



Consultation and Involvement

It is a requirement that the development of the Equality Plan and the actions within are informed by the input of service users.

We will achieve this by using the following to shape the plan:

Current actions:

- Feedback from the parent questionnaire, parent/teacher meetings.
- Input from staff meetings or through staff surveys / Professional Development Training and 1:1 meetings.
- Feedback from and at Management Committee meetings.
- We keep minutes of meetings where equality issues are discussed.

Future actions:

- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well being of our pupils.
- The implications for equalities of new policies and practices are considered before they are introduced

Tackling discrimination

Harassment on account of race, gender/gender identity, religion, disability or sexual orientation is unacceptable and will not be tolerated within the service environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

All staff are aware of a clear and transparent system for the management of racist and homophobic incidents and other incidents of harassment or bullying. All incidents are reported to the Head Teacher and racist incidents are reported to the Management Committee within the Head Teacher reports.

Harassment on grounds of race, gender/gender identity, disability, sexual orientation or other factors such as socio- economic status, can take many forms including:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender/gender identity;
- Exclusion from groups and games;
- Use of derogatory names, insults and jokes;
- Unwanted looks or comments;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;

- Incitement of others to discriminate or bully due to victim's race, disability, gender/gender identity or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender/gender identity, disability or sexual orientation.

Responding to and reporting incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole service. All staff are fully aware of procedures and expectations with regard to completion of CPOMs.

Roles and Responsibilities

The Management Committee is responsible for:

- Making sure the school complies with relevant legislation;
- Making sure the Equality Policy and its procedures are appropriate and up-to-date;
- Evaluating outcomes relating to equalities, drawing on monitoring information, reports, consultation findings and attainment data provided by the head teacher and other staff.
- Implementing the Equalities Plan through the head teacher and staff;

The role of the Head Teacher:

- Implement the services Equality Action Plan, supported by the Management Committee.
- Ensure that all staff are aware of the Equality Action Plan.
- Devise effective processes of development, consultation, review and revision of policies and procedures relating to equalities.
- Establish timescales for reviewing and reporting actions by staff relating to the Equality Action Plan.
- Lay out a timescale for review and impact assessment at least annually.
- Ensure that the findings of the review and impact assessment, with information about how this has informed practice and planning for the future, are published.
- Ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff, teaching and non-teaching:

- Ensure that all pupils are treated fairly, equally and with respect, and to maintain awareness of the school's Equality Action Plan;

- Implement the Equalities Action Plan;
- Deal with racist and other discriminatory incidents, and recognise and tackle racial bias and stereotyping;
- Promote equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic, religious, cultural or linguistic reasons;
- Promote understanding of different disabilities and avoiding discrimination against anyone for reasons of disability;
- Keep up to date with changes in the law on discrimination as set out in the school's Equality Policy;
- Provide material that gives positive images based on race, gender/gender identity and disability, and challenges stereotypical images;
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Assistant Headteachers/Head Teacher.

Review of progress and impact

We have a rolling programme for reviewing our service policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress and take appropriate action to address any gaps. We collect and analyse the following equality information for our pupils/students:

- The performance of boys and girls with learning difficulties.
- The progress of children from ethnic backgrounds.
- The performance of children who are Looked After.
- Monitoring of attendance.

What is required by law in employing staff?

According to law, schools must not discriminate in the employment of staff on grounds of gender/gender identity, gender reassignment, race, disability, sexual orientation (including perceived orientation), religion or belief, age, marriage and civil partnership and pregnancy and maternity.

Employers are no longer allowed to ask candidates about their sickness record in an interview unless they can prove that this is to check whether they can complete an essential task e.g. heavy lifting.

- With regard to disability, schools must make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.
- The requirement to avoid discrimination relates to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

What is required by law in relation to pupils?

- Schools must not discriminate against children seeking admission or with regard to how pupils are treated, on grounds of sex, race, disability, religion or belief. They must not discriminate against pupils or potential pupils on the grounds of their sexual orientation or that of their parents, carers or other associates. Pupils or potential pupils must not be discriminated against on the grounds of the marital status or gender/gender identity/gender reassignment of parents, carers or other associates.

- This includes discrimination in provision of teaching or allocating the pupil to certain classes, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.
- With regard to disability, schools must make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably.
- Age discrimination legislation does not apply to the treatment of pupils or the delivery of education.

Appendix Categories of Discrimination

The Equality Act 2010 states that there are seven categories of discrimination:

- Direct discrimination: treating a person less favourably than others in comparable circumstances because of a 'protected characteristic' such as sex, race or a disability is unlawful, e.g. not employing someone because they are pregnant.
- Associative discrimination: direct discrimination against a person who associates with another person with a protected characteristic, e.g. a person is discriminated against because their child is disabled or whose parent is gay.
- Indirect discrimination: it is unlawful when a provision, criterion or practice is applied equally to all but have a different impact on a person with a protected characteristic. (NB indirect discrimination is only lawful if it can be justified for reasons unrelated to the characteristic in question). e.g. having an unjustifiable height requirement as an essential criteria may make it less likely for women to join a workplace.
- Victimisation: treating a person less favourably because they have taken action in respect of discrimination e.g. by bringing a complaint or giving evidence for a colleague, is unlawful.
- Harassment: unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race – is also unlawful in many of the situations covered by discrimination law.
- Harassment by a third party: harassment by people not employed by the school e.g. contractors. 'This was repealed in October 2013; however staff can still lodge a complaint against third party harassment under the Equality Act 2010)
- Discrimination by perception: discrimination against someone because others think they have a protected characteristic (even if they don't). e.g. perceiving someone to be gay, or of a particular religion or age.

Equality Act (2010)

This Act unifies, supersedes or updates much of the previous law relating to equality. Schools are now required to ensure that users are protected from discrimination and harassment based on 'protected characteristics' which are:

- Disability
- Gender reassignment
- Pregnancy and maternity

- Race
- Religion or belief
- Gender/gender identity
- Sexual orientation

Schools are prohibited from discriminating against, harassing or victimising:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

Positive action

The Act contains provisions which enable schools to take proportionate action to tackle particular disadvantage, different needs or disproportionately low participation of a particular group. This is not the same as positive discrimination, which means providing preferential treatment that exceeds positive action conditions.

However, in the case of disabled pupils, it is never unlawful to positively discriminate in their favour. The Act establishes three principles intended to focus on outcomes judged against local rather than imposed priorities:

- Setting of equality objectives based on local data;
- Schools to be judged on outcomes related to their identified equality objectives not on processes or action plans;
- Greater transparency in allowing public access to data