

St George's Church of England Academy



Equality and Diversity Policy

Single Equality Scheme

Purpose of this Single Equality Scheme

The Single Equality Act

- a) The Single Equality Act 2010 (SEA 2010) places a number of legal duties on schools. These are mostly the same as the responsibilities to promote equality that schools already had under the legislation which is replaced by the SEA 2010. However, a small number of changes have been introduced. Under the terms of the SEA 2010, schools must produce a Single Equality Scheme to show how they meet their responsibilities under the SEA 2010. (Appendix 1)

Our Single Equality Scheme

- a) This Single Equality Scheme both demonstrates how we intend to meet our responsibilities under the relevant legislation and how we go further than this as we implement our vision and values.
- b) In keeping with our Vision and Values we want to ensure that this document reflects our inclusive approach and therefore we will be consulting everyone in the St George's community (Pupils, Parents, Staff and our wider stakeholders) about this Scheme.
- c) The SES has links to several other important School policies and documents, including our:
 - Accessibility Plan – which sets out how we ensure that our school is accessible to all
 - Curriculum Policy – which sets out our inclusive approach to delivering our curriculum in such a way as all pupils can reach their full potential and how we promote diversity.
 - Special Educational Needs (SEN) policy – which sets out how we support children with special educational needs.
 - Recruitment Policy – which sets out how we recruit our staff.
 - Training and mentoring policy – which describes how we train and support staff
 - Staff Handbook & Code of Conduct – which give important information to all staff on our expectations of them
 - Prevent Policy/duties
 - British Values Policy
 - Safeguarding Policy

Our understanding of equality of opportunity:

We understand equality of opportunity to exist when:

- It is understood that everyone is unique and everyone has different needs
- Equality of access exists for all
- Individual choices are widened
- Everyone feels happy, safe and secure in an environment which does not disadvantage or discriminate against anyone
- Stereotypes are challenged to ensure everyone has an equal chance to develop as they wish
- Individual and community needs are responded to for the benefit of everyone
- Adequate resources exist to meet everyone's needs

A Glossary of commonly used terms relating to equality and diversity may be found in Appendix 2.

Aims and objectives:

As a result of this policy we will:

- Ensure that all members of the school community feel happy, safe and secure
- Ensure that equality of access exists for everyone
- Promote equality of opportunity regardless of the nine protected characteristic of age, disability, gender, race, religion and belief, sexuality, gender reassignment, civil partnership and marriage, pregnancy and maternity
- Actively develop the self-esteem and self-respect of all members of the school community
- Ensure that educational provision is relevant to our increasingly diverse society
- Ensure that the curriculum actively promotes equality of opportunity
- Actively challenge all forms of bullying, harassment, prejudice and stereotyping
- Actively engage the support and commitment of the whole school community in achieving our aims

Our School

St George's Values: Many Hearts Make a School

What Are Our Values?

Incorporating fundamental and traditional British Values, our school ensures that;

- a) Children at St George's enjoy creative teaching and high quality learning.
- b) All our children are encouraged to fulfil their potential in a happy, safe and nurturing environment.
- c) We express our Christian values in a sensitive way while, at the same time, welcoming families of different faiths and beliefs.
- d) Children at St George's recognise their responsibilities towards each other, the local community and the wider world.

How Do We Live Our Values?

Teaching and learning

- a) Our aim is for all children to make the best possible progress through high quality teaching and learning.
- b) We ensure children develop the key skills they will need for later life.
- c) We provide all children with a broad and balanced education that meets their particular needs.
- d) Children and staff are encouraged to be creative in all areas of learning.
- e) The school works closely with parents/carers; we recognise that children are more likely to fulfil their potential when we work together.

A happy, safe and nurturing environment

- a) Staff and pupils show mutual respect for each other.
- b) We enjoy a stimulating and purposeful atmosphere in school.
- c) Our school is a happy place; children know that their concerns will be dealt with promptly and effectively.
- d) Children learn to be good friends, to care for each other and work cooperatively.
- e) School provides a safe and secure environment in which children learn to deal with risk appropriately.

Social responsibility and behaviour

- a) We expect high standards of behaviour from all members of the school community.
- b) Children develop an understanding of right and wrong.
- c) Children are supported to play an active part in the life of the school.
- d) Children develop the knowledge and skills to make positive life choices.
- e) Through sharing and celebrating their different faiths, children develop an awareness of the role of spirituality in everyday life.

The school and the community

- a) Children are encouraged to play an active part in the local community and develop an understanding of their role as global citizens.
- b) The school works closely with partners from our local community to provide a wide range of learning experiences.
- c) We actively promote environmental sustainability in all aspects of school life.

Our Commitment to Equality

- a) We are committed to our values and they will shape everything we do. Our commitment to these means that we take equality seriously. For the purposes of this Single Equality Scheme and the associated action plan we want to promote equality in terms of:
- Disability
 - Gender
 - Race
 - Religion and belief
 - Age and sexuality
 - Gender reassignment, Civil Partnership, Marriage, Pregnancy and Maternity
- b) This means that in the ways that we interact with people with these different characteristics we will:
- Ensure that St George's Academy is accessible, open and welcoming to pupils, parents and staff regardless of their disability, ethnicity, gender, sexual orientation, religion and beliefs, their age or their socio-economic circumstances
 - Treat all pupils, staff and people in our wider community with equal respect, recognising their equal value
 - Recognise, respect and celebrate diversity
 - Promote positive attitudes toward individuals with different characteristics
 - Promote good relations between pupils, staff and people in the wider community coming from different groups or having different characteristics
 - Work to monitor and reduce inequalities that already exist, especially in relation to educational opportunities and attainment
 - Ensure that our recruitment, management and development of staff is undertaken in a fair and equitable manner

School Context

St George's Church of England Academy is a larger than average school which serves the community of an expanding village and the rural east of Darlington. Almost all the pupils (320pupils – Nov 16) live in the village, or the neighbouring village of Sadberge. The school also provides Nursery provision for 26 (FTE). The Nursery children are integrated with the Reception children in a Foundation Stage Unit. Full integrated care for the Nursery aged children is available within the school, provided by an external provider.

St George's has undergone much change. The school closed at the end of March 03 and re-opened at the beginning of April 03 - changing status to a Voluntary Aided Church of England school. Target Capital funding was secured and a new school was built on the same site (following a fire). The new school building, which was completed in March 2006, is a 315 place 'Neighbourhood' school with a 26 place Nursery. In addition to serving the children, many of its facilities are utilised by the village community. The school converted to Academy status on 1st April 2012, alongside four other local primary schools who have worked in effective partnership for more than 7 years. In November 2015 the Academy became a MAT.

The school is oversubscribed each year. In addition to applications from our local community, more and more pupils are applying from Darlington because of the school's growing reputation. The learners' attainment on entry to the school is broadly in line with national averages, although there is a small number of children representing a wide range of abilities (Darlington Profile baseline data). The percentage of children identified on the SEN register is 10%.

Most parents and carers are in employment and the proportion of pupils eligible for free school meals is below the national average (8%). There are forty four children who qualify for Pupil Premium.(14%)

We have a very low level of cultural diversity amongst our pupils with 97% of White British heritage. There are currently seven children who are learning English as an additional language. The school currently has no children from traveller families. We have seven children classed as Looked After. Pupils attending our school come from a cross-section of social and economic backgrounds.

St George's is a Church of England Academy and follows the Durham and Newcastle Diocese guidelines and syllabus. The strong Christian ethos permeates throughout all aspects of the school. Our local Church uses the school as its main place of worship due to the closure of the local Church.

Our latest Ofsted inspection (Nov 2009) rated the school as 'Outstanding' and our latest SIAMS inspection (Jan 2015) also rated the school as 'Outstanding'

Significant awards include:

- Darlington Inclusive Schools Award
- Arts Mark Gold
- Healthy Schools Award
- Basic Skills Quality Mark (1, 2 & 3)
- Early Years Quality Mark
- ROSPA Silver Award
- Active Mark
- Sustainable Travel (Gold)
- FMSIS/FMGE
- Young Carers' Charter
- PSHE Quality Mark
- Outstanding Clerk to the Governing Board
- Governors' Mark

Guidelines - Disability:

Pupils with disabilities/learning difficulties/special needs will:

- Have complete access to all the facilities and resources available within the school
- Receive additional support to ensure that they fulfil their potential
- Be integrated with and educated alongside other pupils
- Have access to the same broad, balanced and relevant curriculum as other pupils
- Be involved in the decisions being made about their care and education

As a school we:

- Are committed to early identification of emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion
- Are committed to early intervention, target-setting and regular monitoring of pupils with disabilities/learning difficulties/special needs
- Will give additional support and encouragement to gifted and talented pupils to ensure they fulfil their potential
- Will work in partnership with parents and carers to ensure that pupils with disabilities/learning difficulties/special needs benefit fully from their time spent in school
- We ensure that staff take part regularly in training about disability/learning difficulties/special needs
- Will make use, where appropriate, of local authority support services to ensure that pupils with disabilities/learning difficulties/special needs fulfil their potential

Guidelines - Gender:

No matter their gender, all pupils will:

- Have access to the same broad, balanced and relevant curriculum
- Be expected to do as well as they possibly can
- Be expected to behave as well as they possibly can
- Be expected to work together in a constructive and positive manner
- Be discouraged from using sexist language, and commended when they challenge such language

As a school, we will:

- Ensure that neither gender dominates any area of the school, the curriculum or the extracurricular activities to the detriment of the other
- Ensure that all resources portray both genders in a positive and non-stereotypical way
- Continue to monitor achievement by gender. If differences based on gender are identified, appropriate action will be taken to redress the imbalance

Guidelines - Race:

- The curriculum will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally
- Pupils will have opportunities to study issues to do with intolerance, prejudice, racism, racial discrimination and religious prejudice
- Resources will portray members of local and regional cultural and ethnic groups in ways which are positive and non-stereotypical
- Community languages other than English will be valued and promoted
- All pupils will be able to dress and worship in ways which do not conflict with the cultural or religious conventions of the home
- The dietary needs of all pupils will be met
- Achievement, attendance and exclusions will be monitored by ethnicity. If differences based on ethnicity are identified, appropriate action will be taken to redress the imbalance
- Members of all cultural and ethnic groups will be welcomed and valued by the school community
- All racist incidents will be dealt with in an effective and consistent manner
- When posts in school become vacant, we will encourage applications from all groups within our increasingly diverse society

Guidelines - Religion and Belief:

- The national curriculum in general and RE in particular, will be used to value and celebrate diversity based on religion and belief
- Daily acts of collective worship will be used to promote equality of opportunity irrespective of religion or belief
- All pupils will be given opportunities to meet their religious needs, especially at the time of important festivals
- The dietary needs of all pupils will be met
- Pupils will be discouraged from using offensive language based on religion or belief and commended when they challenge such language
- Resources will reflect people subscribing to a variety of religions and beliefs
- Resources will show people of all religions and beliefs engage in non-stereotypical roles and activities
- People of all religions and beliefs will be encouraged to play an active role in school life
- As far as is possible our staff team will reflect the variety of religions and beliefs that exist locally and regionally

Guidelines - Age and Sexuality:

- All pupils will be expected to do as well as they possibly can
- All pupils will be expected to behave as well as they possibly can
- All pupils will be encouraged to make equal use of all the resources and facilities in the school
- Resources will reflect the variety of families that exist in Britain today
- Resources will show people of all ages engaged in non-stereotypical roles and activities
- Where appropriate, the National Curriculum will be used to value and celebrate diversity based on age and sexuality
- Daily acts of collective worship will be used to promote equality of opportunity irrespective of age or sexuality
- Pupils will be discouraged from using offensive language about age and sexuality and commended when they challenge such language
- People will be welcomed and valued no matter their age or sexuality
- Appropriate use will be made of local authority support services to ensure that all pupils fulfil their potential

Guidelines - Gender Reassignment, Civil Partnership and Marriage, Pregnancy and Maternity:

- In relation to the three protected characteristics above, parents, carers, visitors, members of staff and all others associated with the school can rest assured that discrimination will not occur and that people's rights as defined in legislation relating to the characteristics will be respected
- Where appropriate, opportunities will be provided for pupils to learn about and to discuss matters to do with gender reassignment, civil partnership and marriage and pregnancy and maternity
- Pupils will be discouraged from using offensive language about gender reassignment, civil partnership and marriage, and pregnancy and maternity
- People will be welcomed and valued no matter their personal circumstances, their marital status, where in a civil partnership or not, whether pregnant or on maternity leave, or whether undertaking or having undertaken, gender reassignment
- Appropriate use will be made of suitable external support services to ensure that equality of opportunity exists in relation to gender reassignment, civil partnership and marriage, and pregnancy and maternity

Implementing Our Vision for Equality and Diversity

Employer Duties

- a) As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- b) When appointing staff and allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures we will ensure that decisions are free from discrimination on the basis of gender, race, disability, sexual orientation, gender re-assignment, faith or religion.
- c) Actions to ensure these commitments are met include:
 - Monitoring recruitment and retention including bullying and harassment of staff
 - Continued professional development opportunities for all staff
 - Senior Leadership Team support to ensure equality of opportunity for all

Action Plans

- a) We recognise that the actions resulting from a policy are what make a difference.
- b) Our current action plan is set out in our Single Equality Scheme Action Plan in Appendix 3. This covers the following areas,
 - i. Teaching and learning, including
 - Pupils achievement, attainment and progress
 - Teaching and learning strategies, including subject specific leadership and development
 - ii. Resources
 - Staff recruitment, development and management;
 - Health, safety and well-being of staff
 - Accessibility of the school estate
 - Deployment of resources in school
 - iii. Pupils, Parents and Partnerships
 - Care, guidance and support
 - Admissions
 - Attendance
 - Inclusion policy and Special Educational Needs
 - Behaviour, discipline and exclusions
 - Working in partnership with parents, carers and guardians
 - Working with the wider community
 - Participation of groups in wider school activities
- c) The relevant committee will be responsible for tracking the achievement of the School Single Equality Scheme Action Plan.

Addressing Prejudice and Bullying

- a) The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:
 - prejudices related to disability and special educational needs
 - prejudices related to racism and xenophobia
 - prejudices relating to religious belief
 - prejudices related to sexism and homophobia
- b) There is guidance in the staff handbook/code of conduct on how prejudice-related incidents should be dealt with.

Roles and Responsibilities

- a) The Board of Directors is responsible for ensuring that the school complies with current legislation, and that this policy and its related procedures and strategies are implemented.
- b) The Inclusion Director has a watching brief regarding the implementation of this policy.
- c) The Senior Leadership Team is responsible for implementing the policy; for ensuring that all staff, directors 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.
- d) The Senior Leadership Team and TLR post holders have an important role to play in relation to monitoring pupil progress, making decisions relating to intervention and additional support for pupils and regularly reporting on the relative achievements of different groups of children.
- e) All staff are expected to:
 - promote an inclusive and collaborative ethos throughout the school
 - challenge and deal with any prejudice-related incidents that may occur
 - use the curriculum to challenge bias and prejudice
 - support pupils for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work
 - ensure that pupils have the opportunity to have their voices heard with regards to equality issues

Awareness and Resources

- a) We ensure that the content of this policy is known to all staff and directors and, as appropriate, to all pupils and parents and carers.
- b) 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

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

Breaches of the Policy

- a) Breaches of this scheme will be dealt with in the same ways that breaches of other school policies are dealt with, by reporting to the Head Teacher or the Deputy Head Teacher. The Head Teacher will then inform the Board of Directors at the next Directors' meeting or earlier as appropriate.

Monitoring and Evaluation

- a) We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- b) In particular we collect, analyse and use data in relation to pupil achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, national origin, socio-economic circumstances, gender and age. We do this to ensure we are complying with our values and our approach to equality.

Consultation and Involvement

- a) It is a requirement that the development of this plan and the actions within it have been informed by the input of directors, staff, pupils and parents and carers. We have done this by:
 - Discussing a draft of the scheme and action plan in a working party and then reporting to the Board of Directors.
 - Discussing it with staff at a staff meeting.
 - Collective Worship on the theme of a welcoming and diverse school.
- b) The scheme and Annual Action Plans also need to be informed by feedback from staff, pupils, parents and carers on an on-going basis:
 - Feedback from the staff, pupil and parent surveys, parents' evenings and other informal feedback.
 - Focus groups
 - Feedback from the school council and PSHE lessons.
 - Issues raised from the regular monitoring of inclusion and pupil attainment.
 - Feedback at Directors' meetings.

Appendix 1 - The Equality Act 2010

The Equality Act 2010 has brought together and replaced the major pieces of Equal Opportunities legislation as well as bringing together around 100 other instruments within a single Act. It covers the same groups that were protected by previous equalities-based legislation and refers to these as “Protected Characteristics”.

The nine “Protected Characteristics” as set out in the Equality Act 2010 are:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or Belief
8. Sex
9. Sexual Orientation

The Equality Act 2010 defines different types of discrimination.

Direct Discrimination

This occurs when a person is treated less favourably because of a protected characteristic they have.

Indirect Discrimination

This occurs when a condition, rule, policy or practice that an organisation has in place disadvantages people who share a protected characteristic - even if the condition, rule, policy or practice is applied to everyone.

Discrimination arising from Disability

This occurs when a disabled person is treated unfavourably because of something connected with their disability and the unfavourable treatment cannot be justified.

Associative Discrimination

This occurs when a person is treated less favourably than another person because they associate with another person who possesses a protected characteristic.

Victimisation

This occurs when someone is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act.

Perceptive Discrimination

This occurs when a person is treated less favourably than another person because others think they possess a protected characteristic – even if the person does not actually possess that characteristic.

Harassment

This is unwanted conduct related to a protected characteristic which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

Third Party Harassment

This is when an employee faces unwanted conduct related to a protected characteristic which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual by people who are not employees of the organisation.

The Equality Act 2010 - Protected Characteristics

Age

The Equality Act protects people of all ages.

Special exceptions apply for people close to retirement age, and in this situation an employer would not have to show that the age limit they are using is objectively justified – an organisation can decide not to employ someone because of their age if within 6 months of applying for the job, they will be 65 or older, or will be over their organisation's normal retirement age if that is higher than 65.

Age is the only protected characteristic that allows the justification of direct discrimination.

The Equality Act continues to allow employers to have a default retirement age of 65.

Sex

Both men and women are protected under the Act.

Sexual Orientation

The Act protects bisexual, gay, heterosexual and lesbian people

Marriage and Civil Partnership

The Act protects people who are married or in a civil partnership. Single people are not protected.

Race

'Race' includes colour, nationality, and ethnic or national origins. A racial group can be made up of two or more different racial groups, for example, Black Britons.

'Ethnicity' is where a group has a long shared history and cultural tradition, come from a common geographical area, descend from a small number of ancestors, have a common language or literature and a common religion.

Disability

The Equality Act protects anyone who has, or has had, a disability; for example, if a person has had a mental health condition in the past that met the Act's definition of disability and is harassed because of this, it would be unlawful.

The Act defines disability as a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

'Impairment' covers, for example, long-term medical conditions such as asthma and diabetes, and fluctuating or progressive conditions such as rheumatoid arthritis or motor neurone disease. A mental impairment includes mental health conditions such as bipolar disorder or depression, learning difficulties such as dyslexia and learning disabilities such as autism and Down's syndrome. Some people, including those with cancer, multiple sclerosis and HIV/AIDS, are automatically protected by the Act. People with severe disfigurement will be protected without needing to show that it has a substantial adverse effect on day-to-day activities.

There is a legal requirement to make reasonable changes to the way things are done; this could include changing a policy, making changes to the built environment, such as making changes to the structure of a building to improve access, and providing auxiliary aids and services, such as providing information in an accessible format, an induction loop for customers with hearing aids, special computer software or providing additional support for employees or customers using a service.

Where a service is delivered from a building that cannot be made accessible through reasonable adjustments, it may be a reasonable adjustment to provide the service at a different venue, including a home visit.

Gender Reassignment

The Act provides protection for transsexual people.

A transsexual person is someone who proposes to, starts or has completed a process to change his or her gender.

The Act does not require a person to be under medical supervision to be protected – so a woman who decides to live permanently as a man but does not undergo any medical procedures would be covered.

Transgender people such as cross dressers, who are not transsexual because they do not intend to live permanently in the gender opposite to their birth sex, are not protected by the Act.

It is discrimination to treat transsexual people less favourably for being absent from work because they propose to undergo, are undergoing or have undergone gender reassignment than they would be treated if they were absent because they were ill or injured. Medical procedures for gender reassignment such as hormone treatment should not be treated as a 'lifestyle' choice.

Pregnancy and Maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. During this period, pregnancy and maternity discrimination cannot be treated as sex discrimination.

It is unlawful to take into account an employee's period of absence due to pregnancy-related illness when making a decision about her employment.

It is unlawful to discriminate against a woman because she is breastfeeding. Women to whom an organisation is providing goods, facilities and services should be able to breastfeed should they so wish.

Religion or Belief

Religion includes any religion. It also includes a lack of religion, in other words people are protected if they do not follow a certain religion or have no religion at all.

A religion must have a clear structure and belief system.

Belief means any religious or philosophical belief or a lack of such belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour.

Denominations or sects within a religion can be considered a protected religion or religious belief.

Political beliefs would not be protected.

Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief.

Positive Action

For all groups of people with characteristics protected under the Equality Act to benefit equally from employment and services provided by organisations, some groups may need more help or encouragement than others. This is because some groups are disadvantaged or under-represented, or have different needs from the population as a whole due to past or present discrimination or exclusion or particular experiences. The Equality Act allows employers and service providers to take action that may involve treating one group more favourably where this is a proportionate way to help members of that group overcome a disadvantage or participate more fully, or in order to meet needs they have that are different from the population as a whole. This is called 'positive action'.

Positive action can be taken when three conditions are met:

1. The organisation must reasonably think that a group of people who share a protected characteristic:
 - suffer a disadvantage linked to that characteristic
 - have a disproportionately low level of participation in this type of employment, service or activity, or
 - need different things from this employment or service from other groups.

'Reasonably think' means that the disadvantage, low level of participation or different needs can be seen (detailed statistical or other evidence of this does not need to be shown).

2. The action taken is intended to:
 - meet the group's different needs
 - enable or encourage the group to overcome or minimise that disadvantage, or
 - enable or encourage the group to participate in that activity.
3. The action taken is a **proportionate way** to increase participation, meet different needs or overcome disadvantage. This means that the action is appropriate to that aim and that other action would be less effective in achieving this aim or likely to cause greater disadvantage to other groups.

Positive action is always voluntary – not compulsory

Pre-employment health-related checks

The Equality Act limits the circumstances when employers can ask health-related questions before offering an individual a job. Up to this point, employers can only ask health-related questions to help them to:

- decide whether any reasonable adjustments need to be made for the person to the selection process
- decide whether an applicant can carry out a function that is essential ('intrinsic') to the job
- monitor diversity among people making applications for jobs
- take positive action to assist disabled people
- ensure that a candidate has the disability where the job genuinely requires the jobholder to have a disability

Once a person has passed the interview and have been offered a job (whether this is an unconditional or conditional job offer) the employer is permitted to ask appropriate health-related questions.

Equal Pay

This is designed to prevent discrimination between men and women in respect of their terms and conditions of employment, including pay. In most circumstances a challenge to pay inequality and other contractual terms and conditions has to be made by comparison with a real person of the opposite sex in the same employment. However, the Equality Act allows a claim of direct pay discrimination to be made, even if no real person comparator can be found.

Pay Secrecy

The Act makes it unlawful for an employer to prevent or restrict employees from having a discussion to establish if differences in pay exist that are related to protected characteristics. It also makes terms of the contract of employment that require pay secrecy unenforceable because of these discussions.

An employer can require their employees to keep pay rates confidential from some people outside the workplace, for example a competitor organisation.

Occupational requirements

If an employer can show that a particular protected characteristic is central to a particular job, they can insist that only someone who has that particular protected characteristic is suitable for the job. This would be an 'occupational requirement'. For example, a women's refuge may want to say that it should be able to employ only women as counsellors. Its client base is only women who are experiencing domestic violence committed by men. This would probably be a genuine occupational requirement

Obeying another law

An employer can take into account a protected characteristic where not doing this would mean they broke another law. For example, a driving school must reject a 19 year old who applies for a job as a driving instructor because to offer them a job – even if they are the best candidate – would involve breaking the law because a driving instructor must be aged at least 21.

Exceptions

There are exceptions that only apply to some employers:

A religion or belief organisation, may be able to say that a job requires a person doing the job to hold a particular religion or belief if, having regard to the nature or context of the job, this is an occupational requirement and it is objectively justified. For example, a Humanist organisation which promotes Humanist philosophy and principles would probably be able to apply an occupational requirement for its chief executive to be a Humanist.

An organised religion (or, when not an organised religion but a job is for the purposes of an organised religion) may be able to say that a job or role requires a person to have or not have a particular Protected Characteristic or to behave or not behave in a particular way. If:

- a job or role exists for the purposes of an organised religion, such as being a Minister or otherwise promoting or representing the religion, and
- because of the nature or context of the employment, it is necessary to avoid conflict with the strongly held religious convictions of a significant number of the religion's followers or to conform to the doctrines of the religion by applying a requirement to the job or role.

Employment may be refused to a person because:

- they are male or female,
- they are a transsexual person,
- they are married or in a civil partnership, including taking into account who they are married to or in a civil partnership with (such as someone who marries a divorced person whose former spouse is still alive),
- they manifest a particular sexual orientation, for example, a gay or lesbian or bisexual person who is in a relationship with a same-sex partner.

The requirement must be crucial to the job or role, and not merely one of several important factors. The job or role must be closely related to the purposes of the religion, and the application of the requirement must be proportionate.

- An employment service provider may be able to say that a person must have a particular Protected Characteristic to do vocational training, if the training leads to work for which having that characteristic is an occupational requirement.
- An educational establishment like a school or college, may be able to say that someone has to be of a particular religion or belief, or must be a woman.
- Recruiting to the civil, diplomatic, armed or security and intelligence services and some other public bodies, can specify what nationality a person has to be.
- Recruiting for service in the armed forces, may be able to exclude women and transsexual people if this is a proportionate way to ensure the combat effectiveness of the armed forces.
- In addition, age and disability are, in effect, not Protected Characteristics in relation to service in the armed forces. Disability can also be a reason to refuse someone work experience in the armed forces.

The Public Sector Equality Duty

The Equality Act 2010 has replaced the three previous separate Duties (covering Race, Disability and Gender) with a single Public Sector Equality Duty. This single Equality Duty encompasses the following 7 protected characteristics:-

1. Age
2. Disability
3. Gender Reassignment
4. Race
5. Religion or Belief
6. Sex
7. Sexual Orientation

The Public Sector Equality Duty states that a school must, in the exercise of its functions, have due regard to the need to:-

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;
2. Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it; this means:-
 - removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
 - taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
 - encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
3. Foster good relations between persons who share a protected characteristic and persons who do not share it; this means:-
 - tackling prejudice.
 - promoting understanding.

Appendix 2

Glossary of commonly used terms relating to equality and diversity

Bullying:

Bullying can be defined in many ways such as:

- Doing things with the deliberate aim to hurt.
- Occasions when individuals feel that they have been victimised.
- Repetitive acts of abuse.
- Deliberately hurtful behaviour.
- Deliberately hurting or frightening someone by what is said or done.
- The abuse of power by an individual or group in relation to another individual or group.
- The intentional abuse of power by an individual or group with the intent and motivation to cause distress to
- another individual or group. Such abuse of power may be physical, verbal, sexual or psychological in nature.

Discrimination:

Treating an individual or group less well than another individual or group is treated. Such differential treatment accords advantages to some and disadvantages to others. Although it is possible to engage in positive discrimination - presently unlawful except in a few specific situations in the UK - most people define discrimination as unfair treatment leading to disadvantage. Present legislation renders discrimination on the grounds of age, disability, gender, marital status, race, religion and belief, and sexuality unlawful. Also, present legislation reminds us that discrimination can be either direct (overt, or intentional) or indirect (covert, or unintentional). Whether direct or indirect, discrimination on the above grounds is unlawful.

Harassment:

Any behaviour or action directed at an individual that is found to be offensive to the recipient and might threaten an employee's job security or create an intimidating environment. Inappropriate words or actions which humiliate, ridicule, embarrass, intimidate, frighten, distress or otherwise undermine. Harassment can be on the grounds of a person's age, disability, gender, nationality, race, religion or belief, sexuality or any other personal characteristic.

Institutional racism:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

Minority Ethnic Group:

Everyone belongs to an ethnic group and, for historical reasons, the UK contains many such groups. A minority ethnic group is usually defined as a group which differs from the majority in a given nation state. Difference may be based on physical characteristics (e.g. skin colour), culture, religion and/or language. Many minority ethnic groups experience disadvantage and/or discrimination.

Prejudice:

Prejudice can be defined in many ways such as:

- An unfavourable opinion or feeling formed beforehand or without knowledge, thought or reason.
- Any preconceived opinion or feeling, either favourable or unfavourable.
- Unreasonable feelings, opinions or attitudes, especially of a hostile nature, directed against individuals or groups deemed in some shape or form to be different.

Prejudice may assume a variety of characteristics such as a tendency to judge a whole group on the basis of visible difference or on the basis of assumed characteristics. Prejudice is usually based on inadequate information. In other words, attitudes or opinions which are prejudiced are usually based on lies, half-truths, legends or myths.

Racism:

Racism can be defined in many ways such as:

- Prejudice plus power.
- Prejudice plus power plus action.
- Belief in the superiority of the ethnic group to which you belong and, through either numerical superiority or control of the decision-making institutions, possessing the means to realise that belief.
- Racism exists when political, economic and social institutions are dominated by a particular ethnic group and that ethnic group uses its control of the institutions to discriminate against members of other ethnic groups.
- Treating someone less well than others because of the ethnic or racial group to which they belong.

Racist Incident:

A racist incident is any incident which is perceived to be racist by the victim or any other person.

Scapegoats:

People who bear the blame for things they are not responsible for.

Sexism:

The belief that males and females are better equipped to fulfil different roles in society, perhaps because of their inherited characteristics or their physical and/or biological differences.

Stereotypes:

A standardised, fixed image or conception of people which is applied to all people in that category. The vast majority of stereotypes perceive the groups concerned in a negative or patronising manner. All stereotypes negate individuality and deny us the opportunity to engage with people as fully rounded, complex beings. Stereotypes deny us the opportunity to engage with reality.



Appendix 3

Theme	Risk/Issue	Actions to be taken	Who is responsible	When will it be complete
Teaching and Learning				
Pupils' achievement, attainment and progress	Particular groups of pupils progress less well than others and this reinforces wider social inequalities.	On-going monitoring of pupil attainment and progress, including by different equalities groups, where possible.	Senior Leadership Team Inclusion Officers TLR post-holders Inclusion Director Board of Directors	On-going
Teaching and learning strategies, including subject specific leadership and development.	Some groups of pupils may not have their needs met.	On-going monitoring of pupil attainment and progress, including by different equalities groups, where possible.	Senior Leadership Team Inclusion Officers TLR post-holders Inclusion Director Board of Directors	On-going
		Monitoring and oversight of teaching and learning strategies and curriculum development	Senior Leadership Team	On-going
Resources				
Staff recruitment, development and deployment/management	That recruitment, performance management and development policies do not treat people fairly (according to the approach set out in the scheme).	Recruitment and development policies to be consistent with this Scheme Monitoring of staffing in the annual updates to this scheme.	Senior Leadership Team Board of Directors	On-going
Health, safety and well-being of staff.	The working and learning environment is not safe or contributes to ill-health for staff or pupils	That the Accessibility Plan is consistent with this Scheme	Senior Leadership Team Board of Directors	On-going



Theme	Risk/Issue	Actions to be taken	Who is responsible	When will it be complete
Accessibility of the school estate.	That the school estate is disabling for either staff or pupils	Accessibility Plan is consistent with this Scheme Parental and Pupil Surveys include questions about the accessibility of the estate and action plans respond to these	Senior Leadership Team Board of Directors	On-going
Deployment of resources in school.	That the deployment of staff, financial or material resources is discriminatory to staff or pupils	Equality issues are taken into account when considering deployment of resources. Curriculum policy is consistent with this Scheme.	Senior Leadership Team Board of Directors Senior Leadership Team Board of Directors	On-going
Pupils, Parents and Partnerships				
Care, guidance and support;	Care, guidance and support policies or practice are not consistent with the approach to equalities set out in this Scheme	Relevant policies need to be consistent with this scheme	Board of Directors	On-going – cycle of policy review
Attendance	That some groups of children suffer from lower attendance, exacerbating inequalities	Attendance is monitored from an equalities basis, where data is available to support this as part of the Family Support Worker/EWO on-going duties.	SLT Inclusion Director Board of Directors	Termly
Special Educational Needs	That Special Educational Needs are not given appropriate emphasis in the running of the school	Termly Inclusion Monitoring Report within Head teacher's report	SLT Inclusion Officers Inclusion Director Board of Directors	Termly
Behaviour, discipline and exclusions;	That some groups of children are more likely to be the subject of behaviour management and discipline, including exclusion.	All exclusions to be fully explained to the Board of Directors Behaviour management/ Discipline is reported to the Board of Directors	SLT Board of Directors	Termly



Theme	Risk/Issue	Actions to be taken	Who is responsible	When will it be complete
Working in partnership with parents, carers and guardians;	Parents, carers and guardians do not feel sufficiently included in the education of their children, disadvantaging some children and reinforcing wider inequalities	Monitoring this through annual Parents Survey	SLT Board of Directors	Annual monitoring
Working with the wider community	The school does not promote community cohesion through its partnerships and community activities	Community Cohesion action plan is consistent with the SES	Board of Directors	On-going
Participation of groups in wider school activities.	That some groups of children do not benefit from wider school activities such as school trips and after school activities	The school's 'Pupils Premium' allows access (where appropriate) to wider school activities for all children After school activities are designed to promote an inclusive agenda	SLT Board of Directors	Annual monitoring