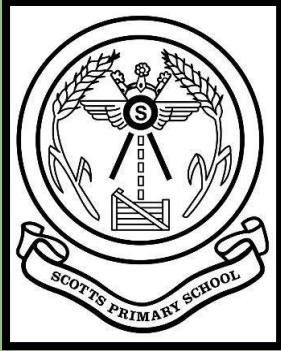




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SCOTTS PRIMARY SCHOOL



| | |
|---------------------------------|-----------------------|
| Name of School | Scotts Primary School |
| Policy review Date | July 2025 |
| Date of next Review | July 2026 |
| Who reviewed this policy? | G. Uppal |
| Date approved by Governing body | September 2025 |
| Headteacher | R. Kinnear |
| Chair of Governors | T. Walker |

Equality Information Policy and Objectives

*Respect
Teamwork & Exploration*

*Resilience
Creativity & Innovation*

*Uniqueness
Fairness & Compassion*

Statement of Intent

At Scotts Primary School we aim to provide equality, equity and excellence for all, in order to promote the highest possible standards.

Our Equality Policy is based on our core values as expressed in our school's vision statement:

“At Scotts, we pride ourselves on being a school which promotes a welcoming atmosphere and creates a sense of belonging amongst the children, staff and parents. Children’s well-being is at the heart of our school, which is visible in all aspects of school life. We maintain an inclusive environment which respects and embraces the diversity of our school community.

We are all determined to create a stimulating, positive and safe learning environment rooted in high expectations. We support and value every child and adult which enables our children to enjoy their learning, achieve their full potential and become independent, successful and lifelong learners.”

Equity

We consider all members of the school community to be of equal value, irrespective of disability, ethnicity, gender, gender identity, pregnancy, religion/beliefs, sexual orientation, age and marital status. However, treating people equally does not necessarily involve treating them all the same. We respect and value differences, and recognise that certain groups in society have historically been disadvantaged because of unlawful discrimination they may have faced due. As such, our policies and practices therefore reflect the diverse range of life-experiences, needs and viewpoints of all stakeholders.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

1. The Legal Framework

1.1. This document meets the requirements under the following legislation:

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

1.2. This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) ‘[The Equality Act 2010 and schools](#)’ and the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

1.3. The Equality Act 2010 provides a single legal framework with three broad duties:



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

1.4. For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'.

1.5. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

1.6. Protected characteristics, under the Act, are as follows (and outlined in Appendix A):

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

1.7. The Act makes it unlawful for the responsible body (governing body and LA) of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.
- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

1.8. The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to "old pupils" communications and activities.

1.9. The school will promote equality of opportunity for all staff and job applicants and will work in line with the local authority guidance when appointing staff and promoting job vacancies in school, to ensure equal opportunity.



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2. Principles and Aims

- 2.1. We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.
- 2.2. Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic.
- 2.3. The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.
- 2.4. The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.
- 2.5. The school will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.
- 2.6. Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.
- 2.7. The school will respond sensitively to those seeking gender reassignment and will provide a supportive environment within the community.
- 2.8. The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.
- 2.9. The school will ensure that all staff comply with the appropriate equality legislation and regulations.
- 2.10. The local authority's admissions arrangements will not discriminate against any protected characteristic in any way.
- 2.11. The school will:
 - Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.
 - Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
 - Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
 - Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees



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regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.

- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

3. Our Approach to Promoting Equality and Eliminating Discrimination

3.1. The overall objective of the school's Equality Policy is to provide a single framework for the school to pursue its equality duties to promote equality of opportunity, and to promote good relations and positive attitudes between people of diverse backgrounds in all its activities. In order to achieve this, it is our aim to eliminate all forms of discrimination and harassment (see Appendix B).

3.2. Through our Equality Policy, we seek to ensure that no pupils, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. Our approach to meeting the three broad equality duties is outlined below:

3.2.1. Eliminating unlawful discrimination, harassment and victimisation, including prejudice and prejudice-based bullying involves:

- Ensuring that policies and procedures relating to discrimination, harassment and victimisation are up-to-date, inclusive of all groups and understood by all members of the community (including the Staff Code of Conduct; Safeguarding and Child Protection Policy; Online Safety and Behaviour Policy).
- Ensuring that equality and diversity issues, with regard to the protected characteristics, are embedded within:
 - the staff training schedule,
 - a broad, balanced and inclusive curriculum; and
 - the school's behaviour policy.
- Dealing promptly and efficiently with any forms of discrimination, harassment and victimisation within the school community, whether on or off the premises, offline or online.



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- Delivery of a curriculum which celebrates equality and diversity and through which the core British values of mutual respect and tolerance are interwoven including, but not exclusively, through PSHE, RSHE, RE and SMSC.

3.2.2. Promoting equity and advancing equality of opportunity involves:

- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
- Encouraging people from protected groups to participate in activities where their participation is disproportionately low.
- The use of quantitative and qualitative data analysis to identify the groups and individuals within the school community that suffer disadvantage.
- Analysis of take-up of a full range of provision in order to identify any gaps in engagement.
- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- The school will consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:
 - Cuts across any religious holidays
 - Is accessible to pupils with disabilities
 - Has equivalent facilities for boys and girls

3.2.3. Fostering good relations involves:

- Tackling prejudice,
- Tackling any potential barriers to active involvement in school life,
- Promoting understanding between people from different groups.

4. Roles and Responsibilities

4.1. The governing board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to:
 - Monitor the publication of equality objectives at least every four years commencing on the date of the last publication.
 - Monitor the updates and publication of information every year to demonstrate school compliance with the PSED.



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- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the local authority's admissions arrangements do not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

4.2. The Headteacher and Leadership team will:

- Implement this policy and its procedures, including consultation where appropriate.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Formulate and publish at least every four years specific and measurable objectives in relation to the protected characteristics. These will also be published on the school's website. <https://www.scotts.havering.sch.uk/equality>
- Monitor and address any reported incidents of harassment or bullying in line with DfE guidance.
- Report on the progress of implementing the provisions of this policy to the governing body.

4.3. All school staff will:

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the Headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

4.4. Pupils will:



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- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to a member of staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

4.5. Parents/Carers at Scotts Primary School are responsible for:

- Ensuring that equality and diversity issues are addressed on the FOSA (Friends of Scotts Association) agenda and Parent Partnership meeting agendas through a shared input with staff on developing policies relating to this area.
- Supporting the aims and values of this policy.
- Adhering to the related guidance as outlined in the Home School Agreement.

4.6. Visitors and contractors to Scotts Primary School are responsible for:

- knowing and following our equality policy

4.7. The school will share this policy, equality objectives and information on its webpage.

5. Equality Objectives 2025 - 2029

5.1. Scotts Primary School is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following objectives:

| | |
|--------------------|--|
| Objective 1 | To promote and monitor a curriculum which is embedded with diversity, equity, inclusion and belonging. |
| Objective 2 | To monitor and analyse pupil attainment and progress for different groups, and act on any trends which require additional focus. |
| Objective 3 | To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, whilst tackling discrimination and prejudice. |
| Objective 4 | To monitor and promote levels of pupil and parental engagement across different areas of school life to ensure equality, representation and fairness in access and engagement. |

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Fairness & Compassion*



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| Objective 5 | To ensure that all members of staff and governors are aware of current legislation surrounding equality, as well as engaging with relevant CPD. |
| Objective 6 | To monitor staff recruitment, retention and promotion procedures to ensure equality of opportunity for all. |

5.2. Progress and specific actions towards these objectives can be found on the Equality Objectives Action Plan. The school will regularly review the steps being taken and the progress made towards the achievement of these objectives and, in line with the specific duties of the PSED, publish this information on the school website every year.

5.3. The school will update and publish its equality objectives at least every four years. Actions in relation to objectives will be reviewed annually.

6. Collecting and Using Information

6.1. In accordance with the requirements outlined in the Data Protection Act 2018, personal data will be lawfully collected and processed in line with the principles and practices outlined in the data protection guidance and only for specified, explicit and legitimate purposes, e.g. to comply with the school's legal obligations.

6.2. The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

6.3. The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)



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- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

6.4. The school will use the information they obtain to analyse any gaps present in their equality documentation.

7. Publishing Information

- 7.1. The school will publish information to demonstrate its compliance with the Act.
- 7.2. The school will update its equality objectives at least every four years and publish on the school website.
- 7.3. The school will publish information on the school website every year which will show the progress made towards the achievement of the equality objectives.

8. Promoting Equality

- 8.1. In order to meet our objectives, the school will identify actions linked to all objectives on an action plan which will be published on the school website.
- 8.2. The school will consult with stakeholders on its equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.
- 8.3. Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly.
- 8.4. Training will be given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

9. Addressing Prejudice-related Incidents

- 9.1. The school is opposed to all forms of prejudice.
- 9.2. The school will ensure that pupils and staff are aware of the impact of prejudice.
- 9.3. The school will address any incidents immediately and, where appropriate, report them to the LA.

10. Complaints Procedures

- 10.1. The school aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure.
- 10.2. Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides.
- 10.3. The school will adhere to the Complaints Policy to ensure a straightforward, impartial, non-adversarial process, that allows a full and fair investigation, respects confidentiality and delivers an effective response and appropriate redress.



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- 10.4. If a complaint has completed the school's process and the complainant remains dissatisfied, they have the right to appeal, as outlined in the Policy.
- 10.5. The school works to develop good professional relationships between colleagues; however, we understand that sometimes conflicts may arise. Through maintaining open communication, we want our employees to feel able to raise any grievances so that appropriate and effective solutions can be put in place. Grievances raised by staff members will be processed in accordance with the school's internal grievance procedures.

11. Curriculum

- 11.1. All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.
- 11.2. When planning the curriculum, the school will take every opportunity to promote and advance equality.
- 11.3. When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.
- 11.4. The school will develop an appropriate curriculum for all pupils in all vulnerable groups.
- 11.5. The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

12. Monitoring and Review

- 12.1. A member of the SLT will review this policy annually, to ensure that all procedures are up-to-date.
- 12.2. The policy will be monitored and evaluated by the headteacher, SLT and governing board in the following ways:
- Individual attainment data
 - Equal opportunities recruitment data
 - Equality impact assessments
 - Ofsted inspection judgements on equality and diversity
 - Incident records related to harassment and bullying
- 12.3. Any changes made to this policy will be communicated to all members of staff.



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Appendix A: Protected Characteristics

The protected characteristics that relate to schools are:

- disability
- gender reassignment
- marriage and civil partnership (with regard to schools as employers)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Disability

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met.
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia.

Sex

A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to either boys or girls.

Race

Race means a person's:

- colour, and/or
- nationality (including citizenship), and/or
- ethnic or national origin

and a racial group is composed of people who have or share a colour, nationality or ethnic or national origins.

A person has the protected characteristic of race if they belong to a particular racial group, such as 'British people'. Racial groups can comprise two or more racial groups such as 'British Asians'.



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Religion or belief

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs.

Belief means any religious or philosophical belief and includes a lack of belief.

‘Religious belief’ goes beyond beliefs about and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

Sexual orientation

Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

- Some people are only attracted to those of the same sex (lesbian women and gay men).
- Some people are attracted to people of both sexes (bisexual people).
- Some people are only attracted to the opposite sex (heterosexual people).

Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation.

Gender reassignment

Gender reassignment is 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.

This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- make their intention known to someone - it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
 - once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on
 - they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person



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- undergo treatment related to gender reassignment, such as surgery or hormone therapy or have received gender recognition under the Gender Recognition Act 2004

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

Pregnancy and maternity

The Act lists pregnancy and maternity as a protected characteristic. Pregnancy and maternity discrimination is covered in Appendix B.

Appendix B: What is Unlawful Behaviour?

Direct discrimination

Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic.

Discrimination based on association

Direct discrimination also occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic (other than pregnancy and maternity).

This might occur when you treat a pupil less favourably because their sibling, parent, carer or friend has a protected characteristic.

Discrimination based on perception

Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic.

Discrimination because of pregnancy and maternity

It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct **sex discrimination** to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

Indirect discrimination

Indirect discrimination occurs when you apply a provision, criterion or practice in the same way for all pupils or a particular pupil group, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage.

Discrimination arising from disability

Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment.

Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability.



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Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else.

Harassment

There are three types of harassment which are unlawful under the Equality Act:

- Harassment related to a relevant protected characteristic
- Sexual harassment
- Less favourable treatment of a pupil because they submit to or reject sexual harassment or harassment related to sex.

The relevant protected characteristics for the schools' provisions are:

- Disability
- Race
- Sex

Harassment related to a protected characteristic

Harassment occurs when a pupil is subject to unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- violating a pupil's dignity or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for the pupil

The word 'unwanted' means 'unwelcome' or 'uninvited'. It is not necessary for the pupil to say that they object to the behaviour for it to be unwanted.

In this context 'related to' has a broad meaning and includes situations where the pupil who is on the receiving end of the unwanted behaviour does not have the protected characteristic himself or herself, provided there is a connection between the behaviour and a protected characteristic. This would also include situations where the pupil is associated with someone who has a protected characteristic, or is wrongly perceived as having a particular protected characteristic.

Sexual harassment

Sexual harassment occurs when a pupil is subject to unwanted behaviour which is of a sexual nature and which has the purpose or effect of:

- violating a pupil's dignity or
- creating an intimidating, hostile, degrading, humiliating, offensive or sexualised environment for the pupil

'Of a sexual nature' can cover verbal, non-verbal or physical conduct including unwelcome sexual advances, inappropriate touching, forms of sexual assault, sexual jokes, displaying pornographic photographs or drawings, or sending emails with material of a sexual nature.

It is unlawful to treat a pupil less favourably because they either submit to, or reject, sexual harassment or harassment related to their sex.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. For a full definition of child-on-child sexual harassment, see the Safeguarding and Child Protection Policy and Part Five of Keeping Children Safe in Education 2022.

Victimisation



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Victimisation is defined in the Act as treating someone badly because they have done a 'protected act' (or because the school believes that a person has done or is going to do a protected act).

There are additional victimisation provisions for schools which extend the protection to pupils who are victimised because their parent or sibling has carried out a protected act.

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act)
- Helping someone else to make a claim by giving evidence or information
- Making an allegation that the school or someone else has breached the Act
- Doing anything else in connection with the Act
-

Appendix C: Further Reading and Support

The Equality Act 2010 and Schools

[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)

Equality and Human Rights Commission: The Essential Guide to the Public Sector Equality Duty

https://www.equalityhumanrights.com/sites/default/files/psed_essential_guide_-_guidance_for_english_public_bodies.pdf

Equality and Human Rights Commission: What equality law means for you as an education provider: schools, March 2014

https://www.equalityhumanrights.com/sites/default/files/what_equality_law_means_for_you_as_an_education_provider_further_and_higher_education.pdf

DfE: Preventing and Tackling Bullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Keeping Children Safe in Education

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

Ofsted Review of Sexual Abuse in Schools and Colleges

<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges>

DfE: Relationship Education and Relationship and Sex Education

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

DfE: Behaviour in schools

[Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/behaviour-in-schools)

UKCIS: Tackling race and faith targeted bullying face to face and online

<https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guide-for-schools>

Gov.uk: Equality Act 2010: advice for schools

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Promoting fundamental British values as part of SMSC in schools

[Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-sm-sc)