

Single Equality Scheme

Meanwood Church of England Primary School



Approved by:	Jamie Chapman	Date: September 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

This policy has due regard to the following ethos:

At Meanwood C of E Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, faith, sexuality or disability. The school will provide an inclusive curriculum, which will meet the needs of all its pupils including those with disabilities, special educational needs, from all cultural backgrounds and faiths and pupils with English as an additional language.

Vision

Open hearts

Open Minds

Open Arms

Our vision is to enrich the lives of our children emotionally, physically, spiritually and academically, where every person is valued, nurtured and empowered.

Our vision is underpinned by Jesus' commandment to "love one another as I have loved you" (John 15:12).

Learning diversity will be recognised and planned for, any barriers to learning and participation will be challenged and removed where possible and all pupils will be provided with equality of opportunity. Parents will be fully involved in the education of their children and they will be fully informed when special educational provision is made for their child.

We promote the principles of fairness and justice for all through the education that we provide in our school. We challenge stereotyping and prejudice whenever it occurs. We celebrate the cultural diversity of our community and show respect for all minority groups. We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

WHAT WE MEAN BY EQUALITY?

At Meanwood C of E Primary School we understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances. We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

OUR GUIDING PRINCIPLES

In fulfilling the legal obligations outlined further on in this scheme, we at Meanwood C of E Primary School are guided by seven principles.

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, religious affiliation, national origin or socio- economic circumstances
- Whichever their gender and sexual orientation
- 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 are recognised
- Age

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion 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, national origin or socioeconomic circumstances, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- 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, national origin or socio-economic circumstance
- Whichever their gender and sexual orientation
- 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 and socio-economic background
- Different genders
- Lesbian, Gay, Bisexual, Transgender and Queer
- People of different ages and between generations (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. We involve:

- Disabled people as well as non-disabled
- People from a range of different ethnic, cultural and religious and socio-economic background
- Different genders
- Lesbian, Gay, Bisexual, Transgender and Queer
- People of different ages and between 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 and socio-economic backgrounds
- Different genders
- Lesbian, Gay, Bisexual, Transgender and Queer
- People of different ages and between generations

Principles in themselves are not enough

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in:

- Disability
- Ethnicity
- Gender
- Sexual orientation
- Religion and belief
- Age
- Socio-economic circumstances

These are outlined in our Single Equality Scheme Action Plan.

ACTION PLAN

We recognise that the actions resulting from a policy are what make a difference. Each year we draw up an action plan within the framework of the overall school improvement plan,

setting out the specific actions and projects we shall undertake to implement the principles above. Our current action plan is set out in our Single Equality Scheme Action Plan.

THE CURRICULUM

We will actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subject or areas to ensure that teaching and learning reflect the seven principles outlined above. We will ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

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:

- Learners' progress, attainment and assessment
- Learners' 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
- Preparing all members of the learning community for living and positively contributing to a diverse society

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 including but not limited to:

- Prejudices around disability, special educational and SEMH needs
- Prejudices around 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
- Prejudices reflecting sexism, homophobia and genderphobia

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 in line with existing and future legal requirements.

ROLES AND RESPONSIBILITIES

The governing body is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented. A dedicated member (of the governing body has a watching brief regarding the implementation of this policy. This is Jess Jubb, Governor for Inclusion. The head teacher is responsible for implementing the policy; 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.

A senior member of staff (Jamie Chapman, Headteacher) has day-to-day responsibility for co-ordinating implementation of the policy.

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
- Keep up to date with equalities legislation relevant to their work

Pupils can have their voices heard with regards to equality issues

INFORMATION AND RESOURCES

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers. 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.

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.

STAFF DEVELOPMENT AND TRAINING

We ensure that all staff, including support and administrative staff and governors, receives appropriate training and opportunities for professional development, both as individuals and as groups or teams.

BREACHES OF THE POLICY

Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

MONITORING AND EVALUATION

We collect study and use quantitative and qualitative data relating to the implementation of this policy and adjust as appropriate. We collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin, socio-economic circumstances, gender and age. To review good practice, we make use of a range of auditing schedules.

DEVELOPING AND IMPLEMENTING THE SCHEME

HOW WE DEVELOPED OUR SCHEME

The development of this scheme has involved the whole of our school community. We've discussed it with them and listened to what they have to say, including:

Our pupils/students

- Wheelchair accessibility survey completed by Y6 pupils
- ECM (My health my school) survey – completed annually
- Pupil questionnaires
- School Council – regular meetings
- Health and Wellbeing Development Team representatives – regular meetings

Our staff

- Staff meetings – weekly meetings
- Health and Wellbeing Development Team representatives – regular meetings
- Inclusion TLR Team – half termly meetings

- Relevant whole school training - LGBTQ

Our school governors

- Health and Wellbeing Development Team representatives - regular meetings
- Governor meetings - termly meetings
- Governor training feedback – Race Equality, Child Protection, Safer Recruitment, Safeguarding

Parents/carers

- Questionnaires
- Health and Wellbeing Development Team representatives

Minority, marginalised and potentially vulnerable groups

- Parents with disability/disabled children in school – informal discussions, questionnaires
- Annual reviews/ meetings for vulnerable children in school
- North West Area Inclusion Partnership– Liaison and information given to us
- Adoption support services
- LCC Complex Needs service

Our partners in the community

- The Church + PCC – regular meetings
- Groups who use the school building (Brownies/Beavers) – previous questionnaires
- School Nursing Service – advice sought when necessary
- Social Care – meetings re specific pupils
- LCC Complex Needs service
- SaLT
- Networks SENCo Forum – termly meetings
- 2gether Cluster Services – Mindmate and TAMHS
- Family of Schools – Headteacher attends half termly meetings
- Parent Partnership Service – Advise, information and guidance
- Education and Early Start Safeguarding Team

Finally:

- We will keep the dialogue open through regular meetings with representatives of the school and wider community as detailed above.
- The monitoring and review processes will be undertaken by teams' representative of the school community including the Inclusion TLR team, Health and Wellbeing Development Team

- The school website will continue to be used as a vehicle for consultation with parents and carers on key aspects of policy development

PRIORITISING ACTIVITY

We will use the information gained from our involvement with all stakeholders and issues arising from our data (qualitative and quantitative) to prioritise activities for improvement.

LEGAL DUTIES

1. We welcome our duties under the Equality Act 2010.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. We recognise our legal obligations under the Equality Duty which is a duty on public bodies and those carrying out public functions. The duty ensures that the needs of all individuals are considered in their day-to-day work. We have also outlined the outstanding key issues for our school to address as priorities for the forthcoming three years, which will be included in our action plan as well highlighting the successful impact we have already had in our school.

SUMMARY OF LEGISLATIVE REQUIREMENTS

The Equality Duty

General Public Sector Equality Duty

The Equality Act 2010 endorsed a general public sector equality duty which applies to public authorities and those exercising public functions. The Equality Duty requires public authorities to consider 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 relation between people who share a protected characteristic and people who do not share it. This involves having due regard to the need to tackle prejudice and promote understanding.

Specific Equality Duty

The Equality Act 2010 endorsed specific equality duties to help public authorities perform the public sector equality duties better.

The Specific Duties Regulations require public authorities to:

- publish information to show their compliance with the Equality Duty, at least annually; and
- set and publish equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it. It is up to each public body to decide for itself what information it publishes to show its compliance with the Equality Duty.

DISABILITY

Application to the General Duty

The Equality Act 2010 places a general duty on public authorities to promote disability equality. Public authorities are required to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate unlawful discrimination
- Eliminate harassment and victimization 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 people more favourably

Application to Specific Duties

The specific duty that requires public bodies to demonstrate compliance with the Equality Duty on an annual basis may encourage 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
- Review the scheme every three years
- Monitor the effect of the policies and practices on disabled persons in place, and in particular the effect on the recruitment, development and retention of disabled employees. What impact have we already had on disability equality in our school?

Administration of medicines

- Staff members receive autoinjector training as and when necessary, to support those children with autoinjector in school.
- Piriton medicine for specific children is kept in school with full instructions for emergencies.
- Epipen policy is always altered according to any new guidelines published
- Medical Healthcare Plan completed annually for child in school with medical needs requiring administration of topical medicines
- Medical Healthcare Plan completed annually for children in school with medical needs: stridor breathing/ epilepsy/ diabetes

Accessibility in Teaching and Learning

- Tints of paper/overlays – partially sighted and dyslexic children can prefer off-white paper as black print on white paper is too stark
- Class teachers use interactive whiteboards where the background tint and text colour can be changed
- Textbooks are only available with white paper but overlays and coloured paper are available.
- Support plans have been updated in line with best practice
- B-squared assessment implemented to support inclusion for those children working below year group expectations
- Autism training Level 1 updated for all staff
- Dyslexia policy updated, and 2-day training undertaken
- Ticking Texts and Units of Sound implemented
- Working memory training completed and interventions implemented
- Updated provision mapping in place

Circulation

- Lowered entrance built (including lowered buzzer panels and signing in desk) to offer easy

access for mobility impaired visitors and pupils.

Escape Strategy

- Children in school with any disability will have a nominated, able bodied “escape buddy” to be responsible for alerting them to danger should it occur
- The adults in the room will always have the ultimate responsibility for ensuring the children’s safety

Staff attitude to disability equality issues

- 2009 – School achieved Inclusion Chartermark
- 2013 – Ofsted rated school as ‘Outstanding’ in all areas
- 2022 – Governor Health and Safety report produced: all areas identified have been addressed.
- 2023 – Fire Safety Report completed by Chubb- recommendations are being worked on.

Curriculum delivery

- Monitoring results are sent home for children with SEND and where appropriate additional information is included.
- Physical and visual resources used extensively in teaching and learning including use of ICT
- SENDCo liaises with appropriate outside agencies in regular basis including 2gether Cluster
- Staff awareness of Inclusion matters in planning and teaching
- School now has a General Inclusion Statement and Inclusion prompts are included in all teachers’ planning.
- Staff members have a complete list of all ‘vulnerable’ groups in school to refer to when planning assessing and tracking.

What key issues remain for our school?

- Use of signage
- To improve signage to include symbols wherever possible for people who cannot read.
- Use of signage
- Improve toileting facilities for children including accessibility issues.
- Improve standards of decoration.

Administration of medicine

- First Aid policy is up to date. School now uses ion-line system to track medication use.

Accessibility planning

- Improve toileting facilities for children including accessibility issues.

Policy development

- To update and inform policies using views gained from parents and stake holders in relation to SEN and the management of disabilities

RACE

Application to 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
- Promote good relations between persons of different racial groups

Application to the Specific Duties

The specific duty that requires public bodies to demonstrate compliance with the Equality Duty on an annual basis may encourage public authorities to produce a Race Equality Scheme (RES) that sets out an authority's functions and policies, or proposed policies. The policies should be 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
- Reviewing the scheme every three years

As an employer the specific duties may be met by:

- Monitoring by ethnicity the numbers of staff in post and the applicants for employment, training and promotion
- Monitoring by ethnicity the numbers of staff who receive training; benefit or suffer detriment because of performance assessment procedures; are involved in grievance procedures; are the subject of disciplinary procedures; cease employment
- Reporting and publishing annually the results of staff monitoring, and actions taken towards achievement of overall ethnicity equality objectives

What impact have we already had on race equality in our school?

Curriculum development

- The school creative curriculum links to several key race equality themed topics such as

Diversity Day and promoting role models of colour throughout the curriculum. Other countries and cultures are represented within a range of subjects such as literacy, PSHE history and geography

- British values are a core part of the school curriculum
- The current RE curriculum has been planned to incorporate the understanding of a range of different faiths
- The newly renovated school library has a good spread of books celebrating the diversity of race and culture. The school's stock of books have been supplemented by School Library

Services resources

- There are positive images throughout school celebrating race and culture. Different displays have included British values and there is a British values section on the website.

School Community Involvement

- All members of the school community are involved in making key decisions with regard to race equality matters
- The views of parents, pupils, teachers and governors are listened to and key race equality issues are discussed before decisions are made
- A range of opportunities for the school community to voice their opinions is provided - questionnaires, forums, school council and school Prime minister
- The anti-bullying policy which have been written by /with children are displayed around school and children can take a copy to read – these are also discussed in

Collective worships and PSHE lessons

- The school recognises the importance of having visitors to school from a range of cultures and religions – members of the immediate school community and the local community are encouraged to become involved in the topics including Global Week, Diwali, Eid and Chinese New Year

Racial Equality – Systems and Procedures

- The school now has a very detailed procedure for dealing with racist incidents. All members of staff are aware of the procedures and the record of these is analysed regularly.
- New members of staff are made aware of all the aspects of the school's race equality work during their induction period.
- Proficiency in English reporting for EAL pupils is completed for the school census.
- All staff have undertaken Prevent and FGM training and are aware of issues surrounding radicalization and FGM.

Progress and Achievement

- Vulnerable groups of pupils in school make good progress both academically and socially – rigorous half termly tracking of vulnerable groups identifies needs/issues arising.

What key issues still remain for our school?

Global/Local School links

- To establish links with others schools and pupils to communicate with linked schools, forge relationships and collaborate on joint projects

GENDER

Application to the General Duty

The Equality Act 2010 places 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
- Promote equality of opportunity between men and women

Application to the Specific Duties

The specific duty that requires public bodies to demonstrate compliance with the Equality Duty on an annual basis may encourage 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.
- 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
- 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
- Gather and use information on how its policies and functions affect gender equality in the workforce

What impact have we already had on gender equality in our school?

Curriculum Development

- Teachers are mindful of the gaps which may exist between genders in different subjects. They plan to motivate and engage all pupils within the remit of the National Curriculum, for each year group
- New history workshops and historical visits successfully appeal to different gender groups.
- The Complete PE curriculum focuses on specific established games and has a broad appeal.

- PE displays in school have promoted gender equality in sport
- The school uses class trackers to look for trends and patterns with relation to gender, carrying out more in-depth analysis as required.

After School Clubs

- Through collective worship, class discussion, competitions and tournaments, house points), the school has actively promoted non stereotypical attendance at clubs- e.g., choir for boys, girls' attendance at sporting/science clubs – there is a mix of boys and girls attending after school clubs
- Lunchtime sports clubs for girls have been introduced to give them an equal standing in all areas of the curriculum

School Admissions Policy

- Governors ensure that the selection criteria does not favour or discriminate against any gender group and the Admissions and Over-Subscription Policy do not mention gender

Adult role models in school

- Both male and female members of staff work in KS1, LKS2 and UKS2 - this is intentional in order to provide positive gender role models to ALL pupils in school

What key issues still remain for our school?

Not applicable currently.

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 workplace, in schools and in the wider community.

We at Meanwood CE Primary School 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
- The global community

We at Meanwood C of E Primary School 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:

1. 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
- To develop the skills of participation and responsible action

Examples within our teaching, learning and curriculum include:

PSHE

The school follows a comprehensive PSHE curriculum. In addition to this, specific events and themed weeks in school further develop children's understanding of themselves and the diversity around them – e.g., Anti-Bullying Week, Mental Health Day and Health and Well-being Day.

Citizenship

The children are given opportunities to develop their understanding of their role as citizens through working with local charities, church youth groups and sporting events.

RE

Our updated RE curriculum features work on both the Christian faith and other faiths and is supplemented by trips, visits and visitors in school e.g., Visit to local Mosque and other places of worship.

Assemblies/Collective Worships

We have a long-term overview for Worship within school which includes Whole school, Key Stage and Class Worship. Each week's worship is then linked to a half termly values. These values have a Christian foundation but supply children with the necessary messages to be a good citizen.

Holy Trinity Church, as well as other Christian Clerics take whole school worship during the year and speakers from other faith groups and charitable organisations are also invited to speak on occasion.

Fieldwork

Pupils are encouraged to participate in their community and responsible action is promoted through a variety of off-site activities.

Curriculum

The school curriculum has been developed to celebrate diversity and promote understanding of others – after school activities challenge stereotypes as all pupils take part in all activities including ICT, Cookery and Sports, children are encouraged to work together throughout the curriculum through team activities and peer tutoring and specific themed events focus on developing children's understanding of the diversity around them.

Support for EAL pupils

The school monitors the progress of EAL pupils. Intervention is put in place for any pupils requiring further support e.g. small group Language Development Action in KS1, SaLT involvement, topic pre – learning in KS2 for Maths and Science and is detailed on the school's Provision Map.

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
- Working to eliminate variations in outcomes for different groups

Examples of equity and excellence include:

- Restorative practice

The school adopts a restorative approach to behaviour. When harm occurs, the school will always look to repair the harm and educate the individuals involved.

Admissions Policy

We are a Church Aided school, and therefore have specific Admissions Criteria. However:

- Children in public care or fostered are admitted into school as a priority.
- SEN children with a statement of Special Educational Needs or EHCP are also given first priority admission if they have named our school on the statement.
- The admission process is fair and equitable to pupils from all ethnic groups.
- Analysing performance data

Lunchtimes

These are a very tight affair. There is always a member of SLT on duty and all matters arising are dealt with in a restorative manner.

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
- Receive services which build positive interaction and achievement for all groups

Examples of engagement and extended services include:

- Links with different schools and communities

School has active links within the PE partnership. School has forged positive relationships with various religious groups in the community including our own CE Church and the local mosque and synagogues, to facilitate visits and have guest speakers in school. Staff attend various forums and meetings with other schools in the immediate and wider area to share information and develop good practice.

Provision of extended services

School has its own breakfast club. There is an After School Club on site. School has a wide programme of After School Clubs and activities

Intercultural activities

As part of our focus on British values, all pupils learn about the culture and history of other countries in our dedicated Diversity Day. Guest speakers are regularly invited into school to develop pupils' understanding of other cultures

Mentoring schemes

The school Learning Mentor develops lunchtime activities and promoting positive behaviour in school.

Schools trips

Children are given the opportunity to experience other communities, cultures and backgrounds and to build positive relations through a diverse range of trips and visits – e.g., local mosque and synagogue, Year 6 residential, trips to Meanwood Urban Farm (focussing on environmental issues and animal welfare)

Multi-agency services

School liaises with a variety of services to build positive interaction and achievement for all groups e.g., Play therapy, LCC Complex Needs Service, Extended Services and Adoption support, 2gether Cluster and virtual school

Companies in the Locality

Positive relationships with companies in the locality who can give an insight into other cultures/backgrounds have been developed.

Local Festival involvement

Children to participate in the development and promotion of the Meanwood Festival and other community celebrations.

EQUALITY ACT 2010 AND OTHER EXISTING EQUALITY LEGISLATION

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

Equality Act 2010

The Equality Act put a 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 based on "protected characteristics". The relevant characteristics for services and public functions are:

Disability

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. People who used to have a disability (but no longer have a disability) are also protected.

Gender re-assignment

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 does not have 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

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

Race

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

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

A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

Sexual orientation

Everyone is protected from being treated worse 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

Under the school's 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 several grounds including the new socioeconomic duty. It also extends the use of positive action in the workplace.

The Equality Act also enables people to bring claims where they have experienced less favourable treatment because of a combination of two protected characteristics.

The Equality Act 2010 protects 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
- Post employment, for example provision of references

The Equality Act 2010 protects employees and consumers from discrimination because of their actual or perceived sexual orientation.

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.

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”.

GLOSSARY

Diversity is:

- 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.
- 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 several 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 made 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 the stereotype is accurate or not. 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 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: or
- 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 characteristic from groups with different needs or a past track record of disadvantage or low participation to access education