



Single Equality Policy
Updated: Autumn 2023
To be Reviewed: Autumn 2027

November
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Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

All pupils at Scott Primary School have an equal right to develop and achieve their full potential. Equality of opportunity underpins the school curriculum and the work of the school. Children at Scott Primary School are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

The Education reform Act entitles pupils in school to a National Curriculum, which is balanced and broad based. The National Curriculum includes cross-curricular dimensions such as equal opportunities for boys and girls, multicultural education and special educational needs. Wherever possible the curriculum will develop children's knowledge and understanding of different beliefs, cultures and needs.

At Scott Primary school, we aim for an atmosphere of trust and respect among children as well as between teachers and children. Citizenship education is about how we treat each other and more importantly how we learn to respect one another and ourselves as citizens of the world. It also fosters an understanding of the diversity of cultures and needs that exist in school and in the wider community.

Our approach to equality is based on 7 key principles

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities procedures for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

The Equality Act 2010 requires schools to publish information to show how we are working to:

- Eliminate discrimination.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between groups of people.

The protected characteristics which relate to a primary school are:

- Disability
- Gender reassignment
- Gender
- Sexual orientation
- Race
- Religion and belief

Other groups of pupils we believe it is also important to consider are:

- Children Looked After/ children who were previously looked-after

- Young carers
- Pupils eligible for free school meals or living in poverty

What we do to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to use facilities and services
- We are aware of the Reasonable Adjustment Duty for disabled pupils - designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Head teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief.

Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and PSHE, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

What we will not accept:

We treat insults related to ability/disability seriously in line with our Behaviour Policy.

We don't tolerate gender insults

We teach children about cultural insults and do not tolerate their use; racist comments are treated seriously in line with our Behaviour Policy

Insults related to belief or religion are never tolerated and are treated seriously in accordance with the Behaviour Policy.

We don't tolerate any insults about families and these are dealt with in accordance with the Behaviour Policy – we also take any insults as an opportunity to educate children about diversity and equality.

We teach children about homophobia and homophobic insults. The casual use of 'gay' as a negative adjective is never tolerated and children are taught why this can never be acceptable

A script is worn by all adults in school to say if the word 'gay' is used in a negative way 'What did you mean to say?'

In our school it's ok to use the word gay.

- To mean happy or carefree
- To describe two people of the same gender who love each other

It is not ok to use it

- To mean something that's rubbish or to hurt someone's feelings. We don't use 'gay' in that way in our school.

We do not tolerate acts of discrimination or harassment in the school community. We are committed to ensuring that any form of harassment is dealt with both sensitively and speedily

Objectives:

1 – To regularly monitor and analyse pupil achievement and progress by race, gender, economic background and disability and act on patterns in the data that require additional support for pupils

2 – To ensure that the learning environment is accessible for all e.g. physical adaptations and reasonable adjustments.

3 – Build a curriculum that reflects modern Britain and all of its diversity

Equal Opportunities

Scott Primary School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Disability Discrimination

Scott Primary School is committed to having due regard to the following

The Equality act 2010 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- 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
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.