

GHYLLSIDE PRIMARY SCHOOL



'Inspiring Achievement, a Love of Life and Learning for All'

SINGLE EQUALITY SCHEME STATEMENT 2025

2010 Equality Act statement, republished September 2024

The 2010 Equality Act states that schools need to publish information on how they will comply with their general duty to:

- **To eliminate discrimination**, harassment or victimisation and any other conduct prohibited under the Act
- **Advance equality of opportunity** between persons who share a protected characteristic and those who do not
- **Foster good relations** between persons who share a protected characteristic and those who do not. (Protected characteristics are age, disability, race, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, Religion and belief and sexual orientation.)

(The above are primarily concerned with employees; for example we obviously wouldn't expect children of different ages to be taking part in the same activities.)

Our School Single Equality Scheme is our published information on how we will tackle discrimination

We also need to publish equality objectives which we will pursue over the coming years to achieve the three aims. Our objective is:

'To ensure that as an organisation we do not discriminate, specifically in relation to the protected characteristics.

We will ensure this through:

- Monitoring this at our termly safeguarding meetings within school
- Following HR advice from our preferred HR provider
- Ensuring that this scheme takes account of all the protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, Religion and belief, sex and sexual orientation

The following is our Mission statement and encapsulates the core business of Ghyllside School. Everything that happens at Ghyllside School should be able to be traced back to this concise and clear vision.

The current statement was created following discussion and consultation with all staff, parents and governors.

Mission Statement:

'Inspiring achievement, a love of life and learning for all.'

In a caring environment we aim to develop:

- A positive partnership between children, school and home.
- Determined, confident caring individuals who enjoy learning and are motivated to achieve the best they can now and in the future in a positive, fun, safe environment.
- Well rounded, friendly, supportive individuals with common sense, enquiring minds and a spirit of curiosity.
- A relevant, personalised creative curriculum that prepares children for life's journey of learning.
- Respectful, enthusiastic children ready to take their place in a sustainable, global society.

At Ghyllside School we do this through being an inclusive, forward and outward looking organisation which is working towards our school vision:

Vision statement:

At Ghyllside School everything we do is designed to work towards the fulfilment of our school vision. This vision is for ALL of our children. Our vision is:

Ghyllside School Vision and Values

'For every child to fulfil their potential, leaving Ghyllside happy, confident and kind to all'

Our Mission: Ghyllside Primary School – Growing Hearts and Minds

Our Values: Inspiring Healthy Inclusive Nurturing Experiences

This Single Equality Scheme is intended to respond to the spirit as well as the letter of the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005, the Gender Equality Act 2006 and the Education and Inspections Act 2006 to promote community cohesion. It also aims to promote all other forms and strands of equality that are relevant to life in schools.

This goes beyond the school's statutory duties to promote race, gender, disability equality and community cohesion and extends to the legislation protecting against discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, Religion and belief, sex and sexual orientation

The Scheme aims to integrate equality into the school's core priorities and functions.

This Single Equality Scheme will inform our School Development Plan as this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Ensure that our priorities for raising standards support our equality objectives
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections

The Equality and Human Rights Commission is the enforcement body for equalities legislation and can serve the school with a Compliance Notice if it fails in its specific duties under the Acts.

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

Our Single Equality Scheme aims to eradicate discrimination within our school community. This therefore means that the scheme is applied to staff, governors, pupils, parents / carers, visitors and anybody in the wider world that representatives of our school community come into contact with. We try to foster an 'open' forum within school so that any member of the school community who feels discriminated against, if intentionally or unintentionally, feel able to voice their concerns.

At Ghyllside we try to provide as 'discrimination free' an environment as possible. We have, for example, recently done this through the following:

- Ensured that the developments to the school building does not impinge on the delivery of the curriculum for children with disabilities
- Ensured the adaption of our PE provision to fully include a child who uses a wheel chair
- Obtained a large number of support packages and advice for those pupils in school with SENs.
- Provided advice and support for families of children with disabilities
- Designed a specific support package to ensure full participation in the school day for a child who was previously not accessing his full educational entitlement.

We also seek out opportunities to enhance the pupil's understanding and view of the wider world in which they live, with one of the explicit aims of this being to break down barriers and encourage understanding and acceptance. Again, these have recently included:

- The study of different religions in RE.
- An Edinburgh residential visit for years 6.
- Developing exchange work for YRs 4, 5 & 6 with Moorside Primary School, Salford.
- Knitting blankets for local old people's home.
- Promotion of the 'thoughtful' and 'open-minded' attributes in or School vision statement throughout the school curriculum.
- Support of local and national charities – Derian House, MacMillan coffee morning etc. □ Support national charities through Children in Need.
- Support Samaritan's Christmas box appeal.

This scheme will be overseen by the governing body through the senior management team, although the team may direct individual committees to oversee aspects of it relating to specifically to them. (E.g. curricular issues overseen by the curriculum committee, building work overseen by the premises committee.)

This scheme will be available for all those wishing to view it in the school office where an electronic copy can be requested if necessary. It will be reported on, at least annually, to the full governing body through inclusion in Headteacher's reports.

GHYLLSIDE PRIMARY SCHOOL EQUALITY POLICY

Introduction

This Equality Policy sets out the school's approach to promoting equality and appreciation of diversity. It covers disability, gender, race / ethnicity, age, religion and sexuality. The contents of the policy can obviously be closely cross referenced with our school's vision and values that have been articulated above.

The policy is split into the following sections:

- Our approach to promoting equality
- Race / Ethnicity // Belief / Religious equality
- Disability equality
- Gender / Sexuality / Sexual orientation equality
- Marriage and civil partnership statement
- Age equality statement

As a Governing Body and Staff we realise that equality in School is potentially a very difficult area to legislate for and enforce. IN RECOGNITION OF THIS WE UNDERTAKE TO USE A COMMON SENSE APPROACH TO ELIMINATING INEQUALITY WHEREVER WE DISCOVER IT WITHIN OUR SCHOOL.

Our approach to promoting equality

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through the Equality Policy the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origins, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, trade union or political activities and socioeconomic background.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors and parents / carers.

Race / Ethnicity Equality / Belief / Religious Equality

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000 and this is reflected in the policy statements above. To meet the specific duties of the RRAA 2000 we will:

- Ensure that all pupils and staff are encouraged and are able to achieve the best of which they are capable
- Respect and value differences between people
- Prepare pupils for life in a diverse society

- Make the school a place where everyone, taking account of race, colour, ethnic or national origin, and religious beliefs feels welcome and valued
- Promote good relationships between different racial, cultural, belief and religious groups within the school and within the wider community
- Ensure that an inclusive ethos is established and maintained
- Acknowledge the existence of racism and take steps to prevent it
- Acknowledge the unintentional / ill informed use of racist language and take steps to prevent it
- Oppose all forms of racism, racial / belief / religious prejudice and racial / belief / religious harassment
- Be proactive in tackling and eliminating unlawful discrimination

Disability Equality

The aim of our school is to ensure that wherever possible disabled stake holders have the same opportunities as non-disabled stake holders in their access to education and to prevent any form of unlawful discrimination on grounds of disability.

Appropriate measures will be taken to ensure that statutory duties are met:

- Not to treat disabled pupils / stake holders and prospective pupils / stake holders less favourably than other non-disabled pupils.
- To take reasonable steps to avoid putting disabled pupils / stake holders at a substantial disadvantage.

All stake holders are aware of the need to try, wherever possible, to provide equality of provision, however we acknowledge that there will be occasions where the treatment of disabled pupils / stake holders is differentiated. In such instances the school will need to be able to justify that such treatment is justified. The reason for the different treatment will need to be both specific to the particular activity and substantial (e.g. on health and safety grounds). The school will also be able to demonstrate that all reasonable steps have been taken to avoid the disabled pupil / stake holder being placed at a significant disadvantage, while still bearing in mind the needs and entitlements of non disabled pupils / stake holders.

In relation to our pupils careful consideration will be given to how participation can be best facilitated.

A number of factors may be part of this consideration including:

- The need to maintain academic, musical, sporting and other standards.
- The financial resources available.
- The cost of taking particular steps.
- The extent to which it is practical to take these steps.
- Health and safety requirements.
- The interest of the pupil concerned.
- The interests of other pupils.

We recognise that we have the duty to make reasonable adjustments for disabled pupils / stake holders.

Examples of specific adjustments we may make are:

- Ensuring providers of facilities for school trips / extra curricular activities can accommodate disabled pupils before making bookings in advance.
- Ensure the school has the training and capacity to administer medication if required in exceptional circumstances.
- Ensure there are appropriate arrangements in place for disabled pupils taking SATs.

- Work closely with disabled pupils / stake holders to identify and eliminate potential barriers to participation in school life.

Through the above we aim to value disabled people for what they can do rather than label them for what they cannot.

Gender Equality / Sexuality Equality

Aim:

The school promotes equality of opportunity between genders, and those of neutral gender, and endeavours to eliminate all unlawful sex / gender discrimination and harassment. We ensure that our conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning etc) as well as our school environment provide equal access and opportunities to both genders, and those of neutral gender. We will do this through the following responsibility areas.

Our governors are responsible for:

- Making sure the school complies with all current equality legislation.
- Making sure this policy and its procedures are followed.
- Leading by example.

The Headteacher is responsible for:

- Making sure the policy is readily available and that governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.
- Making sure all staff know their responsibilities.
- Taking appropriate action in cases of harassment and discrimination.
- Leading by example.

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio – economic circumstances.
- Taking training and learning opportunities.
- Leading by example.

Marriage and civil partnership Statement

The Governors and Staff at Ghyllside School will ensure that discrimination on the grounds of marital choice or status does not explicitly or inadvertently occur.

Examples of areas where we will strive to ensure marital choice and status is not an issue are: □

Appointment of staff.

□ Inviting members of the public into school, (including parents' meetings / evenings, and the ease of these for lone parents) □ Appointment of Governors.

Age Discrimination Statement

The Governors and Staff at Ghyllside School will take every opportunity to ensure that discrimination on the grounds of age does not exist in our school, while still ensuring that the curriculum for the children is age appropriate.

Examples of areas where we will strive to ensure age is not an issue are:

- Appointment of staff.
- Inviting members of the public into school. □ Appointment of Governors.
- Children's ability to accessing the curriculum.