#)
Statutory Instrument 2003 No. 3458
- [The Sex Discrimination Act 1975 \(Public Authorities\) \(Statutory Duties\) Order 2006](#)
Statutory Instrument 2006 No. 29

DISABILITY EQUALITY

The general duty (PSED Public Sector Equality Duty)

The Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005, places a general duty on public authorities to promote disability equality. The duty came into force on 4th December 2006 and requires public authorities to:

- promote equality of opportunity between disabled persons and other persons;
- eliminate unlawful discrimination;
- eliminate harassment of disabled persons that is related to their disabilities;
- promote positive attitudes towards disabled persons;
- encourage participation by disabled persons in public life; and
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled people more favourably.

Specific duties

The specific duties relating to policy development and service delivery require public authorities to:

- produce and publish a disability equality scheme (DES) demonstrating how they intend to fulfil their general and specific duties;
- involve disabled people in the development of the scheme;
- produce an action plan setting out the key actions an authority will take to promote disability equality;
- explain the methods they use for assessing the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality for disabled persons;
- assess and consult on the likely impact of proposed policies on the promotion of disability equality;
- monitor policies for any adverse impact on the promotion of disability equality;
- publish the results of these assessments, consultation and monitoring;
- report annually on the progress of the action plan; and
- review the scheme every three years.

The specific duty covering an authority's role as an employer is to monitor the effect of its policies and practices on disabled persons, and in particular the effect on the recruitment, development and retention of disabled employees.

RACE EQUALITY

In 2001, the Race Relations Act 1976 was amended to give public authorities a new statutory duty to promote race equality. The definition of race includes colour, nationality, and ethnic or national origins.

The general duty

The general duty requires public authorities to have due regard to the need to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity; and
- promote good relations between persons of different racial groups.

Specific duties

The specific duties relating to policy development and service delivery are to do with the content of a race equality scheme (RES). Schemes should set out an authority's functions and policies, or proposed policies that are assessed as relevant to the general duty to promote ethnicity equality and should set out an authority's arrangements for:

- assessing and consulting on the likely impact of its proposed policies on the promotion of race equality;
- monitoring its policies for any adverse impact on the promotion of race equality;
- publishing the results of such assessments and consultation;
- ensuring public access to information about the services that it provides;
- training staff in connection with the general and specific duties; and
- reviewing the scheme every three years.

The specific duties covering an authority's role as an employer are to:

- monitor by ethnicity the numbers of staff in post and the applicants for employment, training and promotion;
- monitor by ethnicity the numbers of staff who receive training; benefit or suffer detriment as a

- result of performance assessment procedures; are involved in grievance procedures; are the subject of disciplinary procedures; cease employment;
- report and publish annually the results of staff monitoring, and actions taken towards; and
- achievement of overall ethnicity equality objectives.

GENDER EQUALITY

The general duty

The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination and harassment; and
- promote equality of opportunity between men and women.

Specific duties

The specific duties relating to policy development and service delivery require public authorities to:

- produce and publish a gender equality scheme (GES) showing how they will meet the general and specific duties and setting out their gender equality objectives (Now SES);
- gather and use information on how their policies and practices affect gender equality;
- assess the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality between women and men;
- consult stakeholders in the development of the scheme;
- assess functions and policies, or proposed policies, which are relevant to gender equality;
- implement the actions set out in the scheme within three years;
- report annually on the progress of the action plan; and
- review the scheme every three years.

The specific duties covering an authority's role as an employer are to:

- consider the need to have objectives that address the causes of any differences between the pay of men and women that are related to their sex; and
- gather and use information on how its policies and functions affect gender equality in the workforce.

COMMUNITY COHESION

Since September 2007 all schools have had a duty to contribute to working towards a society in which

there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community.

We at Greenside make this contribution by creating opportunities, through the curriculum and otherwise, for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

We recognise that a school's community is defined in 4 dimensions:

- the school community;
- the community within which the school is located;
- the UK community; and
- the global community.

We at Greenside understand that there are links between this duty and the duty to promote equality, although each has a distinctive focus.

We recognise that our school's contribution to community cohesion should be organised under three main headings:

Teaching, learning and curriculum:

- helping children and young people to learn to understand others;
- to value diversity whilst also promoting shared values;
- to promote awareness of human rights and to apply and defend them; and
- to develop the skills of participation and responsible action.

Equity and excellence:

- to ensure equal opportunities for all to succeed at the highest level possible;
- striving to remove barriers to access and participation in learning and wider activities; and
- working to eliminate variations in outcomes for different groups.

Engagement and extended services:

- to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds;
- build positive relations; and
- receive services which build positive interaction and achievement for all groups.

EQUALITY ACT 2010 AND OTHER EXISTING EQUALITY LEGISLATION.

We at Greenside Primary will also comply with and have due regard to the following equalities legislation:

New Equality Act 2010

The Equality Act has put a new single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion. The act protects people from discrimination on the basis of "protected characteristics" (which previously used to be called grounds). The relevant characteristics for services and public functions are:

Disability (definition changed)

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular 'capacity' such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability.

Gender re-assignment (definition changed)

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered a personal process rather than a medical process which

involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

Pregnancy and maternity (no change)

Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds pregnancy and maternity status.

Race (no change)

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

Religion or belief (no change)

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system. Faith schools and educational institutions with a religious ethos may in some limited circumstances favour pupils or students because of their religion.

Sex (no change)

A person's sex refers to the fact that they are male or female. You must not discriminate against a woman or a girl or a man or boy.

Sexual orientation (no change)

Everyone is protected from being discriminated against because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.

Age (no change)

Under the schools provisions of the Act age is excluded from the list of protected characteristics.

An integrated public sector Equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds including the new socio-economic duty. It also extends the use of positive action in the workplace. The Equality Act also introduce a dual discrimination provision which enables people to bring claims where they have experienced less favourable treatment because of a combination of two protected characteristics.

The [Employment Equality Regulations 2003](#) protect employees from discrimination because of their actual or perceived religion or belief.

Discrimination is unlawful in relation to:

- recruitment and selection;
- terms and conditions of employment offered and or applied;
- opportunities for training, training itself, job promotions and transfers;
- harassment and victimisation;
- dismissal, including redundancy; and
- post employment, for example provision of references.

The [Employment Equality \(Sexual Orientation\) Regulations 2003](#) and the subsequent Equality Act (Sexual Orientation) Regulations 2007 protect employees and consumers from discrimination because of their actual or perceived sexual orientation.

Once seen as a peripheral issue of little relevance to the core business of public bodies, sexual identity has been brought centre stage by legislative and societal developments. The Equality Bill will mean that public authorities will have a single public duty, which will extend the current public duties to age, sexual orientation, religion or belief, gender reassignment. It also includes pregnancy and maternity. Public authorities will have a duty to promote 'positive action'.

Gender Recognition Act 2004

The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate (GRC) by a gender recognition panel. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be established as protected information. Transgender people are protected by the Sex Discrimination Act 1975, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1992 and the Sex Discrimination (Amendment of Legislation) Regulations 2008

Human Rights Act 1998 and Article 14 of the European Convention on Human Rights

Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as "sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status".

Part 2 of the Equality Act 2006

Part 2 of the Equality Act 2006 came into force in April 2007 and makes it unlawful for providers of goods, facilities and services to discriminate in grounds of religion or belief.

Employment Equality (Age) Regulation 2006

This came into force in October 2006 and it protects against discrimination on grounds of age in employment and vocational training. Prohibits direct and indirect discrimination, victimisation, harassment and instructions to discriminate. The regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training.

The Equality Act (Sexual Orientation) Regulations 2007

Made under section 81 of the Equality act 2006, the Equality Act (Sexual Orientation) Regulations 2007, make it unlawful for providers of goods, facilities or services to discriminate under grounds of sexual identity.

Appendix 2

Glossary:

Diversity

- about including everyone;
- valuing differences;
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation; and
- having a better understanding of the diverse needs of our community.

Duty

A mandatory and legal obligation to do something.

Promote

Contribute to the progress and growth of...

Make publicity for...

Equality and Human Rights Commission (EHRC):

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

What is meant by discrimination?

Generally “discrimination” means treating someone with a protected characteristic **worse** than someone who does not have this characteristic would be treated in the same situation. The **worse** treatment must be because of that characteristic.

Discrimination can take a number of forms:

- direct;

- indirect;
- failure to make reasonable adjustments for disabled people;
- discrimination arising from disability;
- discrimination because of 'association' with someone who has a protected characteristic;
- discrimination because a person is thought to have a protected characteristic whether correctly or incorrectly - 'perceived'.

People are also protected from:

- harassment related to a protected characteristic;
- victimisation because they have, or their education provider thinks they have, made or helped make a complaint about discrimination, unless they know the complaint was not true.

Direct discrimination

Direct discrimination happens when an education provider treats a pupil or student (or an applicant for admission) **worse** than they treat or would treat another pupil or student (or applicant) because of a protected characteristic.

Direct discrimination also includes less favourable treatment of a person based on a stereotype relating to a protected characteristic, whether or not the stereotype is accurate.

It is not direct discrimination against a non-disabled person to treat a disabled person better.

Education providers must not treat someone **worse** because of a combination of two protected characteristics than they would treat someone who did not have either of these characteristics; this is known as combined characteristics.

Combined discrimination

Sometimes, a person may experience **worse** treatment than someone else because of combination of the protected characteristics they have:

There may be an interaction between two or more than two of a person's characteristics, but a claim for combined discrimination will only look at a combination of two of them.

Indirect discrimination

People's experiences and opportunities in education can be affected by an education provider's rules or ways of doing things. Indirect discrimination takes place when the same rule or way of doing things is applied to everyone. The rule or way of doing things may not appear to have a different or worse impact on people with a protected characteristic but does so in reality.

Victimisation

If an education provider treats a person badly because they have taken a particular action related to the Equality Act 2010 (or because they suspect the person has taken or will be taking such action), this will be victimisation, and is against the law. The protection covers anyone, whether or not they have a protected characteristic, if they do something in relation to making a complaint of discrimination and you treat them badly.

Harassment

Harassment in the Equality Act 2010 means:

- unwanted behaviour which has purpose or effect of;
- violating the dignity of another person;
- creating for that person an intimidating, hostile, degrading and humiliating or offensive environment.

Unwanted behaviour can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

Positive action

'Positive action' means the steps that an education provider is allowed (but not required) to take to encourage people with a protected characteristics from groups with different needs or a past track record of disadvantage or low participation to access education.

Appendix 3 Single Equality Scheme Action plan 2021-25

Equality Strand	Aims	Action to be taken	Target Group	Lead Responsibility	Time-scale to begin	Resources	Desired Outcomes	Monitoring arrangements	Achieved?
Race / ethnicity	Develop a personalised curriculum that reflects and celebrates diversity	Curriculum review and modification to reflect the diverse school community across all subjects and year groups	Staff and students	HT/ Subject Leaders	2021-2022	staff meeting, SL time,	Planning and delivery of a diverse curriculum that adequately represents our school community and prepares children for a diverse and tolerant world within and beyond school	Curriculum planning Policies SL reviews	
Race/ Disability/ Race/ Ethnicity/ Gender reassignment/Religion and belief/Sex/ Sexual orientation	To support pupils to manage playground behaviour and concerns they might have about other's behaviour towards themselves and others in relation to protected	Development of Restorative Practice within school	Whole school community	SMT & Family Support Team	ongoing	staff meetings	Pupils report greater confidence in reporting incidents. Reduced incidents of unkind behaviour. Improved awareness for staff of the issues pupils face in the	Incident/reporting record on Cpoms Pupil and staff feedback	

Equality Strand	Aims	Action to be taken	Target Group	Lead Responsibility	Time-scale to begin	Resources	Desired Outcomes	Monitoring arrangements	Achieved?
	characteristics.						playground related to protected characteristics.		
ALL	To ensure all policies, practices, services and activities pay due regard to the Equality Act 2010.	Comprehensive use of Equality Impact Assessments.	Whole school community	Subject leaders SLT	June 2021	Staff meeting Subject leadership time	Confidence reported by all stakeholders that only equality best practise within legislation is promoted.	Governors meetings Head teacher report Policy review Subject leader scrutiny	
ALL	To ensure there is equality of opportunity for pupils to enjoy extra-curricular activities.	Audit of extracurricular activities All activities monitored by equality groups	All pupils	Subject leaders	Sept 2021		Increased and equal pupil involvement from more vulnerable groups. Increased parent/pupil satisfaction	Consultation Registers	
Race/ Disability/Race/ Ethnicity/ Gender reassignment	Review the standardised maternity and pregnancy RA and ensure that the policy is up	Review / establish standardised pregnancy RA. Ensure policy is up to date. Review RA with	Staff (pregnant)	Office Manager	End of 20-21 academic year	Maternity and pregnancy policy and RA	Pregnant staff are appropriately planned for, minimising or eliminating risks	Policy Standardised RA Governors scrutiny	

Equality Strand	Aims	Action to be taken	Target Group	Lead Responsibility	Time-scale to begin	Resources	Desired Outcomes	Monitoring arrangements	Achieved?
nt/ Religion and belief/Sex/ Sexual orientation	to date	individuals following disclosure of pregnancy and personalise standard RA accordingly.					during working pregnancy		
ALL	Continue to develop and deliver assemblies covering topical aspects of the wider world	Once weekly assembly delivered about Year A: cultures, countries and news topics Year B: religious festivals and celebrations	Y1-6	DHT	September 2021	Religious festivals calendar, current affairs reading, stories from other cultures	Children explore and experience different aspects of other cultures and religions. In turn, children develop their tolerance, understanding and respect for different members of society and the wider world. Differences are celebrated and this underpins our ethos and school wide culture for diversity	Assembly rota Pupil interviews	
ALL	Audit staff access to	Carry out staff audit. Arrange follow	Staff	Office Manage	2021-2022	Current policies	All staff are confident in	Follow up during	

Equality Strand	Aims	Action to be taken	Target Group	Lead Responsibility	Time-scale to begin	Resources	Desired Outcomes	Monitoring arrangements	Achieved?
	systems and policies to ensure that all staff are confident to access key software / programmes	up/refresher training. Train new staff.		r		Audit questionnaire	accessing and using school systems. Any issues with current systems and policies are identified and tackled (additional actions if necessary)	annual PM reviews OM report to AHT when complete	
Race/ Ethnicity	Plan and deliver celebration events throughout the academic calendar	Diverse celebrations to be planned into the academic year in advance	Whole school community	DHT	2021-22		Staff and children are aware of the different cultural/religious celebrations undertaken by members of the school community. Tolerance, acceptance and celebrations of diversity are embodied through these experiences. Pupils are proud of their	Updated school calendar / assembly rota Pupil interviews	

Equality Strand	Aims	Action to be taken	Target Group	Lead Responsibility	Time-scale to begin	Resources	Desired Outcomes	Monitoring arrangements	Achieved?
							diverse school community		
ALL	Review induction procedure for effectiveness	Monitor and review the induction procedure for all new students	new students and parents, staff	SMT	2021-22	Current policy, staff interviews (Family Mentors, admin staff, teachers)	Policy is updated and fit for purpose, providing a smooth transition for new pupils into school	Policy Interviews	
Gender / sexuality	To include gender and sexuality in the curriculum	Review teaching and learning inclusions for raising awareness of gender and sexuality themes across school	Pupils	SMSC/ PSHCE lead	2022	Current schemes of work	Planning and delivery of a curriculum that raises awareness and tolerance for issues regarding gender and sexuality and prepares children for a diverse and tolerant world within and beyond school	Curriculum scrutiny Pupil interviews	
Gender / sexuality	Ensure that Relationship and Sex	Review teaching and learning inclusions and outcomes in RSE	Pupils	SMSC/ PSHCE lead	2022	Current schemes of work	Modify existing curriculum for RSE to suit	Curriculum scrutiny Pupil	

Equality Strand	Aims	Action to be taken	Target Group	Lead Responsibility	Time-scale to begin	Resources	Desired Outcomes	Monitoring arrangements	Achieved?
	Education (RSE) policy is fit for purpose						needs of pupils	interviews	