



ST WENN SCHOOL

EQUALITY AND DIVERSITY POLICY

Reviewed: September 2020

Date of next Review: July 2021

Headteacher: Mrs Sally Berry

Chair of Governors: Dr Tessa Cubitt



School Aims:

At St Wenn School we aim to give all pupils:

- Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- High self-esteem by feeling valued as a member of our school and an environment free from harassment and discrimination of any kind.
- A sense of fair play, treating others with dignity and respect.
- The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

At St Wenn School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The school's core aim is that all of our pupils and staff succeed and our promise is to try our best to give each and every pupil the opportunity to achieve and to reach their full potential.

General policy statement: All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

Check list for school staff and governors at St Wenn School

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority?



- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to all eligible candidates and voters, being inclusive of race, disability and gender?

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1. Mission Statement

At St Wenn School, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the following protected characteristics: age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.



St Wenn School's Commitment to Equality

We are committed to:

- Eliminating discrimination and harassment in all areas
- Making our school safe and secure for all
- Promoting equality of opportunity, we will ensure that every pupils has access to the necessary support required to enable them to achieve their highest potential
- Promoting good relations and positive attitudes towards all people
- Encouraging active participation in the life and work of the community

Our commitment covers equality on grounds of all protected characteristics listed above. We expect our staff and governors to put in place our commitment and organisational values by:

- Ensuring a high standard of behaviour, we will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable
- Responding quickly to complaints and incidents in a positive and pro-active way - Providing equality of access to services, facilities and information
- Ensuring that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.
- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families
- Where possible meet the specific needs of individual pupils within the recognised protected characteristics.

We will ensure that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

2. Mainstreaming equality into policy and practice



As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice including our Breakfast Club in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and respond to any gaps with appropriate targeted interventions;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures (Parents have the right to withdraw their child from certain aspects of this);
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning; Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on the grounds of any of the protective factors listed above.

Exclusions will always be based on the school's Behaviour Policy and Consequences Ladder. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at St Wenn Primary School.



We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

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.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is 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.

4. Equality and the law

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. There are a number of statutory duties that must be met by every school in line with the Equality Act 2010. According to the Act it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their: - sex, - race, - disability, - religion or belief - sexual orientation - gender reassignment, - pregnancy or maternity

It is also unlawful to discriminate by 'association' or 'perception'. That is, schools may not discriminate on the grounds of the above listed protected characteristics by virtue of a child's association with another person, such as, for example, a parent or other family member; or due to a characteristic that one thinks a child may have (actually or by association), even if the judgement is mistaken.

4a Sex/Gender



Schools need to make sure that pupils of one sex are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of boys or girls. For example, it would be unlawful for a school to require girls to learn needlework while giving boys the choice between needlework and woodwork classes.

Under the Gender Equality Duty schools previously had a statutory duty to promote gender equality and have a gender equality scheme in place. Under the Equality Act, this has been replaced by the general equality duty and new specific duties, which are described later.

Under our general duty we will actively seek to: - Eliminate unlawful discrimination and harassment on grounds of sex and gender; - Promote equality between men and women.

4b Race

The definition of race includes colour, nationality and ethnic or national origins. Schools need to make sure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils. Schools should check that there are no practices which could result in unfair, less favourable treatment of such pupils.

St Wenn Primary school recognises that Black, Asian and Minority Ethnic [BME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. The School will take all necessary measures to prevent and tackle racial harassment and assist BME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

The School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty in the Equality Act 2010, to promote racial equality we will:

1. Tackle unlawful discrimination by - Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them; - Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, Guidelines for Challenging and Dealing with Racial Harassment in Schools and notify complainants of the outcomes and action taken; - Encouraging dialogue between different racial groups on the appropriateness of our service offer; - Prevent racial discrimination, and to promote equality of



opportunity and good relations between members of different racial, cultural and religious groups.

2. Support cohesion by - Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families; - Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life; - Using our support for the voluntary and community sector to promote good race relations; - Countering myths and misinformation that may undermine good community relations;

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to - Promote the active participation of minority communities in shaping the future of our school; - Ensure the school staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations. - Expand access across all communities and in all areas of school activity. - Ensure the policy is also part of short, medium and long term planning arrangements that the school already makes, and our actions and objectives are met through our Race Equality Action Plan (REAP).

We have developed our (REAP) for putting our Race Equality Plan into practice, and it is part of the School Development Plan. The REAP has clearly defined roles and explains what the school will do if the policy is not followed.

We will report on progress annually and the review of our race equality policy will be brought in line with the review for the School Equality Scheme. Please see the Race Equality Policy.

4c Disability

The School's commitment to disabled learners, their families and staff's equality has four objectives:

We will promote equality for disabled people by: - Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings; - Encouraging good practice by our partners through our advisory capacity; - Upholding the Social Model and our guiding principles in our role in procurement and in our partnership duties.

We will tackle discrimination against disabled people by: - Promoting positive images of disabled people; - Challenging patronising or discriminating attitudes; - Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.



We will support disabled learners to achieve their full potential by: - Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives; - Supporting the formation of groups, networks and services for disabled learners and disabled employees of the school and people who are disabled in the community; - Supporting disabled learners, staff and carers according to their individual need.

We will work in partnership with disabled learners and their carers and staff by: - Enabling disabled learners, their families and disabled staff active participation; - Involving disabled learners, their families and disabled staff in the changes and improvements we make; - Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to: - Promote equality of opportunity between disabled people and other people. - Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995). - Eliminate disability related harassment. - Promote positive attitudes towards disabled people. - Encourage participation of disabled people in public life. - Take steps to meet disabled people's needs, even if this requires more favourable treatment. - Monitor staff and learners by disability. - Have a Disability Equality Scheme. Please see separate Disability Equality policy.

We plan to increase access to education for disabled pupils by: - Increasing the extent to which disabled learners can participate in the school curriculum. - Increasing the inclusion of positive images of disabled people across the curriculum. - Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services. - Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.

4d Religion or Belief

The Equality Act defines "religion" as being any religion, and "belief" as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics. The Equality Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator This is to ensure that any potential discrimination between, e.g. Orthodox and Reform Jews, or Shia and Sunni



Muslims, would also be unlawful. So if a Muslim pupil is not chosen for a part in a school play because it is thought to be inappropriate for a girl of that faith, that will be discrimination even if the decision was taken by a Muslim teacher. Nor could a Muslim teacher choose one Muslim pupil over another for a part in the play because he thinks the chosen pupil is a more observant member of his faith and should be rewarded.

The definition of discrimination on grounds of religion or belief does not address discrimination on any other ground (such as race, sex or sexual orientation). The Act does not allow a teacher to discriminate against a pupil because of his own personal religious views about homosexuality or the role of women for example.

4e Sexual Orientation

Schools need to make sure that all gay, lesbian or bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of such pupils.

Where individual teachers are concerned, having a view about something does not amount to discrimination. So it should not be unlawful for a teacher in any school to express personal views on sexual orientation provided that it is done in an appropriate manner and context (for example when responding to questions from pupils, or in an RE or Personal, Social, Health and Economic education (PSHE) lesson). However, it should be remembered that school teachers are in a very influential position and their actions and responsibilities are bound by much wider duties than this legislation associated with the Equality Act. A teacher's ability to express his or her views should not extend to allowing them to discriminate against others.

The School is committed to combating discrimination faced by lesbians, gay men and bisexual (LGB) people. We want to ensure equality of opportunity for LGB people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act 2010. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions



and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

At St Wenn School:-

When/if the situation arises that a pupil wishes to discuss sexual orientation or comes across an image, e.g. in literature or the internet that promotes discussion around the above subject, the matter will be dealt with sensitively and in private if necessary. Bullying of any form is not tolerated at St Wenn School. Homophobic bullying will be dealt through our anti-bullying procedures and reported with the appropriate coding to the local authority half termly. We use SEAL materials along with materials from Teaching SRE with confidence.

4f Gender Reassignment

Protection from discrimination because of gender reassignment in schools is new for pupils in the Equality Act, although school staff are already protected. This means that for the first time it will be unlawful for schools to treat pupils less favourably because of their gender reassignment and that schools will have to factor in gender reassignment when considering their obligations under the new Equality Duty.

The protection against discrimination because of gender reassignment now matches the protection because of sexual orientation in schools. That is protection from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association. Schools need to make sure that all gender variant pupils, or the children of transgender parents, are not singled out for different and less favourable treatment from that given to other pupils.

4g Pregnancy or Maternity

Protection for pupils from discrimination because of pregnancy and maternity in schools is new in the Equality Act. This means that for the first time it will be unlawful for schools to treat a pupil less favourably because she becomes pregnant or has recently had a baby, or because she is breastfeeding. Schools will also have to factor in pregnancy and maternity when considering their obligations under the new Equality Duty

4h Community cohesion



The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

We will evidence our effectiveness for OFSTED by demonstrating:

- A widely shared sense of the contribution of different communities to a shared vision.
- A strong sense of individual rights and responsibilities within the school community.
- That all children and parents feel they are being treated fairly and have the same opportunities.
- That children trust the school to act fairly.
- We have strong and positive relationships.

WHAT IS COMMUNITY COHESION?

By community cohesion, we mean 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 workplace, in schools and in the wider community¹.

We recognise our contribution to community cohesion can be grouped under the three following headings:

1 Guidance on the duty to promote community cohesion' (2007) London: DCSF p.3

Teaching, learning and curriculum – to teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action.

Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.



Engagement and ethos – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

For schools, the term 'community' has a number of dimensions including: - the school community – the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services; - the community within which the school is located – the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located; - the UK community - all schools are by definition part of this community; and - the global community – formed by EU and international links.

APPROACHES TAKEN AT ST WENN PRIMARY SCHOOL

In order to achieve a cohesive community, we endeavour to: - Promote understanding and engagement between communities. - Develop a positive sense of community membership at all levels which leads to both support and responsibility. - Develop supportive links between communities and individuals. - Encourage all children and families to feel part of the wider community. - Understand the needs and hopes of all our communities and individuals. - Eliminate discrimination. - Increase life opportunities for all. - Ensure teaching and the curriculum explores and addresses issues of diversity.

The Local Governing Body has collective responsibility for Community Cohesion.

Teaching, learning and curriculum

We ensure: - Lessons across the curriculum promote common values and help pupils to value differences and to challenge prejudice and stereotyping – for example, opportunities in citizenship classes for pupils to discuss issues of identity and diversity and what it means 'to live together in the UK'. - A variety of curriculum-based activities whereby pupils' understanding of community and diversity is enriched through visits and meetings with members of different communities.

- Support for pupils for whom English is an additional language (EAL) to enable them to achieve at the highest possible level in English. - An effective voice and involvement of pupils in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond.



Equity and excellence

We continue to focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic statuses, ensuring that pupils are treated with respect and supported to achieve their full potential.

The school tracking systems enable us to evaluate progress of different groups and to tackle underperformance by any particular group.

Engagement and ethos

School to school: We shall seek to broaden the ways that we work in partnership with other schools. We shall look to link with schools both locally and further afield. We will develop relationships through exchange visits or via the Internet.

Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful intercultural activities such as sport and drama.

School to parents and the community: Good partnership activities with the local and wider community include: - Working together with community representatives, for example by bringing community representatives into school to work with the pupils, visiting community organisations and ensuring that the pupil voice is heard and able to effect change. - Maintaining strong links and multi-agency working between the school and other local agencies, such as Family Services, the police and social care and health professionals. - Engagement with parents through newsletters, the school website, parent consultation meetings, curriculum evenings, parent and child courses and family liaison work. - Provision of extended services, and in particular bringing parents together from different backgrounds through parenting and family support and community use of facilities for activities that take place out of school hours, including adult and family learning and workshops

Public Sector Equality Duty:

All public bodies were previously bound by three separate sets of duties to promote disability, race and gender equality. The PSED has replaced those three duties. The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics described above. This combined equality duty came into effect in April 2011.



It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to: - Eliminate discrimination and other conduct that is prohibited by the Act, - Advance equality of opportunity between people who share a protected characteristic and people who do not share it, - Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Where schools are concerned, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils. Under the PSED we are duty-bound to: (a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and (b) to prepare and publish equality objectives.

5. Anti-bullying and Discriminatory Policy Framework

Our School states clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We submit data regarding bullying and discriminatory incidents to the Children, Schools and Families Service through the Anti-Bullying and Harassment Consortium and Local Authority Guidance. Please see separate anti-bullying and discriminatory policy.

6. Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan: - Feedback from the parent equality questionnaire, parent-school forum meetings; - Input from staff surveys or through staff meetings / INSET; - Feedback from the school council, PSHE lessons; - Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support; - Feedback at governing body meetings.

7. Roles and Responsibilities

The role of governors - The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability. - The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability. - The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and



pupils. - The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability. - The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Headteacher - It is the Headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so. - It is the head of school's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations. - The Headteacher ensures 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. - The Headteacher promotes 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. - The head of school treats 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 - All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan. - All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images. - All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the head teacher. - Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents. - Monitor and track progress through the use of data trends and intervene on an individual or group basis where necessary

8. Tackling discrimination

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination – for example if a school were to refuse to let a pupil be a house captain because she has a physical disability.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents' meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend. It is a defence against a claim of



indirect discrimination if it can be shown to be “a proportionate means of achieving a legitimate aim”. This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.

Harassment has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic. * Where schools are concerned, the offence of harassment as defined in this way in the Act applies only to harassment because of disability, race, sex or pregnancy and maternity, and not to religion or belief, sexual orientation or gender reassignment. It is very important to recognise that this does not mean that schools are free to bully or harass pupils on these other grounds - to do so would still be unlawful as well as unacceptable. Any case against the school would be on grounds of direct discrimination rather than harassment.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation. Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil’s individual circumstances. Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / head teacher where necessary. All incidents are reported to the head teacher and racist incidents are reported to the governing body and local authority on a half termly basis.

What is a discriminatory incident? Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist



incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident Discrimination can take many forms, including the following examples: - Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender or other protected characteristic; - Use of derogatory names, insults and jokes; - 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 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, disability or sexual orientation.

Responding to and reporting incidents It should be clear to pupils and staff how they report incidents. All staff, teaching and nonteaching, should view dealing with incidents as vital to the well-being of the whole school.

9. Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality 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. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

10. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will: - Publish our plan on the school website; - Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications; - Make sure hard copies are available.