Sandylands Community Primary School

Equality Policy

September 2026

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Linked Policies

- Safeguarding and Child Protection
- PSHE and RSE Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- SEND Policy
- Attendance Policy
- Whistleblowing Policy

Sandylands Policy Statement on Equality and Community Cohesion

Sandylands is committed to ensuring equality of education and opportunity for all pupils, staff and those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people are able to participate fully in school life. At Sandylands we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Our school is committed to equality both as an employer and a service provider.

1) We ensure that everyone is treated fairly and with respect. We promote tolerance of and respect for, people of all faiths (or those with no faith), cultures and life-style; and support and help to prepare our children positively for life as a global citizen in modern Britain.
2) We want to make sure our school is a safe, secure and stimulating environment for everyone.
3) We recognise that people have different needs and we understand that treating people the equally does not always involve treating them exactly the same.
4) We recognise that for some pupils, extra support is needed to help them achieve and be successful.
5) We try to make sure that people from different groups are consulted and involved in our decisions, for example by talking to our pupils, parents/carers and through our school parliament.
6) We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of age; any disability they may have; their ethnicity, colour or nationality; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We welcome the emphasis on the importance of narrowing gaps in achievement which affect amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals.
- pupils who are disabled or who are in the process of being diagnosed as disabled
- pupils who have special educational needs
- boys in certain subjects and girls in certain other subjects
- vulnerable pupils, where home circumstances are known or believed to be unsettled in some way, causing some level of concern.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations between people who share a protected characteristic and people who do not share it.

Roles of staff:

Head Teacher	Penny Lupton
SEND Co-ordinator and Pastoral Lead	Liz Wildon
Phase Leaders	EYFS – Jen Conroy Phase 1 – Gavin Goulds Phase 2 – Angela Cokell
Inclusion Mentors	Rachel Whitehead Nicola Miller Lee Roberts Tom Woods
Health and Safety Lead	Geraldine Dixon

Statement of Principles

This policy outlines the commitment of the staff, pupils and governors of Sandylands School to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At Sandylands School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

Key features of our school

Sandylands prides itself on being an inclusive school. Sandylands is situated on two sites. Years 1-6 are situated in the buildings in Hampton Road and the Early Years Foundation Stage classes are situated in buildings on Balmoral Road. Sandylands has 16 classes and two nurseries – Seahorses (2 years old) and Pre-school (3 years old). Most Nursery aged children attend 3-hour sessions in either the morning or the afternoon, although some children qualify for 30 hours of nursery provision and so attend all day.

- The school has a largely white British population (84%).

- 16.3% of children speak English as a foreign language, with 5.4% of these speaking Polish at home. The other 10.9% is spread over 14 other languages.
- Most members of staff speak English as their first language. Two members of staff speak Polish as their first language and another speaks Spanish.
- Across the school there is a fairly even split of boys than girls (49.2% boys and 50.8% girls).
- The percentage of children eligible for FSM6 is greater than the national average at 50.14%.
- The percentage of children identified as having SEN is higher than average with 33.18% receiving SEN Support and 5.37% having an Education, Health and Care Plan.
- Currently 7.4% of the school population are classed as Looked After or Post Looked After children.
- 21.9% of the school population is currently under the care of the ADHD or Autism pathways with 6.1% with a confirmed diagnosis.

The school is committed to ensuring the requirements of the Disability Equality Act are implemented across school. To facilitate access for pupils or parents/careers with disabilities the school is now fully accessibly on both sites. Ramps are provided for access to Reception and the main school building. The edges of steps are marked with yellow lines and railings are identified with yellow stripes. There is an accessible toilet on both sites. Windows in main school have been replaced with anti-glare glass and blinds have been fitted where required. Acoustic assessments have been carried out across school. Ceilings have been lowered in some classes and a hearing induction loop is fitted in the hall.

Resources and specialist equipment are used where needed and due consideration made for pupils whose disability may demand more time for completion of tasks. Advice from outside agencies and specialists will be sought as necessary and implemented. Members of staff are made aware of any special or modified provision put in place for a pupil.

Ethos and Atmosphere

At Sandylands School, the leadership of the school community will and does demonstrate mutual respect between all members of the school community. The school operates an open-door policy which welcomes everyone to the school.

All within the school community will and do challenge any type of discriminatory and/or bullying behaviour, e.g., through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. All pupils are encouraged to greet visitors to the school with friendliness and respect. Sandylands provides a Values-based education that promotes tolerance, equality and respect at its core.

The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored. Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

OFSTED Jan 2023
'Leaders create a positive culture where pupils thrive.
Pupils feel cared for. They are proud of their school. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well across a range of subjects, reflecting leaders' carefully considered aspirations. Pupils are polite and well mannered. Staff have high expectations for pupils' behaviour. They place a strong emphasis on respect. Pupils are fully aware of rules, rewards and sanctions. Pupils feel safe and share warm relationships with staff. They understand that adults will support them if they are anxious or worried.'

Policy Development and Administration

This policy applies to the whole school community. It was drawn up as a result of the outcomes of discussion with staff, parents through the parent forum and pupils through the pupil parliament. Discriminatory behaviour makes people feel uncomfortable in themselves. It is important to note that it is not the victim alone who might judge an action or remark to be discriminatory. If witnesses believe, with good cause, that a discriminatory action or remark has occurred, they have equal right to report the incident as they should not have to work or learn in an environment where discrimination is not tackled.

Where pupils break the school Positive Behaviour Policy, they will be subject to the schools' disciplinary procedures, the extent of the sanctions will depend on the severity and persistence of the discriminatory behaviour. Parents are likely to be informed and invited to school to discuss the incident.

Legally, staff have a right to protection from discrimination, harassment, prejudice, stereotyping or discriminatory remarks at work and the school's disciplinary procedure will come into operation. Persistent discriminatory behaviour towards a member of staff will be dealt with as gross misconduct.

Where parents or visitors to school are perpetrators, they will be asked to stop the discriminatory behaviour immediately, the school's policy will be explained and subsequent action taken to cease the inequality.

Monitoring and Review

Sandylands is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those we serve and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. This ethos is reflected in the information which is given to prospective parents/carers in the School Brochure.

We collect and analyse a range of equality information for our pupils/students:

- Parent and pupil questionnaires
- Self-Evaluation
- SIMs reports and data
- LSIP and nationally published data

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. The governing body receives regular updates on pupil performance information through the Headteacher's termly report and subject reports to the Standards and Effectiveness committee.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disability discrimination, sexism, homophobia and all forms of bullying
- Parental involvement

- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Sandylands School is committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors including information from the work force census and the make-up of the governing body to ensure all sections of the local community are represented.

All members of staff and governors are reminded of their responsibility to maintain confidentiality about all aspects of information from school and also their responsibility towards safeguarding all children.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Head Teacher.

Their role is:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, to reach the highest level of personal achievement and to promote our commitment to lifelong learning.

To do this, teaching and learning will:

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupil's advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity
- All subject leaders', where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils

- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- Place a high priority on the provision for special educational needs and disability.
- Will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work
- Provide an environment in which all pupils have equal access to all facilities and resources
- Encourage all pupils to be actively involved in their own learning
- Use a range of teaching methods throughout the school to ensure that effective learning takes place at all stages for all pupils
- Give consideration to the physical learning environment – both internal and external, including displays and signage

Curriculum

At Sandylands School, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles.
- All pupils have access to learning which recognises attainment and achievement and promotes progression.

Resources and Materials

The provision of good quality resources and materials within Sandylands School is a high priority. Consideration is given to how new resources and materials promote and reflect diversity and equality. We currently use the Jigsaw PSHE/RSE scheme of work which has been updated in line with latest PSHE/RSE guidance.

These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community
- Be inclusive PSHE/RSE curriculum

Language

We recognise that it is important at Sandylands School that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age. We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g., whole school trips, extra-curricular activities) by providing staff with written guidelines drawn from this policy.

We try to ensure that all non-staff members who have contact with children adhere to these guidelines through a thorough induction process.

Provision for Bi-lingual Pupils

At Sandylands School we undertake to make appropriate provision for all EAL /bi-lingual children to ensure access to the whole curriculum.

These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators are also victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff

- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality and good practice through the recruitment and selection process. Every recruitment panel contains at least one member of staff who has completed the safer recruitment training programme. Equalities policies and practices are covered in all staff inductions. All temporary staff are made aware of policies and practices. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Note:
Under the Equality Act 2010, in very limited circumstances, an employer can specify that a job will qualify for a genuine occupational requirement on the grounds of gender. However, only in very few instances would this be permissible. For example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- The school regularly consults with parents and invites parents into school for curriculum events.
- As part of the schools' commitment to equality and diversity, the parent forum contributes to ensuring equality of access and opportunity for all members of the school community.
- Members of the local community are encouraged to join in school activities.

Roles and Responsibilities

Promoting equality and challenging discrimination is a collective responsibility that cannot be left to a small number of concerned staff. Challenging discriminatory remarks, discrimination or harassment needs to be embedded in the school ethos. This will benefit everyone but especially for all pupils growing up to take their place in a diverse society.

Specific roles are assigned as follows:

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.
- The headteacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy.
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
- All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the school adhere to our commitment to equality.

Commissioning and Procurement

Sandylands School will aim to ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

Measuring the impact of the policy

This policy will be regularly evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Publishing the Policy and Plan

Parents / Carers will be informed when the policy is updated through the school newsletter. The policy will be published on the school website and is available from the school office as a paper copy if requested.

If you are an individual who needs to access information in a different format e.g Braille, Large Print, audio or any other medium please let us know.

Appendix 1
Accessibility Plan

At Sandylands Community Primary School we are committed to making our school accessible for all pupils, staff, and visitors.

AIMS

Our aims are as follows:

- To open up the school to the community as a whole.
- To welcome the inclusion, of all pupils with special educational needs into our school.
- All pupils are accepted in their own right in all aspects of school life, i.e., the curriculum, the school environment, and its social life.
- Creation of a welcoming environment, in which individuals are able to learn and to teach effectively.
- Access by school staff to a range of training and professional development courses, which will enhance their skills in working with a wide range of pupil needs.
- All pupils have access to pastoral care systems, which are multi-agency and holistic in approach.

CURRICULUM

- All aspects of the curriculum are designed to allow the teacher and pupil to respond positively to each other.
- The curriculum and homework are adapted to meet the needs of all pupils.
- The curriculum gives prominence to high expectations and quality for all pupils.
- Flexible groupings of children are used to support individuals.
- Specialised equipment is available for those who may require it.
- School visits and after school clubs are made accessible to all pupils irrespective of attainment or special needs.

PHYSICAL BARRIERS

- All pupils have access to the different areas within school without experiencing barriers caused by steps, doorways, stairs and toilet facilities.
- The areas within and outside the school are appropriate sizes to allow easy access for all pupils.
- Pathways of travel around the school site are safe and the routes are easy to follow and are well signed.
- Emergency and evacuation systems are set up to cater for all pupils and alarms include visual and auditory components.
- Signage and non-visual guides do not confuse pupils who may have visual impairment or other difficulties.
- All areas of the school are well lit.
- Background noise is reduced to a minimum, particularly in areas used by pupils with hearing impairments.
- Furniture and equipment is carefully selected, adjusted, and located appropriately.

INFORMATION

- Information about the school and its various activities can be provided in a range of formats, e.g., apps/website/hard copy, for pupils and prospective pupils who may have problems with standard forms of information, e.g. pupils with learning difficulties, pupils with visual or hearing impairments.

- Information for parents and pupils on day-to-day issues can be provided in a range of formats, (ICT/ face to face meetings /copies of reviews/ written information e.g., newsletters).
- Information is presented to pupils in a way which is user friendly e.g., by using auditory, visual and interactive approaches such as reading aloud, interactive whiteboards, visual charts / prompts.
- Staff are familiar with the appropriate technology and practices to assist those with a disability.

POTENTIAL PUPILS

- Admissions policies and procedures reflect the requirements of the relevant legislation.
- All admissions literature reflects:
    (1) The school's positive views and welcoming environment for all pupils.
    (2) The non-discriminatory focus of admissions policies is applied carefully.

The relevant admissions authority ensures that its policy is applied carefully.

Following the offer of a place, school will be pro-active in seeking information about any disability with a view to responding positively once the pupil is admitted.

Appendix 2
Equality Objectives 2026-2028

The Equality Act 2010 requires us to publish specific measurable equality objectives. Our Equality objectives are based on our analysis of data and other information and focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.

The following objectives have been identified for action:

Equality Objective 1

To reduce the gap between pupils eligible for pupil premium funding and non-eligible pupils:
by ensuring children identified as underachieving but not SEND, i.e., those children scoring under 100 in standardised assessments, receive appropriate intervention so that they are able to achieve Age Related Expectations by the end of KS2.

This will be achieved by inclusive quality universal approach for all pupils in the core subjects, supported by early support and intervention to enable pupils to work at age related expectations. Reading will be the key focus of the school and children eligible for pupil premium will be monitored and tracked by the leadership team. Pupil Premium money will support the teaching of reading through 1:1 support on a weekly basis.

Equality Objective 2

To ensure all children with additional educational needs make good progress against their targets.

This will be achieved through inclusive universal approach to teaching which will include adapted teaching approaches in response to the 5-a-day adaptations recommended by the Education Endowment Foundation to improve SEND outcomes and through carefully targeted interventions. Progress will be tracked using all forms of assessment such as the outcomes of Child Success Plans, Teaching and Learning Plans, Behaviour Plans, Annual Review information, information on iTrack and feedback from staff, parents and specialists to ensure progress is captured accurately. This will be monitored by the senior leadership team and governors.

Equality Objective 3

To promote and enhance community cohesion and a shared sense of belonging in the school and the local community, so that British values are consistently promoted through the school.

This will be achieved through the use of the school website, newsletters, pupil parliament, parent forum and school events. The school will encourage the pupils and staff to engage with the community through various channels such as participation in community events, linking with organisations in the local community such as More Music, visits to community groups e.g. carol singing at local Care Homes. Diversity is encouraged and the PSHE curriculum will address this, enabling the school community to celebrate difference.

Annual review of progress

Progress and performance of pupils including the performance of specific groups such as gender, pupils in receipt of Pupil premium funding, ethnicity, SEND, and the school's progress in improving access for disabled pupils will be reported to the Governing body in the Autumn term each year.

Appendix 3
The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.'

The DDA 2005, has also extended the definition of disability as follows:

- People with cancer or surviving cancer are now included, as are people with
- HIV and Multiple Sclerosis from the point of diagnosis.
- For a mental impairment the need for it to be clinically well recognized has been removed.
- The Disability Equality in Education (DEE) recommends that all pupils with SEND and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The school recognizes that social, educational and behavioural difficulties are part of this definition.

We use the DDA definition of impairments to include hidden impairments such as dyslexia, autism, speech and language impairments, Attention Hyperactivity Disorder (ADHD) as well as:

- Physical impairment which includes sensory impairment
- Mental impairment which includes learning difficulties and an impairment resulting from or consisting of a mental illness.

In relation to normal day-to-day activity the test of whether an impairment affects normal day- to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

The General Duty

We will actively seek to:

- promote equality of opportunity between disabled persons and other persons.
- eliminate discrimination that is unlawful under the Act.
- eliminate harassment of disabled persons that is related to their disabilities.
- promote positive attitudes towards disabled persons -This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.

- encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- take steps to take account of disabled persons' disabilities, even where that involves
- treating disabled persons more favourably than other persons. (DDA 2005 S.49A)

Appendix 4
Further Information

Protected Characteristics
There are nine protected characteristics under the Equality Act 2010 in the UK that legally safeguard individuals from discrimination, harassment, and victimisation:

- **Age:** A person belonging to a specific age group or range (e.g., older or younger workers/consumers).
- **Disability:** A physical or mental impairment that has a substantial and long-term adverse effect on someone's ability to carry out normal daily activities.
- **Gender reassignment:** The process of transitioning from one gender to another, or proposing to do so.
- **Marriage and civil partnership:** Being married or in a civil partnership (note: civil partners have the same rights as married couples).
- **Pregnancy and maternity:** Being pregnant or the period of maternity leave (and protection after birth).
- **Race:** Colour, nationality, ethnic, or national origins.
- **Religion or belief:** Any religious, philosophical, or lack of belief that affects life choices.
- **Sex:** Being a man or a woman.
- **Sexual orientation**: Attraction towards the same sex, the opposite sex, or either sex.

Race
The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

Reporting racist incidents in schools
Schools in Lancashire are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council. Sandylands is fully committed to this policy and has procedures in place to ensure racist incidents are dealt with and reported.

Disability
What is a disability?
Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:

- substantial (more than minor or trivial)
- adverse
- long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

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

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties.
There are many other types of condition, illness or injury that can result in a person being *disabled* (e.g., diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, facial disfigurement).

Gender

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.

- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

Transgenderism and gender re-assignment.

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.