

Garrett Hall Primary School

Equality Scheme



December 2025

Adopted on: 16th December 2024

To be reviewed: December 2028

Signed on behalf of Governing Body : *S. Chappell*

Signed by the Headteacher : *T. A. Beaty*

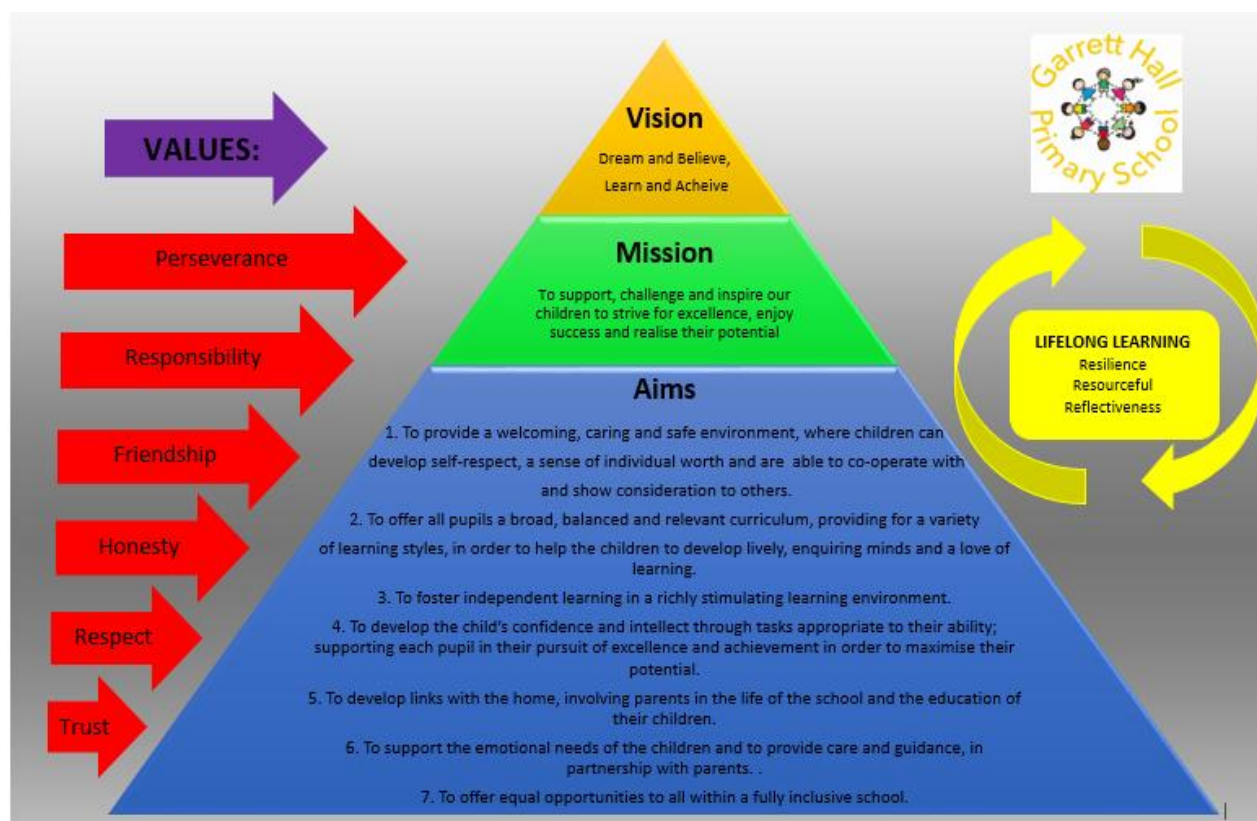
Document history

School:	Garrett Hall Primary School
Date adopted by Governing Body:	5 th December 2022 11 th December 2023 16 th December 2024 1 st December 2025
Signed (Chair):	<i>S. Chappell</i>
Signed (Headteacher):	<i>T.A. Beaty</i>

Produced by:	Tracy Beaty
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Date reviewed:	Comments:
11 th December 2023	No changes made to scheme from December 2022
16 th December 2024	Changes to figures on page 5 and the addition of the wording 'including sexual' on page 3 due to a change to the law made by the Worker Protection (Amendment of Equality Act 2010) Act.
28 th November 2025	Changes to school context.

We at Garrett Hall are committed to providing equal opportunities for all through:



1. Introduction

The single public sector equality duty requires schools to:

- Eliminate discrimination, harassment (including sexual) and victimisation.
- Advance equality of opportunity
- Foster good relations

This scheme deals with the schools provisions of the Equality Act 2010 which prohibit schools from discriminating against, harassing (including sexual) or victimising:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils
- Staff

Schools have had obligations not to discriminate against people with a protected characteristic under the Gender Equality Act, the Race Equality Act and the Disability Discrimination Act. This Equalities Scheme harmonises the previous equality legislation and brings together previous documentation and expectation. The overall objective of the School Equality Scheme 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. The principles of this scheme apply to all members of the extended school community – pupils, staff, governors, parents and community members. Partners and contractors are also expected to abide by this. We believe that avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life.

The responsible body for ensuring that Garrett Hall Primary School meets its Equalities Duty is the Governing Body.

This Equalities Scheme shows how we will protect all pupils within our school who are vulnerable because of their protected characteristics, which are:

- age
- gender reassignment
- being married or in a civil partnership
- [being pregnant](#) or on maternity leave
- [disability](#)
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The people covered by the School Equality Scheme are:

- Prospective pupils (in relation to admissions arrangements)
- Pupils at the school (including those absent or temporarily excluded)
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school)
- Staff (in relation to their roles in school)

Garrett Hall recognises that under the Equalities Act it is unlawful to discriminate in the following ways:

- Direct discrimination (including discrimination based on perception or association)
- Indirect discrimination
- Discrimination arising from disability
- Failure to make reasonable adjustments (for disabled people)

We recognise that under the Equalities Act it is unlawful to harass or victimise members of the school community because of their protected characteristics. We recognise that it is lawful to take positive action to ensure that a member of the school community is not discriminated against, harassed or victimised because of a protected characteristic.

We have collected the following information in relation to protected characteristics.

1a) Information about protected characteristics

Information collected from Sims (our school data management system), based on information provided by parents/carers.

Age	3 years to 11 years
Disability (as declared by parents)	23
Gender reassignment	0
Marriage and Civil Partnerships	N/A
Pregnancy and Maternity	N/A
Ethnicity	114 other than white British
Religion or Belief	237 Not including no religion
Gender	Male - 269 Female - 251
Sexual Orientation	0

1b) Information from pupil data and school audit

Number of pupils	520
Free School Meals eligibility [%]	20 pupils = 4%
Special Educational Needs: - SEN Support - with EHCP	62 (incl EHCP) 26
Social Deprivation	34% of pupils are in the lowest 50% of IDACI deciles
No of teachers	23
No of teaching assistants	34
Other Staff	18

2. Main priorities

- Standards
- Diversity within the curriculum
- Curriculum development
- Mental health and wellbeing

How well do pupils within the protected characteristics achieve?

The achievements of pupils with disabilities, including those with Special Needs are analysed and evaluated in the same way as pupils with no special needs or disabilities. Any pupils with protected characteristics perform well at Garrett Hall. This information is reported to the governors in the form of an annual assessment report. On the whole, all pupils attain well at Garrett Hall including those with protected characteristics.

Detailed assessment data is available for:

- Boys/Girls
- Disabilities (inc SEN)
- Race (inc Ethnicities)

This can be obtained from the Headteacher

How well do pupils within the protected characteristics participate?

All pupils participate in activities at Garrett Hall. The participation of pupils with protected characteristics in the wider life of the school is monitored by the subject leaders and the leadership team.

How do we develop the diversity agenda and engage with the wider community?

The School Improvement Plan ensures targets are implemented that cover diversity. We demonstrate and are successful in promoting an approach to inclusion which is part of an overall improvement strategy based on the development of:

- An inclusive ethos
- A broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all pupils

Targets are set for all pupils and opportunities are made available for pupils with disabilities to partake in all school activities. Off-site trips are risk assessed prior to the trip to ensure pupils with disabilities have access.

How do you ensure that staff receive appropriate training on Equalities and Diversity Issues?

Training is planned in line with school priorities. The equality agenda is discussed via staff meetings and briefings.

3. Making it happen

Views of those consulted during the development of the Equalities Scheme

Information is gathered from a range of people associated with the school and is used in school policies, the school development plan, setting priorities and monitoring outcomes. The information is needed to allow the school to plan for the future so that the needs of the community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained. We have also gathered information about recruitment, development and retention of employees.

Our information is gathered using the following methods:

- meetings with members of staff

- questionnaires
- pupil voice
- parents'/carer's evenings
- governing body meetings

4. Admissions

The admissions authorities for maintained schools in England must comply with the schools Admissions Code produced by Department for Education which sets out the law relating to school admissions. Local authorities have an important role in monitoring compliance with the Admissions Code and are required to report annually to the Schools Adjudicator on the fairness and legality of the admissions arrangements for all schools in their area, including those for whom they are the admissions authority. In the Admissions arrangements we do not discriminate against, harass or victimise pupils:

- in deciding who is offered admission as a pupil
- in deciding the terms on which you offer to admit the pupil
- by not admitting the young people with protected characteristics as pupils

At Garrett Hall our admission policy is reviewed by the LA and any changes to this policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

5. Provision of benefits services and facilities.

At Garrett Hall School we do not discriminate against a pupil in the provision of education or access to any benefit, facility or service. The governing body of Garrett Hall School are responsible for ensuring there is no discrimination in relation to education or access to any benefit, facility or service.

Garrett Hall School does not discriminate against, or victimise a pupil:

- in the way we provide education for our pupils
- in the way in which we afford the pupil access to a benefit, facility or service
- by not providing education for the pupils
- by not affording the pupils access to a benefit, facility or service
- by subjecting the pupil to any other detriment

Equally we ensure that our pupils with protected characteristics are not harassed through the provision of benefits, services and facilities.

At Garrett Hall we review all policies covering the provision of benefits, services and facilities which could include (but not exclusively).

- Extra-curricular activities
- Leisure activities
- Sports activities

- School trips
- Computing facilities
- School Uniform
- Work Experience
- Examinations
- Charging
- Behaviour

In Garrett Hall Primary School all benefits, services and facilities policies are reviewed regularly by the governing body and any changes to these policies are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics.

6. Suspension or exclusion from school

Garrett Hall Primary School complies with DFE guidance School suspensions and permanent exclusions <https://www.gov.uk/government/publications/school-exclusion> and will comply any subsequent guidance which sets out the law relating to exclusions.

Garrett Hall understands that the exclusions guidance makes it clear that pupils should only be excluded from school as a last resort and that exclusions should only be made on grounds of a pupil's behaviour.

Garrett Hall Primary School recognises that it has a duty to disabled pupils to make reasonable adjustments to ensure all pupils' needs are met. This will be reviewed on a case by case basis.

At Garrett Hall the Exclusion Policy is reviewed regularly by the governing body and any changes to the policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics. All suspensions and exclusions of pupils with protected characteristics are reported to the Chair of Governors at the time and an analysis of those exclusions is included in the Head Teachers Report to governors termly.

7. Complaints

The governing body of Garrett Hall Primary School has a complaints procedure as required under section 29(1) of the Education Act 2002 to deal with all complaints relating to the school. Garrett Hall School recognises that it is usually in everyone's best interests to attempt to resolve disputes without the need for legal action, should we receive a complaint relating to discrimination because of a protected characteristic the complainant would in the first instance be encouraged to go through the complaints process. In general complaints about specific issues which are not resolved at school level should be made to the following:

<p>Claims about permanent exclusions from schools maintained by LAs, including community schools, voluntary-aided and voluntary-controlled schools and foundation schools and Academies</p> <p>All other claims (including all claims against independent schools) in England</p> <p>First-tier Tribunal (Special Educational Needs and Disability)</p>	<p>Education Appeal Panels / Independent Review Panel at the LA</p>
<p>Admission decisions for schools maintained by LAs, including community schools, voluntary-aided and voluntary controlled schools and foundation schools and Academies</p>	<p>Education Appeal Panels at the LA</p>
<p>All other claims (including all claims against independent schools) in England</p>	<p>First tier Tribunal (Special Educational Needs and Disability)</p>

At Garrett Hall the compliments and Complaints Policy is reviewed by the governing body and any changes to the policy are impact assessed to ensure that changes to the policy do not discriminate, harass or victimise pupils with protected characteristics. All complaints by parents of pupils with protected characteristics or the pupils themselves are reported to the Chair of Governors at the time and an analysis of those complaints is included in the Head Teachers Report to governors termly.

8. Links with the School Improvement Plan

At Garrett Hall the philosophy of the school reflects an understanding of the requirements of the Equalities Legislation. All actions within the School Improvement Plan (SIP) will be impact assessed and to ensure that no action taken through the SIP will discriminate, harass or victimise pupils with protected characteristics.

9. Accessing / reporting and reviewing the Equalities Scheme

This scheme was published in December 2022 and will be reviewed and revised annually.

10. Publishing

The scheme will be published on our school website, available in the school office to read and copies will be available on request at no charge.