

SINGLE EQUALITY SCHEME AND ACTION PLAN 2015 - 2018

This Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community. Our scheme includes our whole school – pupils, staff, Governors, parents and carers and all those within our extended school community.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.

WHAT WE MEAN BY EQUALITY?

At Lightcliffe Academy we understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as their age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances.

We further understand that people have different needs, situations and goals and therefore achieving equality requires the removal of discriminatory barriers that limit what people, especially children and young people can do and can be. We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct and indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems intentionally or inadvertently.

OUR GUIDING PRINCIPLES

In fulfilling the legal obligations outlined further on in this scheme, we at Lightcliffe Academy are guided by seven principles.

Principle 1: All members of the school and wider community are of equal value

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio- economic circumstances
- whichever their gender and sexual orientation
- whatever their age

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender and sexual orientation so that the different needs and experiences of girls and boys, women and men are recognised.
- age

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging in line with the Christian ethos of the Multi Academy Trust

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or socio-economic circumstances, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment
- promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstance
- whichever their gender and sexual orientation
- whatever their age

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious and socio-economic backgrounds
- girls and boys, women and men
- Lesbian, Gay, Bisexual and Transgender
- Age (where appropriate)

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled

- people from a range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, and girls and boys.
- Lesbian, Gay, Bisexual and Transgender
- Age

Principle 7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious and socio-economic backgrounds
- both women and men, girls and boys.
- Lesbian, Gay, Bisexual and Transgender
- People of different ages and between generations

Principles in themselves are not enough

In the light of the principles stated above, we have identified practical priorities and plans of specific action, in order to promote equality in:

- disability
- ethnicity
- gender
- Sexual orientation
- Religion and belief
- Age
- Socio-economic circumstances

These are outlined in our School Improvement Plan.

ACTION PLANS

1. We recognise that the actions resulting from a policy are what make a difference.
2. Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above.

3. Our current action plan is set out in our School Improvement Plan.

THE CURRICULUM

4. We will actively seek opportunities to review the curriculum (including the hidden curriculum) and curriculum subject or areas in order to ensure that teaching and learning reflect the seven principles outlined above.
5. We will ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

ETHOS AND ORGANISATION

6. We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:
 - learners' progress, attainment and assessment
 - learners' and staff personal development, welfare and well-being
 - teaching styles and strategies
 - admissions and attendance
 - staff and governor recruitment, retention and professional development
 - care, guidance and support
 - behaviour, discipline and exclusions
 - working in partnership with parents, carers and guardians
 - working with the wider community.
 - Participation of groups in wider school activities
 - Preparing all members of the learning community for living and positively contributing to a diverse society

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:
 - prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-semitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia.

8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
9. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with in line with existing and future legal requirements.

ROLES AND RESPONSIBILITIES

10. The governing body is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented.
11. A dedicated member of the governing body has a watching brief regarding the implementation of this policy.
12. The Principal is responsible for implementing the policy; for ensuring that all staff, governors and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
13. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
14. All staff are expected to:
 - promote an inclusive and collaborative ethos in their classroom
 - challenge and deal with any prejudice-related incidents that may occur
 - identify and challenge bias and stereotyping in the curriculum
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.
 - Give pupil's the opportunity to have their voices heard with regards to equality issues

INFORMATION AND RESOURCES

15. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents and carers.
16. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

RELIGIOUS OBSERVANCE

17. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

STAFF DEVELOPMENT AND TRAINING

18. We ensure that all staff, including support, administrative staff and governors receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

BREACHES OF THE POLICY

19. Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

MONITORING AND EVALUATION

20. We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
21. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin, socio-economic circumstances, gender and age.
22. To review good practice we make use of a range of auditing schedules.

DEVELOPING AND IMPLEMENTING THE SCHEME.

Key to this process for our school is the implementation of **Equality Impact Assessments** (EQUIAs)

We use this tool as a common sense measure of determining whether a policy, practice or project will impact on all groups equally or whether it potentially may have a differential impact on one or more particular group (either positively or negatively). It helps us to ensure that there is no unlawful discrimination against certain individuals or groups and those positive duties are promoted equally. It is a way to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

HOW WE DEVELOPED OUR SCHEME

The development of this scheme has involved the school community within the MAT. We've discussed it with them and listened to what they have to say, including:

- Our pupils/students

School Council. Form representatives asked to gather views from their form group.

- Our staff

Scheme on Learning Platform and staff asked to comment / contribute.

- Our school governors

P. Cooper presented the scheme to Governors.

- Parents/carers

School website.
Parental questionnaire

- Minority, marginalised and potentially vulnerable groups

Support staff discussed the scheme on a 1:1 and small group basis with vulnerable pupils.

- Our partners in the community

School Website

PRIORITISING ACTIVITY

We will use the information gained from our involvement with all stakeholders and issues arising from our data (qualitative and quantitative) to prioritise activities for improvement.

Date approved by the Governing Body:

Review date

LEGAL DUTIES

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006 and the Equalities Act 2010.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they 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.
4. Summaries of our legal obligations under the three main equality strands of disability, ethnicity and gender are outlined below. After each of the three equality strand we have also outlined the outstanding key issues for our school to address as priorities for the forthcoming three years, which will be included in our action plan as well highlighting the successful impact we have already had in our school.

SUMMARY OF LEGISLATIVE REQUIREMENTS

The legal frameworks

Equality impact assessments of new policies have been required since 2002 in the case of ethnicity, since 2006 in the case of disability, and since 2007 in the case of gender. The requirements are contained within frameworks which distinguish between a) 'the general duty' and b) 'specific duties'.

A further distinction is drawn between a) specific duties concerned with policy development and service delivery and b) those concerned with employment.

The three main frameworks are summarised in below. As first published, they are:

[The Disability Discrimination \(Public Authorities\) \(Statutory Duties\) Regulations 2005](#)

Statutory Instrument 2005 No. 2966

[The Race Relations Act 1976 \(Statutory Duties\) Order 2001](#)

Statutory Instrument 2003 No. 3458

[The Sex Discrimination Act 1975 \(Public Authorities\) \(Statutory Duties\) Order 2006](#)

Statutory Instrument 2006 No. 29

DISABILITY EQUALITY

The general duty

The Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005, places a general duty on public authorities to promote disability equality. The duty came into force on 4 December 2006 and requires public authorities to:

- promote equality of opportunity between disabled persons and other persons
- eliminate unlawful discrimination
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled people more favourably.

Specific duties

The specific duties relating to policy development and service delivery require public authorities to:

- produce and publish a disability equality scheme (DES) demonstrating how they intend to fulfil their general and specific duties
- involve disabled people in the development of the scheme
- produce an action plan setting out the key actions an authority will take to promote disability equality
- explain the methods they use for assessing the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality for disabled persons
- assess and consult on the likely impact of proposed policies on the promotion of disability equality
- monitor policies for any adverse impact on the promotion of disability equality
- publish the results of these assessments, consultation and monitoring
- report annually on the progress of the action plan
- review the scheme every three years.

The specific duty covering an authority's role as an employer is to monitor the effect of its policies and practices on disabled persons, and in particular the effect on the recruitment, development and retention of disabled employees.

What impact have we already had on disability equality in our school?

At Lightcliffe we are committed to ensuring equality of education and opportunity for disabled students, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled students.

The achievement of disabled students will be monitored and we use this data to raise standards and ensure inclusive teaching. We make reasonable adjustments to ensure that the school environment is as accessible as possible. We do not tolerate harassment of disabled people with any form of impairment.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model states that it is the world and society that creates barriers that limit or present disabled people from engaging the same opportunities as people who are not disabled. This policy will link with other policies in the school that address the Every Child Matters agenda.

Definition of Disability

The DDA 1995 defines a disabled person as someone who has a "physical or mental impairment" which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

According to the DDA impairment is to be treated as affecting the person's ability to carry out normal day to day activities, only if 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 and perception of the risk of physical danger.

The DDA 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day to day activities.

The Disability Equality in Education recommends that all students with SEN 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 students with long term impairments, which have a significant impact on their day to day activities.

How Disabled People Have Been Involved In The Scheme

Lightcliffe recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme. We have involved disabled people in the following ways:

Disabled Staff

We have consulted with all staff in the school. We have asked staff to identify any barriers in school that affect them and how the school has addressed these barriers. Case studies are attached as an appendix to this document. Replies received from staff were positive and indicated that arrangements had been made to support them in school if they asked for that support. A recommendation to facilitate support should be discussed at a return to work meeting. The school takes the initiative and empowers the member of staff to suggest requirements that will support them in school. This takes the pressure off the member of staff who may be reluctant to ask for what they feel is a "favour".

Disabled Students

We have identified our disabled students by information from students, parents, previous schools and other outside agencies. The students are on the school database under medical conditions and SEN/AEN. A sample of disabled students have been consulted and their views sought in relation to provision at the school.

The key issues identified by our students were:

- They felt that the school addressed their needs and responded in an age appropriate way.
- They were clear about who to consult for support
- They did feel that an annual review of their needs may be useful as their difficulties do change and their response to them.

Disabled Parents/Carers

We have given a representative sample of parents at KS3 and KS4 a questionnaire to help identify any barriers and how we can improve the way we meet their needs. The key issues identified by our parents were:

- We received no returns from parents and therefore we are responding by following general guidance on accessibility in schools.

The information gathered will confirm the updated Accessibly Plan.

We recognise that our policies and procedures may impact on disabled people and in particular on:

- the recruitment development and retention of disabled employees
- on the educational opportunities available to and the achievements of disabled students.

We acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information will include:

Pupil Achievement

The school has clear procedures for collecting information on students who may be classed as disabled. All staff have access to SEN registers for all year groups and specific medical information that may affect the students' learning and progress. Information is updated annually as a minimum.

Learning Opportunities

The school endeavours to provide students with a personalised curriculum involving many links with outside agencies and providers. All students have access to the curriculum offered in school and every effort is made to support students in out of school activities through study support. The school has a robust target setting process and students from a variety of groupings are carefully monitored.

Admissions/Transitions/Exclusions

The school strictly adheres to local and national guidelines on admissions and values students who may present a variety of challenge. The transition process is very thorough and the school collects data on all students particularly those who may fall under the inclusion umbrella.

Social Relationship

The school through its ethos encourages the interaction of all students and this is an identifiable strength. Particular issues around social relationship are dealt with sensitively.

Employing, Promoting & Training Disabled Staff

The school's policy would not discriminate against any person who was disabled and met the criteria required for employment. Members of staff who have become disabled since their appointment are offered support under the guidance of the DDA.

Assessing the Impact of the Policy

The school will assess the impact of the policy by monitoring the students through the

target setting process, external assessments and Masterclass.

What key issues still remain for our school?

- Steps need to be clearly marked for our visually impaired pupils.
- To increase social and emotional skills for pupils with behavioural, emotional and social difficulties. Train staff to deliver small group work sessions to support targeted pupils. Enlist support from ISPS to provide the training.

Access arrangements

Accessibility

Schools were required to produce accessibility plans by 2003 following the Disability Discrimination Act 2001 and then review annually. It is emphasised that the school does not just focus on accommodation but also monitors access to the curriculum.

In place:

- Ramps
- Lifts to floor one
- Access to nearly all parts of the building
- Disabled toilet
- Low level reception desk
- Disabled car parking space.
- Curriculum access based on present intake.
- Clear, large signs on site for visually impaired pupils.

RACE EQUALITY

In 2001, the Race Relations Act 1976 was amended to give public authorities a new statutory duty to promote race equality.

The general duty

The general duty requires public authorities to have due regard to the need to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between persons of different racial groups.

Specific duties

The specific duties relating to policy development and service delivery are to do with the content of a race equality scheme (RES). Schemes should set out an authority's functions and policies, or proposed policies that are assessed as relevant to the general duty to promote ethnicity equality and should set out an authority's arrangements for:

- assessing and consulting on the likely impact of its proposed policies on the promotion of race equality
- monitoring its policies for any adverse impact on the promotion of race equality
- publishing the results of such assessments and consultation
- ensuring public access to information about the services that it provides
- training staff in connection with the general and specific duties
- reviewing the scheme every three years.

The specific duties covering an authority's role as an employer are to:

- monitor by ethnicity the numbers of staff in post and the applicants for employment, training and promotion.
- monitor by ethnicity the numbers of staff who receive training; benefit or suffer detriment as a result of performance assessment procedures; are involved in grievance procedures; are the subject of disciplinary procedures; cease employment
- report and publish annually the results of staff monitoring, and actions taken towards achievement of overall ethnicity equality objectives.

What impact have we already had on race equality in our school?

Race Equality Policy

Our race equality policy enables our school to meet our statutory obligations under the Race Relations Amendment Act 2000. Through this policy the school is working in line with the Commission for Racial Equality Standards 'Learning for All' (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations and explains what this means for the whole school community. It is based on an Education Leeds Model Policy produced in April 2002.

At Lightcliffe Academy we continuously strive to ensure that everyone in our school is treated with respect and dignity within the context and values of a Christian MAT. Each person in our school is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

This school actively promotes race equality and opposes racism in all its forms and fosters positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Treating all those within the whole school community (e.g. students, staff, governors, parents and community) as individuals.
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school.
- Actively promote mutual respect and valuing each other's' similarities and differences and facing equality issues openly.
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do.

ROLES AND RESPONSIBILITIES

This race equality policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting race equality and raising the achievement of minority ethnic students is the responsibility of the whole school staff, including support staff.

Introduction to this race equality policy and action plan will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

Governors

The Governing Body of the school has agreed this policy and will assess and monitor the impact of this policy by reviewing the action plan annually. The Governing Body will receive progress reports from the Principal and other school staff regularly, as part of the Principal's report to Governors.

One member of the Governing body will have responsibility for monitoring this policy, acting as the designated Governor for Race Equality within the inclusion framework.

Principal and Senior Management Team

The Principal and Senior Management Team will demonstrate through their leadership the importance of this policy. They will ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy. They will assess and monitor the impact of the policy through developing an action plan.

Outcomes will be reviewed in relation to the plan, and reported to the Governing Body on an annual basis.

Where additional funding is available for raising the achievement of minority ethnic students, the Principal will ensure that the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

Inclusion Co-ordinator

The inclusion co-ordinator with responsibility for Race Equality will be a member of the Senior management Team who is involved in action planning and policy development and monitoring and evaluation. The role will also include keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

Subject Co-ordinator / Curriculum Leaders

Other subject co-ordinators and leaders will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Support Staff.

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

COMPLAINTS PROCEDURE

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Principal who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

IMPLEMENTING THIS RACE EQUALITY POLICY

This race equality policy is linked to our action plan for promoting race equality and raising achievement of minority students. It also links to other action plans the school is obliged to produce.

The Principal and Senior Management Team will produce the action plan as part of the Annual School Development Planning cycle.

KEY AREAS IN PROMOTING RACE EQUALITY

The ethos of the school

- This race equality policy reflects the ethos of the school and is implicit in the Multi Academy Trust's Christian values.
- The school has an additional policy for dealing with racial harassment which clearly sets out procedures for handling and reporting complaints and incidents.
- Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy and racial harassment policies and procedures, abides by them, and that the policies are regularly reviewed.
- The school has a clear process for students who are new arrivals to the country and come to Lightcliffe.

Students achievement s and progress

- The school values the achievements and progress of students from all ethnic groups.
- All students have equal access to extra-curricular activities.
- Every student is offered the support and guidance they need.

- Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice.

Curriculum, teaching and learning (including language and cultural needs)

- This school promotes an inclusive curriculum which reflects the diverse nature of our society.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all students.
- The allocation of students to teaching groups and optional subjects is fair and equitable to all students.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.

Guidelines on working with students who have English as an Additional Language (EAL)

- The school recognises and values Bilingualism.
- The languages and learning needs of bilingual students will be clearly identified and appropriate support identified and used.

Student behaviour, discipline and exclusion.

- The school's procedures for managing behaviour and disciplining of students are fair and applied equally to all students, irrespective of ethnicity.

Racism and racial harassment

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.
- The monitoring system used by the school enables the school to report the relevant details to Children's Services on request

Staff recruitment and career development

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.

- Everyone involved in recruitment and selection adheres to this Code.
- Individual staff effectiveness in dealing with racial equality issues is addressed through various line management mechanisms.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

Parents, Governors and community partnership

- Parents are welcome and respected in school.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- The school's premises and facilities are equally available for use by all ethnic groups.
- The school makes available its facilities for after school activities and for holiday schemes.

MONITORING THE RACE EQUALITY ACTION PLAN

To monitor our students' attainment, we collect information about students' performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information we monitor other areas that could have an adverse impact on students attainment such as:

- Exclusion.
- Racism, racial harassment and bullying.
- Curriculum, teaching and learning.
- Punishment and reward
- Support, advice and guidance.

Monitoring information helps us to see what progress we are making towards meeting our race equality targets and aims. In particular it help us to:

- Highlight any differences between students from different ethnic groups.
- Ask why these differences exist and test the explanations given.
- Decide what further action will be necessary to meet particular needs and to improve the performance of students from different ethnic groups.
- Take action to make improvements.

Assessing the impact of policies

As part of our school monitoring procedures we assess the impact of this and other policies on students, staff and parents. We assess whether the policies have or could

have, an adverse impact on the attainment levels of students from different racial groups. We will assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

What key issues still remain for our school?

- To prevent and respond to all incidents of racism and racist bullying.
- Review and update existing policies and practice relating to race equality and racism.
- To improve the attainment of White British Boys.

GENDER EQUALITY

The general duty

The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women

Specific duties

The specific duties relating to policy development and service delivery require public authorities to:

- produce and publish a gender equality scheme (GES) showing how they will meet the general and specific duties and setting out their gender equality objectives
- gather and use information on how their policies and practices affect gender equality
- assess the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality between women and men
- consult stakeholders in the development of the scheme
- assess functions and policies, or proposed policies, which are relevant to gender equality
- implement the actions set out in the scheme within three years
- report annually on the progress of the action plan
- review the scheme every three years.

The specific duties covering an authority's role as an employer are to:

- consider the need to have objectives that address the causes of any differences between the pay of men and women that are related to their sex
- gather and use information on how its policies and functions affect gender equality in the workforce.

What impact have we already had on gender equality in our school?

1. Introduction

Lightcliffe Academy is committed to ensuring equal treatment of all its employees, students and any others involved in the school community, regardless of gender. We will ensure that neither males, females or transgender pupils or staff are treated less favourably in any procedures, practices or aspects of service delivery.

The school will not tolerate harassment of people based on their gender or transgender status.

Definition of "gender":

Sex and gender are terms often used interchangeably. Sex more properly refers to biological differences of male and female; gender refers to society's construction of a system which identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identity.

We actively seek to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity in all aspects of school life

2. The Gender Equality Duty

This Gender Equality Policy provides the Governing Body and the School with a framework for integrating gender equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty for our school.

We:

- consult teaching and non-teaching staff, students, parents/carers and other stakeholders to help determine our gender equality objectives.
- gather and use information on how the school's policies and practices affect gender equality in the workforce and in the delivery of services.
- assess the impact of our current and proposed policies and practices on gender equality.
- take appropriate action to remedy any policy/practice which inhibits or contravenes gender equality.
- report against the policy every year and review the policy at least every three years.

2.1 Gender Equality for all students

The *Every Child Matters* framework seeks to ensure that every child is supported and enabled to achieve. This means having regard to their physical, emotional and mental well-being, and providing children and young people with opportunities to make positive contributions to their local communities.

The framework is structured around five outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve

- Make a positive contribution
- Achieve economic well-being

All of these outcomes have significantly different dimensions for girls and for boys. By examining these differences we can better deliver on the outcomes of our gender equality objectives. Below are examples and evidence that illustrate some of the gender dimensions of the framework that we consider at Lightcliffe:

Be healthy: Biological and social factors of sex and gender are important determinants of health outcomes. There are particular issues for girls and boys in, for example, mental health, attitudes to sport and exercise, sexual health, sexual abuse and smoking. The identification and assessment of young people's health needs recognises these and other factors. In the promotion of healthy lifestyles, Lightcliffe Academy recognises that sports provision has to address the needs and preferences of girls and boys, and indeed will be more likely to succeed if it does so. As part of our drive to sustain and promote gender equality, we continue to actively engage with the national 'Healthy Schools' programme.

Stay safe: The different needs of boys and girls are taken into account. The key aims of keeping students "safe from bullying and discrimination" and "safe from violence and sexual exploitation" have high relevance to gender equality. Differences in the way boys and girls are bullied are examined - the National Union of Teachers has highlighted the problem of sexual bullying for girls, and the link has been made between homophobic bullying and suicide for boys. The issues of gender-based violence and sexual exploitation are addressed, especially in light of research findings reporting worrying attitudes of boys to violence against women.

Enjoy and achieve: Boys are still behind girls in overall school performance. The gender gap in attainment is significant in literacy and language. The underachievement of boys is clearly important but this overall gap masks the fact that particular groups of boys are doing well, whilst some groups of girls are underperforming. As a school we examine how factors such as ethnicity and social class impact upon the achievement of boys and girls. Girls' educational achievements, however, are not necessarily helping them to take up well-paid jobs. Eliminating gender stereotyping in school education, in vocational training, and in careers choices is a vital step towards tackling the gender pay gap in employment. It is clear that the link between the 'enjoy and achieve' and the 'achieve economic well-being' outcomes is vital in ensuring achievements lead to economic gains.

Make a positive contribution: 'Develop positive relationships and choose not to bully and discriminate' are among the aims under this part of the framework. As well as having robust and well-implemented policies to tackle sexist stereotyping, bullying, and sexist and sexual forms of harassment, we use PSHE sessions and school assemblies to challenge the assumptions which underlie this behaviour. We also challenge anything that promotes gender-based violence, gender stereotyping and/or homophobic bullying.

Achieve economic well-being: We challenge practices that promote or encourage occupational segregation, which is a major contributor to the gender pay gap and to lower pensions and poverty in old age for women. The Equal Opportunities Commission found that it is girls from lower socio-economic groups particularly who suffer as a result of stereotyping and from a school system without an agenda to widen choices. We aim to provide impartial careers advice and guidance.

2.2 Gender in the Curriculum, including teaching and learning

Lightcliffe Academy develops positive attitudes in children and young people, challenges stereotypes and promotes positive role models throughout the curriculum. We continue to make a coordinated effort to tackle inequality and ensure that all students are able to fully achieve their potential. We collect data on the performance of our students on a regular basis across a range of issues, to enable us to monitor progress, identify trends and patterns, and intervene accordingly.

a. Student Achievement

Raising attainment is approached using a variety of methods and encompasses a whole-school, holistic commitment to breaking down stereotypical gender cultures, which:

- recognises that social and cultural factors will impact on how students view gender, and this will affect how they engage with learning.
- encourages classroom and staffroom discussion of gender issues which reflect on gender stereotypes, expectations and the impact on learning.
- includes teaching and classroom-based approaches appropriate for the whole school population. One learning style is not applicable to all boys or all girls, and approaches that appeal to boys are equally likely to appeal to girls, and vice versa. Good quality teaching will be suitable and desirable for both sexes.

b. Learning Opportunities

All students have an entitlement to the best learning opportunities that we can provide. We pay particular attention to our offer of impartial advice and guidance for progression routes within and beyond the School:

- We offer taster sessions to widen career choices.
- Work experience opportunities provide activities for young people and encourages them to think about a wider range of career options;
- Presentations from outside agencies and prospective employers help students understand jobs and services whilst exploring learning pathways and qualifications;
- We offer careers events, with workshops featuring cross-curricular themes such as gender stereotyping, healthy living, key skills, and employability.

c. Admissions, Transitions, Exclusions

The Local Authority is the relevant body on admissions and will not countenance any form of discrimination in offering a place at the school. Exclusions will always be based on the school's Behaviour Management Policy and our Code of Conduct, but termly analysis will be carried out to ensure that any gender discrepancies are identified and dealt with.

2.3 Eliminating Harassment and Bullying

The Anti-Bullying Policy indicates clearly how discrimination, bullying, harassment of all children, young people and adults will be tackled regardless of gender.

Sexual and sexist bullying and violence: Sexual bullying can be broadly defined as any bullying behaviour, physical or non-physical, that is based on a person's sexuality or gender. This also includes transphobic bullying on the basis of a person's perceived gender, or alternative gender expression. It is not just inappropriate language but also gossiping about someone's rumoured or actual sex life, comments about someone's appearance or attractiveness, inappropriate touching, sexual innuendos and propositions, graffiti with sexual content, the creation of internet porn sites, spreading films of sexual abuse on mobiles, and in its most extreme form sexual assault and rape.

2.4 Gender Equality for Parents/Carers

Lightcliffe Grange C of E Academy exercises and promotes contact with parents/carers in a non-discriminatory manner, giving due regard to any legal rights and responsibilities which may have been promulgated by the courts.

2.5 Gender Equality for School Staff

All members of staff in Lightcliffe Academy are employed by the Multi Academy Trust, and decisions relating to appointments, promotion and pay are taken by the Trust Board. In exercising their employment functions the Governing Body pay due regard to the need to promote gender equality and eliminate discrimination and harassment. They also bear in mind that the gender duty extends to the elimination of discrimination and harassment towards transsexual staff. The Governing Body give due consideration to decisions relating to such issues as recruitment, equal pay, flexible working, maternity and paternity leave, childcare and the care of the elderly and/or infirm, leave of absence, grievance and disciplinary procedures and training opportunities.

2.6 School Facility Lettings

The school facilities are used by the local community, and at such times accessible to both men and women. Care is taken not to allow discriminatory activities and/or events. Due consideration is given to the location of events around the school site. There is adequate lighting in the car park/corridors at evening events and for reasons of personal safety; a school caretaker is always on site during these times.

3. The Role of the Governing Body

The legal responsibility for implementing the gender equality duty rests with the Governing Body. The Governing Body has a general responsibility for the conduct of the school with a view to promoting high standards of educational achievement including:

- Setting targets for student achievement
- Making sure the curriculum is balanced and broadly based.
- Appointing staff and reviewing staff performance and pay

Understanding the impact of gender and implementing the gender equality duty will help the Governing Body ensure that the needs of girls and boys and women and men are met, and will support their overall goal of promoting high standards of educational achievement. The Governing Body will ensure that the school reports annually on progress in implementing the gender equality duty. This is an opportunity for governors to ensure that the gender equality objectives chosen are the right ones, and that action is being taken to meet these objectives.

3.1 Reviewing/Monitoring

The Principal will report annually to the Governing Body on the actions that the School has taken or intends to take to meet the gender equality duty.

The policy will be reviewed and publicly commented on each year. It will be placed on the school website and brought to the attention of parents/carers through the school newsletter.

The Governing Body will review their gender equality policy at least every three years.

Key actions for our school?

- Narrow the gap between attainment of FSM and non-FSM boys.
- To take into account relevant advice and guidance from government, the Commission for Equality and Human Rights, and the local authority.
- To ensure that all the policies and procedures concerning equal opportunities for employees are reviewed and amended appropriately if necessary (e.g. appointments, pay and conditions of service, performance management, capability and discipline procedures).
- To use this policy to try to eliminate harassment and discrimination.
- To collect information on gender with regards to both students and staff and to use this information to improve the provision of services.
- To offer all students regardless of their gender the opportunity to participate in extra-curricular activities, school plays or school trips.
- To monitor student achievement by gender, acting upon any trends or patterns in the data as necessary.
- To offer students of both genders the same or similar opportunities to participate in physical activity, both during and outside of school hours.
- To monitor bullying and harassment of students and staff, and to use this information to determine future policy.
- To ensure that stereotypes in terms of gender are actively challenged in all aspects of

the life of the school.

- To ensure the school environment is as accessible and welcoming as possible to visitors of both sexes. Open evenings and other events which parents or carers attend will be held in an appropriately accessible part of the school.
- To encourage parents of both genders to participate in their child's education e.g. attending parents' evening/ options evening.
- To ensure our Governing Body is representative of the students, staff and local community that they serve.

SEXUAL ORIENTATION

Lightcliffe encourages, celebrates and values diversity within the student population and staff. It believes that the school will benefit from engaging stakeholders at all levels of responsibility, and across all areas of work regardless of their sexual orientation. Lightcliffe recognises the right of every person to be treated in accordance with these values. Such an environment cannot be created or sustained if pupils and staff are subject to any type of discrimination because of their sexual orientation.

LEGISLATIVE REQUIREMENTS

Lightcliffe employees of all sexual orientations have a statutory right to fair treatment under the Equality Act 2010 and that all pupils have a similar right not to be discriminated against on grounds of their sexual orientation. The Equality Act set out a framework for eliminating employment or occupational inequalities based on sexual orientation i.e. to ensure there will be no discrimination against employees, either directly or indirectly, on the grounds of sexual orientation in access to employment, training, promotion or dismissal, in the provision of work-place benefits, or the provision of references.

Under the Civil Partnership Act 2004, same-sex civil partners have the same pension legal and financial rights as married couples.

The Adoption and Children Act (2002), the Maternity and Parental Leave Regulations (1999 – amended 2002), Paternity and Adoption Leave Regulations (2002) and the Employment Rights Act 2002 have provided for lesbians and gay men and bisexual people to have the same parental leave entitlements as heterosexual people. Lightcliffe Grange will seek to ensure that equal access to leave arrangements is clearly stated within relevant policies and procedures.

DEFINITION

Within the Equality Act, sexual orientation is defined as an orientation towards:

- People of the same sex
- People of the opposite sex
- People of the same sex and of the opposite sex

In other words, it covers heterosexuals, lesbians, gay men and bisexuals.

The Equality Act prohibit discrimination "on grounds of sexual orientation". This includes the actual or perceived sexual orientation of an individual.

MEETING OUR LEGAL DUTIES

Recruitment and Selection

- Lightcliffe will not discriminate on grounds of sexual orientation in the way it recruits and selects employees, and will include reference to this in recruitment materials.

Terms and Conditions of Employment

- Lightcliffe should ensure that any benefits [facilities and services] which it offers to heterosexual staff will be equally available to lesbian, gay, and bisexual staff.
- This includes offering any benefits available to spouses to civil partners, and any benefits available to unmarried opposite-sex partners to unregistered same-sex partners.
- This includes offering any provisions for special leave relating to partners, including paternity and adoption leave and pay arrangements, ante-natal leave etc.

Training and Promotion

- Lightcliffe will ensure that all employees regardless of their sexual orientation shall have equal access to training, promotion and other aspects of career development, and will include reference to this in the appropriate materials.

Bullying and Harassment

- Bullying and harassment on the grounds of sexual orientation is viewed as a very serious offence, which after full investigation and if upheld, may be treated as gross misconduct.

References

- Lightcliffe will ensure that any references provided to employees who are leaving are not influenced in any way by the sexual orientation of the departing employee.

MONITORING

Lightcliffe is committed to ensuring that it is making progress in achieving equal treatment for employees and pupils regardless of their sexual orientation. To ensure that progress is made, it may undertake monitoring of the following in relation to sexual orientation:

- job application and selection success rates;
- the take up and outcomes of grievance and harassment procedures;
- the content of equality training;
- a question in anonymous staff and pupil attitude surveys
- language and images used in internal and external communication.

Once the results of any monitoring are available, Lightcliffe will consider relevant action to reduce any disadvantage suffered by employees or pupils of any particular sexual orientation.

AGE EQUALITY

Lightcliffe is committed to equality of treatment for all employees. It will practise equality in the operation and implementation of all its employment policies. The school will treat all employees with respect and dignity, and seek to provide a positive working environment free from discrimination, harassment or victimisation on the grounds of age.

Lightcliffe recognises the valuable contributions made by people of all ages, in terms of qualities of experiences brought to support services, research, consultancy, administration and management. It advocates adult and lifelong learning and expects to benefit from employing workers of all ages at all levels of responsibility and across all areas of the organisation.

Lightcliffe will work in partnership with all staff and students to combat age discrimination and ensure equality irrespective of age.

Lightcliffe will work towards the elimination of prejudice and discrimination and will seek to ensure that all staff have equal access to the full range of training, facilities and opportunities regardless of their age. Many details of this policy relate to older staff. Other sections, however, address the needs of younger workers. As well as respecting the needs of staff at either end of the age spectrum, the school will seek to fulfil its duty of care to all staff, irrespective of age. Every attempt will be made to respect staff confidentiality.

The School's Legal Duties

Lightcliffe undertakes to fulfil all of its commitments under the Employment Equality (Age) Regulations 2006 and other laws relating to age discrimination.

Recruitment and Selection

Lightcliffe will not discriminate on the grounds of age in the way it recruits and selects staff. The school will ensure that:

- Job descriptions will be drafted to ensure that they do not (unfairly) exclude applicants because of their age.
- All criteria used in person specifications will be job-related and specifications will not be unnecessarily prescriptive about essential experience, or length of service required.
- Advertisements will not state an age range unless to take positive steps to welcome applications from older people, or younger people, if under-represented in the workforce or in the grade being advertised.
- All members of shortlisting and interviewing panels, and all those involved in other selection processes, will be trained in equality principles.
- Dates of birth (together with information on gender, ethnic origin and disability) will only be used for monitoring purposes and will be on a sheet separate to the main application form.

All of these principles will apply to promotion, as well as initial appointment.

Career Development

All employees shall have equal rights to training, promotion and other aspects of career development. Age will not be used to justify a failure to promote or train any employee. A system will be set up to enable detailed monitoring by age of current staff, their job, grade, the numbers of staff supported on training and the number of staff promoted. Monitoring will include an initial review and annual reviews thereafter. It will take into account the needs of people of all ages, irrespective of whether employed on a full-time, part-time or temporary basis.

Age harassment is viewed by the school as a very serious offence, which if proven may in certain circumstances lead to dismissal.

Monitoring and Positive Action

The monitoring process will be used to ensure that staff of all ages are treated equally. The school will gather and analyse information about its staff profile, including:

- age
- job application and selection success rates
- type of contract (permanent, temporary, part or full-time)
- training and staff development
- staff recruitment, development and promotion
- grievance and disciplinary proceedings
- exit interviews

Review and Consultation

Lightcliffe is committed to continuing development and review of its policies and practices to ensure equality of opportunity and treatment of those who are, or seek to be, its students or employees. The school will also, where suitable, initiate new policies and practices. In meeting these commitments the school will take due account of any duties or obligations imposed by the law.

Lightcliffe will seek to ensure that all staffing policies and procedures are non-discriminatory, and that monitoring and positive action processes are regularly reviewed and monitored.

COMMUNITY COHESION

Since September 2007 all schools have had a duty to contribute to working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the work place, in schools and in the wider community.

We at Lightcliffe Academy make this contribution by creating opportunities, through the curriculum and otherwise, for pupils to interact with those from different backgrounds to themselves to enrich their understanding of community and diversity.

We recognise that a school's community is defined in 4 dimensions:

- the school community,
- the community within which the school is located,
- the UK community,
- the global community.

We at Lightcliffe Academy understand that there are links between this duty and the duty to promote equality, although each has a distinctive focus.

We recognise that our school's contribution to community cohesion should be organised under three main headings:

1. Teaching, learning and curriculum

- helping children and young people to learn to understand others
- to value diversity whilst also promoting shared values
- to promote awareness of human rights and to apply and defend them

- to develop the skills of participation and responsible action

- Broad curriculum allowing all students access
- Subject organisation facilitating access by ability
- Religious Studies discuss various world religions, meaning of faith, shared values, celebration of other religious festivals and are linked into PSCHE on topics such as citizenship
- PSCHE discuss citizenship in KS/3 and 4. Look at personal health, drugs, alcohol, sexual relationships. Links to Advanced Healthy School status.
- Music develop skills in relation to other music cultures.
- PE offer range of activities through the extra-curricular programme.
- The school strongly encourages independence in the students(empower is part of the mission statement). School council, Student voice, Sports Leaders, Prefects and year 10/ 11/12/13 support of younger students are some examples.

2. Equity and excellence

- a. to ensure equal opportunities for all to succeed at the highest level possible
- b. striving to remove barriers to access and participation in learning and wider activities
- c. working to eliminate variations in outcomes for different groups

- The pastoral team and extra curriculum programme will monitor vulnerable groups and their participation
- Systems for recognising and monitoring groups e.g. LAC, Minority Ethnic, EAL, SEN, AEN and Gifted & Talented
- Departments are accountable for progress and monitoring – see Autumn Review as one example
- EAL assessment and support is provided. Students are able to take GCSEs in their own language e.g. Polish,
- Work Experience and Work Related Learning have been very successful.
- Personalised curriculum for students in KS/4
- Racist incident monitoring and intervention
- BME / Business mentors/Peer mentors/ Reading Matters / TA support (12) / 6th Form support
- Outside Agency support eg Visually Impaired Service / Occupational therapy / Multi Systemic Therapy /CAMHS / Social Care/ Ed Psych/ Hearing Impaired Service.
- Counsellor access through school
- Disability Equality Policy and Accessibility Plan
- Celebration of achievement—in school with ongoing rewards and presentation evenings.
- School does look to appoint capable staff to the school and the MAT has been

involved in schemes to train staff and recruit staff **from ethnic backgrounds.**

3. Engagement and extended services

- to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds
- build positive relations
- receive services which build positive interaction and achievement for all groups

- Strong links with Level Partnerships who have facilitated exciting opportunities for Lightcliffe students such as the Great Ethiopian Run and India visits.
- Trenches visit and follow up work in History
- Various talks by politicians and the media
- Fair Trade /Enterprise work
- Holocaust Memorial Day
- International Schools Award

EQUALITY ACT 2010 AND OTHER EXISTING EQUALITY LEGISLATION.

We at Lightcliffe Academy will also comply with and have due regard to the following equalities legislation:

New Equality Act 2010

The Equality Bill has recently gone through parliament and became an Act on the 8th April 2010. It takes effect from Autumn 2010. The Equality Act has put a new single Equality duty on public bodies. The duty requires public bodies to think about the needs of everyone who uses their services or works for them, regardless of race or ethnicity, or any other protected characteristic such as disability or religion.

The act protects people from discrimination on the basis of “protected characteristics” (which previously used to be called grounds). The relevant characteristics for services and public functions are:

- **Disability** (definition changed)

The protected characteristic of disability applies to a person who has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

To qualify for protection from discrimination a disabled person no longer has to show that their impairment affects a particular “capacity” such as mobility or speech, hearing or eyesight. Direct discrimination has been extended to cover disability

- **Gender re-assignment** (definition changed)

The protected characteristic of gender re-assignment will apply to a person who is proposing to undergo, is undergoing or has undergone a process to change their sex. To qualify for protection from discrimination a transsexual person no longer has to show that they are under medical supervision as it is considered 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.

- **Pregnancy and maternity**

Pregnancy and maternity is not a protected characteristic for the purposes of the schools provisions but it is covered by other requirements which means that schools are prohibited from restricting access to education on the grounds pregnancy and maternity status

- **Race**

Race includes ethnic or national origins, colour or nationality. People can belong to one or more of these groups at the same time and the one which is relevant to a particular situation depends on the circumstances.

- **Religion or belief**

The protected characteristic of religion or belief includes any religion or belief and any religious or philosophical belief. It also includes any lack of such religion or belief. A religion need not be mainstream or well known to gain protection as a religion, although it must be identifiable and have a clear structure and belief system.

Faith schools and educational institutions with a religious ethos may in some limited circumstances favour pupils or students because of their religion.

- **Sex**

A person's sex refers to the fact that they are male or female. You must not treat a woman or a girl worse than you would treat a man or boy. You must not treat a man or boy worse than you would treat a woman or a girl in the same circumstances.

- **Sexual orientation**

Everyone is treated from being treated worse because of sexual orientation whether they are straight, gay, lesbian, or bisexual. Sexual orientation discrimination also covers discrimination connected with expressions or manifestations of a person's sexual orientation. That may include someone's appearance, the places they visit or the people they associate with.

- **Age**

Under the schools provisions of the Act age is excluded from the list of protected characteristics.

An integrated public sector Equality duty encourages public bodies to address the needs of groups experiencing disadvantage or discrimination on a number of grounds

including the new socio-economic duty. It also extends the use of positive action in the workplace. The Equality Act also introduces a dual discrimination provision which enables people to bring claims where they have experienced less favourable treatment because of a combination of two protected characteristics. Further clarity regarding these issues and many others, particularly in relation to employment matters are likely to be much clearer when the codes of practice are published in January 2011.

The [Employment Equality Regulations 2003](#) protect employees from discrimination because of their actual or perceived religion or belief.

Discrimination is unlawful in relation to:

- recruitment and selection
- terms and conditions of employment offered and or applied
- opportunities for training, training itself, job promotions and transfers
- harassment and victimisation
- dismissal, including redundancy
- post employment, for example provision of references

The [Employment Equality \(Sexual Orientation\) Regulations 2003](#) and the subsequent Equality Act (Sexual Orientation) Regulations 2007 protect employees and consumers from discrimination because of their actual or perceived sexual orientation.

Once seen as a peripheral issue of little relevance to the core business of public bodies, sexual identity has been brought centre stage by legislative and societal developments. The Equality Bill will mean that public authorities will have a single public duty, which will extend the current public duties to age, sexual orientation, religion or belief, gender reassignment. It also includes pregnancy and maternity. Public authorities will have a duty to promote 'positive action'.

[Gender Recognition Act 2004](#)

The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate (GRC) by a gender recognition panel. The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be established as protected information. Trans people are protected by the Sex Discrimination Act 1975, as amended by the Sex Discrimination (Gender Reassignment) Regulations 1999 and the Sex Discrimination (Amendment of Legislation) Regulations 2008

[Human Rights Act 1998 and Article 14 of the European Convention on Human Rights](#) Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set forth in the Convention shall be secured without discrimination on any grounds such as "sex, race, colour, language, religion, political, or other opinion, national or social origin, association with a national minority, property, birth or other status"

[Part 2 of the Equality Act 2006](#)

Part 2 of the Equality Act 2006 came into force in April 2007 and makes it unlawful for providers of goods, facilities and services to discriminate in grounds of religion or belief.

Employment Equality (Age) Regulation 2006

This came into force in October 2006 and it protects against discrimination on grounds of age in employment and vocational training. Prohibits direct and indirect discrimination, victimisation, harassment and instructions to discriminate. The regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training

The Equality Act (Sexual Orientation) Regulations 2007

Made under section 81 of the Equality act 2006, the Equality Act (Sexual Orientation) Regulations 2007, make it unlawful for providers of goods, facilities or services to discriminate under grounds of sexual identity.

Glossary:

Diversity is

- about including everyone
- valuing differences
- harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of the organisation
- having a better understanding of the diverse needs of our community

Duty

A mandatory and legal obligation to do something

Promote

Contribute to the progress and growth of....

Make publicity for.....

Equality and Human Rights Commission (EHRC)

Bringing together the Equal Opportunities Commission, Disability Rights Commission and Commission for Race Equality, also serving as a national body for age, religion and belief and sexual discrimination as well as human rights.

What is meant by discrimination?

Generally “discrimination” means treating someone with a protected characteristic worse than someone who does not have this characteristic would be treated in the same situation. The worse treatment must be because of that characteristic.

Discrimination can take a number of forms:

- “direct” or
- “indirect” or
- failure to make reasonable adjustments for disabled people or
- “discrimination arising from disability” or
- discrimination because of “association” with someone who has a protected characteristic, or
- discrimination because a person is thought to have a protected characteristic whether correctly or incorrectly (“perceived”)

People are also protected from:

- harassment related to a protected characteristic
- victimisation because they have, or their education provider thinks they have, made or helped made a complaint about discrimination, unless they know the complaint was not true.

Direct discrimination

Direct discrimination happens when an education provider treats a pupil or student (or an applicant for admission) worse than they treat or would treat another pupil or student (or applicant) because of a protected characteristic.

Direct discrimination also includes less favourable treatment of a person based on a stereotype relating to a protected characteristic, whether or not the stereotype is accurate.

It is not direct discrimination against a non disabled person to treat a disabled person better.

Education providers must not treat someone worse because of a combination of two protected characteristics than they would treat someone who did not have either of these characteristics; this is known as combined characteristics.

Combined discrimination

Sometimes, a person may experience worse treatment than someone else because of combination of the protected characteristics they have:

There may be an interaction between two or more than two of a person's characteristics, but a claim for combined discrimination will only look at a combination of two of them.

Indirect discrimination

People's experiences and opportunities in education can be affected by an education provider's rules or ways of doing things. Indirect discrimination takes place when the same rule or way of doing things is applied to everyone. The rule or way of doing things may not appear to have a different or worse impact on people with a protected characteristic but does so in reality.

Victimisation

If an education provider treats a person badly because they have taken a particular action related to the Equality Act 2010 (or because they suspect the person has taken or will be taking such action), this will be victimisation, and is against the law. The protection covers anyone, whether or not they have a protected characteristic, if they do something in relation to making a complaint of discrimination and you treat them badly.

Harassment

Harassment in the Equality Act 2010 means:

- Unwanted behaviour which has purpose or effect of:
- Violating the dignity of another person: or
- Creating for that person an intimidating ,hostile, degrading and humiliating or offensive environment

Unwanted behaviour can include any kind of behaviour, including spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

Positive action

"Positive action" means the steps that an education provider is allowed (but not required) to take to encourage people with a protected characteristics from groups with different needs or a past track record of disadvantage or low participation to access education.

If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact:

Mr D Stucke
Vice Principal

If you have any comments about our Scheme please contact us.