



# **Hamsey Green Primary School & Acorns Nursery**

## **Equality and Accessibility Policy**

**Reviewer: Nikki Mace Head Teacher**

**Date reviewed: Summer 2023**

**Review Date: Summer 2024**

# **Equality Policy**

## **Rationale**

Hamsey Green Primary School and Acorns Nursery want to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn. We have a positive approach to ensuring equality of education and opportunity for all our school community is a fundamental right. We are committed to developing the potential of all people associated with the school.

Hamsey Green and Acorns Nursery are committed to ensuring that individual diversity is valued and that rights and beliefs are celebrated, protected, respected and tolerated through inclusive teaching. In order to guarantee that this occurs, we must make it an integral part of our thoughts, words and actions. This policy is intended to have a direct and positive impact on the ethos of the school.

## **Legal Duties**

At Hamsey Green Primary School and Acorns Nursery, we welcome our duties under the [Equality Act 2010](#). The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

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. In developing our policy, we have therefore also taken them into consideration.

To meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish Equality Information - to demonstrate compliance with the general duty across its functions **(We will not publish any information that can specifically identify any individual)**
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

To do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents
- Curriculum
- Complaints/compliments

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any group, we will include work in this area.

In endeavouring to fulfil our legal duties, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities' practice, including staff recruitment, retention, and development
- Aim to identify, reduce, and remove existing inequalities and barriers
- Consult and involve widely
- Regularly review our progress

## Attainment

### Why?

Hamsey Green Primary School prides itself on its inclusive culture and very good attendance record. Post-covid, we want to get back to and maintain the consistently high levels of attendance previously experienced, across all sectors of the school population. Doing so will promote inclusion, equality of opportunity to progress, and equality of opportunity to engage in the full curriculum and extra-curricular activities.

Outcome: Whole school attendance again reaches the school target of 96% (current level 93%). Greater consistency across all pupils.

### Objective 2: Attainment

Why? Hamsey Green Primary School is committed to making sure every pupil experiences a good education every day. We have made good progress in this and in closing the gap between disadvantaged pupils and non-disadvantaged pupils, but believe we can go further and are committed to doing so in all areas of the curriculum, focusing first on reading, writing and maths.

Outcome: The majority of our pupils will achieve ARE in reading by the end of Key Stage 2. The majority of our pupils will make good progress in maths and writing across the school.

Does that help/make sense? I think if you could approach the why like that across the board it would help.

Eg on objective 3 - Still worth saying the schools SEND profile is changing - but is it worth setting that in the context of a national trend and in the context of the school's commitment to identifying needs early and getting the support in place which enables each child to thrive.

Oh 4, I would start through the lens of the school's commitment and values (Eg inclusive culture, respect and kindness), rather than suggesting there is an emerging issue. Then I would set the context of the outcome in terms of culture (perhaps pupil voice and parent feedback helpful here?), and then say reduction of incidents/quick resolution of incidents is your other proxy measure?

## **Our Core Values and Aims**

Our core values at Hamsey Green Primary and Acorns Nursery are too:

- To provide a happy, secure, welcoming and stimulating environment where every child is equally valued.
- To work as a team to plan a challenging, broad-based and well-structured education, encompassing all curriculum aspects of the Foundation Stage and Key Stages One and Two.
- To value and encourage the support of parents and carers, thereby creating a positive partnership between school and home, enabling children to give of their best.
- To develop an exciting and motivating approach to learning that encourages the development of personal responsibility which enables every child to succeed.
- To develop and foster children's moral and social values, alongside a sense of self-worth.
- To promote and encourage healthy lifestyles for all members of our school community.
- To ensure that staff and governors keep abreast of educational developments and continue to implement new initiatives that will enhance the education of our children.
- To support and celebrate the professional development and achievements of staff and governors.

We also,

- recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain.
- work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will mainly do this through the delivery of our statutory RSE / PSHE Curriculum.
- utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils.
- regularly audit our resources, displays, lesson content, and assessment processes to ensure that they meet the needs of all groups.
- scrutinise outcomes across a range of measures, analyse the results and address any identified areas of concern.
- through on going CPD, aim to promote a culture of respect and equality for all by recognising and celebrating diversity as we create a school community that prepares our students for a life in a diverse society.

Our aims and objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any group, we will include work in this area.

- We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will, therefore, ensure that our curriculum helps to prepare pupils for life in modern Britain.
- We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will mainly do this through the delivery of our statutory RSE / PSHE Curriculum.
- We will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils. We celebrate the cultural diversity of our community and show respect for all minority groups. Materials that celebrate and show different cultures and national origins will be used in all subjects, wherever possible.
- We will regularly audit our resources, displays, lesson content, and assessment processes to ensure that they meet the needs of all groups.
- We will scrutinise outcomes across a range of measures, analyse the results and address any identified areas of concern.
- We aim to embrace the diversity of the community we serve such as by celebrating all groups represented within it. We will eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between all people in the school community and beyond.

- We seek to ensure that no pupils, staff, parents, carers, governors or any other person who has contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice whenever it occurs.
- We promote the principles of fairness and justice for all through the education that we provide in our school and nursery.

In endeavouring to fulfil our legal duties, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities' practice, including staff recruitment, retention, and development
- Aim to identify, reduce, and remove existing inequalities and barriers
- Consult and involve widely
- Regularly review our progress

This policy applies to all students, staff, parent helpers, visitors or contractors to Hamsey Green Primary School and Acorns Nursery. It covers all aspects of school life including student admissions, teaching and learning, behaviour management, staff recruitment and career development, parental involvement and the role of the Local Governing Body Committee. All members of the school community must be free from any form of discrimination or harassment.

## **Overview of Hamsey Green Primary & Acorns Nursery Demographics**

Our students and staff come from a range of socio-economic backgrounds.

Approximately 13% of students are on the Special Educational Needs register. Whilst the school is a cohesive community, we recognise the need to actively promote relationships between the various sections of society represented.

The school is adapted to accommodate pupils with additional physical needs; all areas of the school and nursery are accessible for wheelchair use, which is reviewed regularly, continuing year on year to improve access needs.

In Hamsey Green Primary School there are a relatively small numbers within the school community who have English as a foreign language, currently at 9.0 %.

The community, in which we are situated, is predominately white British.

Specific reference to groups covered within the equality Act 2012:

**Race:**

Recognising the small level of ethnic diversity within the local community it is an aim of the school to reflect the cultural diversity of the wider community to promote awareness and understanding.

- It is the right of all students to receive the best education the school can provide, with access to all educational activities organised by the School. We do not tolerate any form of behaviour that discriminates on the basis of race, colour and culture. All incidents of a racially motivated nature will be thoroughly investigated and appropriate sanctions applied. All incidents will be recorded through the conduct log. A central log of racially motivated incidents will be maintained by the Headteacher. Support, respect, sympathy and understanding are shown to the victim. Following investigation and in appropriate circumstances, parents are informed by the senior member of staff if their child is either a perpetrator or victim.
- Where there are reported incidents of this nature appropriate sanctions and support are applied.

**Religion or belief:**

- It is the right of students, staff, parents, governors and visiting community members to not be treated differently on grounds of their religion or belief.
- Students are encouraged through a comprehensive Religious Education programme to explore a range of religions and to encourage tolerance and acceptance of others who have differing religions or beliefs.

**Pregnancy & Maternity:**

- Protection for students from discrimination or less favourable treatment because of pregnancy is new under the Equality Act 2010. Hamsey Green Primary School will ensure if the situation arises within the school that students are given support and the school ensures quality provision is made in this instance.

**Sexual Orientation:**

- Hamsey Green Primary School operates a Citizenship and PSHE curriculum which supports pupils to address relationships in all forms.
- Staff are trained in addressing issues around homophobic bullying and given the skills to deal with it if it occurs within the classroom or around the school grounds.
- The incident reporting system now incorporates a specific tick box for homophobic bullying and all incidents of this nature are taken seriously and dealt with by the senior staff. The leadership team is able to identify through this system if homophobic bullying is on the rise and react accordingly.
- The school ensures that all gay, lesbian, transgender or bi-sexual students, or the children of gay, lesbian or bi-sexual parents, or transgender are not singled out for different or less favourable treatment from that given to other students.

**Sex/Gender:**

- As a fully inclusive mixed gender school, we ensure that students of one sex are not singled out for different or less favourable treatment given to other students.
- The school operates a curriculum that allows all students to access lessons and every effort is made to combat gender stereotypes with regard to curriculum choices and career opportunities.

#### Disability:

*The Act defines disability as when a person has a 'physical or mental impairment which has substantial and long term adverse effect on that person's ability to carry out normal day to day activities'. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect.*

*The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.*

- The school does not treat a disabled student less favourably simply because that student is disabled.
- The school will provide an auxiliary aid or service for a disabled student when it is reasonable to do so and if the aid would alleviate substantial disadvantage that the student faces compared to non-disabled students.
- At Hamsey Green Primary School we will ensure that disabled students can play as full a part as possible in school life and will make the reasonable adjustments to support this.
- The school is committed to the equality of opportunity between disabled and able bodied people.
- We will eliminate discrimination that is unlawful as well as any harassment of disabled people that is related to their disability.

For additional information relating to DDA under the Equality Act 2010, please see:

Schools Accessibility Plan

Special Educational Needs Policy

Behaviour and Anti-bullying Policy

Spiritual, Moral, Social and Cultural Awareness Policy

Behaviour for Learning policy

Equality Information and the Equality Duty (PSED)

## Roles and Responsibilities

We believe that promoting Equality is the whole community responsibility.

School Community	Responsibility
<b>Responsibility for overseeing equality practices in the school lies with The Head Teacher and The Chair of Governors.</b>	<ul style="list-style-type: none"><li>• Co-ordinating and monitoring work on equality issues</li><li>• Dealing with and monitoring reports of harassment (including racist and homophobic incidents)</li><li>• Monitoring the progress and attainment of potentially vulnerable groups of students (e.g. Children and young people in care, children from minority ethnic/language or Traveller communities, disabled pupils etc.)</li><li>• Monitoring exclusions</li></ul>



Local Governing Body Committee	<ul style="list-style-type: none"> <li>• Involve and engage the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.</li> <li>• Monitor progress towards achieving equality objectives.</li> <li>• Publish data and publish equality objectives.</li> <li>• Ensure that staff have access to appropriate training and resources.</li> </ul>
Head Teacher	<p>As above including:</p> <ul style="list-style-type: none"> <li>• Promote key messages to staff, parents, and pupils about equality and what is expected of them and can be expected from the school in carrying out its day-to-day duties.</li> <li>• Ensure that all in the school community receive adequate training to meet the need of delivering equality, including pupil awareness.</li> <li>• Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.</li> </ul>
Senior Leadership Team	<ul style="list-style-type: none"> <li>• To support the Head Teacher as above</li> <li>• Ensure fair treatment and access to services and opportunities.</li> <li>• Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice-related incidents.</li> </ul>
Teaching Staff	<ul style="list-style-type: none"> <li>• Ensure all children are treated equally and with respect.</li> <li>• Design and deliver an inclusive curriculum.</li> <li>• Help in delivering the right outcomes for pupils.</li> <li>• Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</li> <li>• Record, report and respond appropriately to prejudice-related incidents.</li> </ul>
Non -Teaching Staff	<ul style="list-style-type: none"> <li>• Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</li> <li>• Uphold the commitment made by the Head Teacher/Principal on how pupils and parents/carers can be expected to be treated.</li> <li>• Support colleagues within the school community.</li> <li>• Record, report and respond appropriately to prejudice-related incidents.</li> </ul>
Parents/Carers	<ul style="list-style-type: none"> <li>• Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.</li> <li>• Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</li> <li>• Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</li> <li>• Works collaboratively with the school community so a strong and consistent message is delivered about appropriate behaviour</li> </ul>
Pupils	<ul style="list-style-type: none"> <li>• Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</li> <li>• Report prejudice-based incidents to a trusted adult.</li> </ul>

	<ul style="list-style-type: none"> <li>Follow the school rules, developing school/class rules which promote community cohesion and respect and uphold the school values</li> </ul>
Local Community	<ul style="list-style-type: none"> <li>Take an active part in identifying barriers for the school community.</li> </ul>
School Community	<ul style="list-style-type: none"> <li>Treat all members of the school community with respect</li> <li>Constantly recognise the contributions made by every child within the school</li> <li>Modelling good practice, ensuring all incidents of a discriminatory nature are immediately challenged and recorded through the appropriate channels and being able to recognise and tackle bias and stereotyping</li> <li>Log all racist/prejudice incidents in accordance with the statutory guidance</li> <li>Keep up to date with the law on discrimination and taking training and learning opportunities</li> </ul>

## Preventing and Addressing Prejudice Related Incidents

We define prejudice-based incidents/bullying in the following way:

**Prejudice-related incidents/bullying** – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carers, sibling, or friend who is, or because they have a learning or physical disability. It may include misogyny or misandry and be sexist in nature. Such language and behaviour are generally used to refer to something or someone as inferior.

At Hamsey Green Primary School and Acorns Nursery, we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. The school and nursery are opposed to all forms of prejudice, and we recognise that children and young people who experience any form of prejudice-related discrimination may fair less well in the education system. We recognise that prejudice-based bullying is a form of child-on-child abuse and is therefore a safeguarding concern, as outlined in [Keeping Children Safe in Education 2022](#). We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse. We are committed to working with families and outside agencies to proactively prevent incidents and to create an environment in which all members of our school community feel welcomed, accepted, and safe. We believe every member of our community should be treated with respect and should not be subjected to prejudice or discrimination in any form. This includes staff, parents/carers, governors/trustees, and visitors to our school.

We provide both our pupils and staff with an awareness of the impact of prejudice to prevent any incidents. We will endeavour to proactively tackle all forms of prejudice by ensuring our curriculum is representative of all sections of society and the contributions made by people with different characteristics are consciously embedded across all subjects. In doing so, we will challenge stereotypes and work towards inclusivity and identity-safe classrooms where everyone feels validated, accepted, safe and a sense of belonging.

If incidents still occur, we will address them immediately ensuring that appropriate levels of support are provided to those affected; that we thoroughly investigate all reports/allegations; and that we will apply appropriate sanctions and address offending behaviours through a programme of education. All

adults in our school community are expected to comply with the school's Code of Conduct. Any allegations made against staff will be investigated in line with our policies and procedures relating to staff conduct and behaviour. Any staff member/parent/carer, governor/trustee or visitor to the school, who is subjected to prejudice-based abuse can also expect to have their complaint thoroughly investigated and will be supported in accordance with their wishes.

We review our practice following each incident including what more we might do to prevent further incidents. We recognise that we must not become complacent and will regularly evaluate satisfaction levels in respect of how we have responded to any reports or concerns raised.

## **Pupils, Including Bystanders/Witnesses**

We talk about trusted adults regularly in school to remind our pupils of who they can report concerns to. The definitions of **victim**, **perpetrator** and **bystander** are clarified to all pupils regularly to develop a shared understanding.

- We emphasise the importance of all pupils (whether a victim or a bystander) reporting concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or nonteaching staff, including a class teacher, a teaching assistant, the head teacher, a lunchtime meal supervisor, or a member of the office or premises teams.
- The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported.
- The member of staff will make a formal record of the bullying report on the school's recording system (CPOMs or Abor) and other relevant members of SLT will be alerted.
- The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.
- Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally. We, therefore, have additional reporting mechanisms in place. Our school has a worry boxes in each classroom where the pupil can put their name/a brief note about their concerns (either written or drawn). These worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly. The class teacher will check the box at the end of each day and take any necessary action. We encourage them to speak out and work closely with parents/carers if this is disclosed to them.

## **Parents/Carers**

We understand that it can be very difficult for a parent/carer to hear that their child has been the target of bullying, has experienced bullying related behaviour or is an alleged perpetrator of bullying.

**We ask that parents/carers report their concerns directly to the school rather than discussing them with other members of the school community, either in person or online.**

The following steps will be taken to investigate:

- Initially, we ask parents/carers to contact their child's class teacher (in person/via telephone call/via Class Dojo) to explain their concerns.
- The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss these in detail.
- The school's Anti-Bullying Co-ordinator and/or Designated Safeguarding Lead/SLT will be informed if the allegation is deemed urgent or if a pupil is considered at risk.
- Following an allegation, the class teacher will make a formal record of this on the school's recording system (CPOMs/Arbor).
- An investigation into the allegation will be carried out and appropriate follow-up actions identified and taken.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

## School Staff

Our staff work closely with our pupils and, therefore, may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told, following the procedures outlined above in the 'Parents/Carers' section.

## Complaints

If a parent/carer is not satisfied with our school's actions, we ask that they follow our Trust/School's complaint policy and procedures. This is available online from our school website, and by request from the school office.

This policy is available by clicking XXXX

## Links with other policies

Policy	How it may link
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Behaviour for Learning Policy	Includes details about the school's behaviour system including potential sanctions for pupils

Anti-Bullying Policy	Includes information about bullying behaviours and vulnerable groups
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Child-on-Child Abuse Policy	Includes links to bullying (Part of the Safeguarding Policy)
RSHE / PSHE Policy	Includes information about our school's RSHE programme and how we teach about healthy relationships, friendships, diversity and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

## Monitoring and Review

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

As a minimum, we will review our objectives in relation to any changes in our school profile at least every three years. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

The schools Equality Policy is supported by our Accessibility Plan.

### Useful Links:

- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Convention on the Rights of the Child \(CRC\) | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)
- [UN Convention on the Rights of Persons with Disabilities \(CRPD\) | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)
- [The Human Rights Act | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)
- <https://www.surreycc.gov.uk/council-and-democracy/finance-and-performance/equality-and-diversity/discrimination-and-unfair-practice>

The policy will be reviewed yearly in ensuring it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment should be considered for future planning and decision making.

The governing body will receive annual reports for review, this will include reference to the school population, key initiatives and progress against targets and future plans.

## Definitions

**Discrimination** is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

**Direct Discrimination** occurs when someone is treated less favourably than others because of a protected characteristic.

**Discrimination by Association** occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.

**Direct Discrimination by Perception** occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

**Indirect discrimination** can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

**Victimisation** occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

**Harassment** is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

**Prejudice** can be conscious or unconscious and involves stereotypes, prejudgements, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.

To be reviewed Summer 2024