



GREEN LANES SCHOOL POLICY

Equality Policy

*It is our vision and aim to create a learning experience in which **every** child will achieve and realise their full potential. At Green Lanes Primary school we create independent and resilient learners for life.*

Signed by	Signed by Green Lanes governing body
Signed by	Signed by Headteacher
Date Reviewed	Summer 2026
Due for review	Summer 2027

Equalities Policy

At Green Lanes Primary School we believe that the combination of an ambitious curriculum, with rich learning experiences that inspire independence and resilience, allows all children to reach their potential.

We expect equality of opportunity for all children, staff and parent.

Our therapeutic approach to behaviour and relationship development inspires kindness, respect and safety from all stakeholders within our school community.

We believe that positive connections with parents, carers and professionals lead to the best outcomes for our pupils.

Equality Statement

At Green Lanes Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers within the school community, irrespective of race, gender, disability, faith, religion or socio-economic background.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils is monitored by race, gender and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination through the positive promotion of equality, challenge bullying and stereotypes and create an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by our school community.

Related Policies and Guidance

This policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Behaviour in Schools (DfE advice)
- Equality Act 2010 and schools (DfE advice)
- SEND Code of Practice: 0 to 25 years (statutory guidance)
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE advice)
- The Equality and Human Rights Commission Technical Guidance for Schools in England
- Relationships Education, Relationships and Sex Education and Health Education (statutory guidance)
- Our school's RSHE policy
- Our school's behaviour & relationships policy
- Our school's anti-bullying policy
- Our school's SEND policy
- Our school's safeguarding and child protection policy

Legal Duties

The Equality Act 2010

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 socio-economic disadvantage.

Public Sector Equality Duty

Under the Public Sector Equality Duty (PSED) section 149 of the Equality Act 2010, we must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- 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

We will comply with all relevant requirements of the Equality Act 2010 and make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for all aspects of school life.

Positive Action

The Equality Act 2010 allows us to take positive action where we can demonstrate it is proportionate to deal with particular disadvantages affecting one group because of a protected characteristic. We will consider taking positive action to support pupils who may be at greater risk of discrimination or disadvantage, ensuring we foster healthy and respectful relationships across our school community.

We will consider the makeup of our student body, including the gender and age range of our pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.

Protected Characteristics

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.

Disability

Under the Equality Act 2010, a person has a disability if they have 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.

We are committed to:

- 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 school life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment
- Making reasonable adjustments to alleviate disadvantage and being mindful of the SEND Code of Practice

Under our specific duty, we will:

- Prepare and publish this equality scheme which covers the requirements for disability equality, identifying our disability equality goals and actions to meet them
- Review and revise this scheme every three years
- Assess the impact of our policies on pupils, staff and parents with disabilities
- Monitor the impact our plans and policies have on disabled members of our community

Sex

Under our general duty, we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex
- Promote equality between the sexes
- Challenge everyday sexism, misogyny and gender stereotypes
- Build a culture where sexism is not tolerated, and any occurrences are identified and tackled

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. Staff have an important role to

play in modelling positive behaviours, and our pastoral and behaviour policies support all pupils.

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 and parents 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

Under the Equality Act 2010, 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.

We are committed to:

- Eliminating unlawful discrimination and harassment on the grounds of gender reassignment
- Ensuring that transgender members of our community are welcomed actively and do not experience discrimination within our school environment
- Promoting equality of opportunity between all pupils regardless of gender identity
- Challenging homophobia and transphobia and taking positive action to build a culture where these are not tolerated

Race

Our approach reflects the general and specific duties of schools under the Equality Act 2010. The general race equality duty requires us to have due regard to the need to:

- Eliminate racial discrimination, harassment and victimisation
- 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

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

We will:

- Eliminate unlawful discrimination and harassment on grounds of religion or belief
- Promote equality of opportunity between people of different faiths and beliefs
- Promote good relations between people of different faiths and beliefs
- Ensure our curriculum reflects the diversity of religious beliefs in our community and wider society

Sexual Orientation

Under the Equality Act 2010, we must not discriminate on grounds of sexual orientation in the provision of education, 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 extracurricular activities
- Provide appropriate care and support for young people with their emerging identity
- Challenge homophobia and take positive action to build a culture where this is not tolerated

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
- Monitoring the implementation and effectiveness of this policy

The Senior Leadership Team:

- 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
- Monitoring data on achievement, behaviour and attendance by protected characteristics

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 that gives positive images based on all protected characteristics
- Challenging stereotypical or discriminatory images
- Challenging any incidents of prejudice, racism, homophobia, misogyny, transphobia or other discrimination – not to be a 'bystander'
- Reporting and recording any discriminatory incidents and concerns, reporting to the senior leadership team
- Providing appropriate role models for the school community
- Modelling positive behaviours in their interactions with pupils and colleagues

Responding to Incidents of Discrimination

Discrimination because of any protected characteristics is unacceptable and is not tolerated within our school environment.

Discrimination can take many forms, such as physical, verbal and indirect (emotional and online).

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on the school's website.

Sexual Violence and Sexual Harassment

We make clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously and dealt with in accordance with our safeguarding and child protection procedures.

We recognise that:

- Statistically, females are more likely to be victims of sexual violence and sexual harassment than males
- It is more likely that it will be perpetrated by males
- Males can also be victims of sexual violence
- It can happen in same-sex relationships
- We will not make assumptions about behaviour based on gender
- Most young men are respectful of young women and each other

We will ensure that all pupils understand healthy relationships, acceptable behaviour and the right of everyone to equal treatment. This will help ensure that pupils treat each other well and go on to be respectful and kind adults.

We refer to the Department's advice, 'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges', in our approach to preventing and responding to such incidents.

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. All incidents must be recorded on CPOMs and assigned to either the headteacher and/or deputy head or assistant head.

The record must include:

- The date
- The names of those involved
- The details of the incident
- Action taken in response
- Categorized with the appropriate sub-heading

Responding to Incidents

In responding to discriminatory incidents and concerns, the senior leadership team will:

- 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 a member of the senior leadership team 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, the behaviour policy will be followed to ensure an appropriate and consistent response is delivered
- Where offence was unintentional, pupils will need to understand how offence was caused and be supported to restore and repair relationships 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
- Keep pupils who have experienced discrimination and their parents informed throughout the investigation and resolution of the incident
- Inform adults who have experienced discrimination how the school has sought to address the issue

Monitoring and Review

We will:

- Monitor the achievement, attendance and behaviour of pupils by protected characteristics
- Use this data to identify any gaps or patterns and take action to address them
- Report to governors on equality matters, including incident data and progress towards equality objectives
- Review this policy every three years, or sooner if legislation or guidance changes
- Consult with pupils, staff, parents and governors in the review process

Accessibility Plan

An annual accessibility plan has been created to give strategic direction to the development of our equalities, diversity and inclusion practice. This can be read alongside this policy and sets out how we will:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Publishing Equality Information

We will publish information to demonstrate our compliance with the Public Sector Equality Duty on our school website. This will include:

- Information on how our policies and practices take account of the need to eliminate discrimination, advance equality of opportunity and foster good relations
- Our equality objectives
- Data on our pupil population and outcomes by protected characteristics (where numbers are sufficient to protect anonymity)
- Information on our workforce diversity