

Re-adopted by
Governing Body
22 Nov 2017



Single Equality Scheme 2017

Single Equality Scheme Statement

At George Stephenson High School we will value the individual differences of our students, encourage them to succeed in everything they do and help them to become caring, confident and responsible young people.

George Stephenson High School will:

1. Provide an education for life by meeting the needs of all learners through a broad, balanced and relevant curriculum.
2. Create a safe, positive and stimulating environment for learning by developing an atmosphere of tolerance, trust and respect.
3. Develop shared responsibility for our students' education by working in partnership with parents, students and staff.
4. Promote excellence in learning and teaching by offering a wide range of opportunities and experiences for all students and staff.
5. Enable all students to achieve success by encouraging and rewarding individual talents, efforts and achievements.

Ofsted has made the following positive comments about our school's environment:

- "The academic and personal guidance provided for students is outstanding"
- "The school is a calm and happy place, relationships within the school are excellent"
- "By the end of their time in school all students achieve well"
- "There are a good range of extra curricular activities and visits"
- "Teachers and students are exceptionally well focused on learning"

This Single Equality Scheme aims to integrate equality into the school's core priorities and functions. It will inform our School Development Plan and this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives complement the Every Child Matters outcomes for children
- Place the school in a position which is regarded by everyone as an environment that affords respect and fair treatment of all.

This Scheme aims to bring together equality strands in one harmonised document and set out our school's commitment to promotion of race, disability and gender equality as well as incorporating the newer legislation on age, sexual orientation, religion and belief and transgender. Our Equality Action Plan will bring together all our existing work as well as enabling us to introduce developments. Our Equality and Diversity Policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

Our Key equality and diversity objectives are:

- Widening life chances, not restricting them
- Fostering talents, not suppressing them
- Ensuring no child or adult is disadvantaged or discriminated against
- Creating a better and more efficient working environment

What do we mean by Equality and Diversity?

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

What is discrimination?

Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourably than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

This Scheme applies to our:

- Students
- Staff
- Governors
- Parents/Carers
- Visitors
- Extended Schools and Community Users

Profile of our School

George Stephenson High School is an 11-18 school in North Tyneside serving a community comprising a township built on the outer edge of Newcastle in the 1960's along with two former mining communities near the coast. The overall catchments area is becoming more socially mixed than in the past as more private housing is built in Killingworth itself but there are still pockets of significant deprivation e.g. Camperdown and Valley wards where unemployment is high, family incomes low and ill health and crime levels high. A significant minority of students present with complex social and emotional difficulties. The school serves a range of wards in North Tyneside however the majority of students come from the Camperdown and Killingworth Wards (64%). These wards are in the top 30% in the country for deprivation with some of the largest differences in the country between the most and least deprived parts of the wards. We are essentially a white monocultural school with 96.7% of students being classed as white. North Tyneside itself has a BME population of only 3.9% compared to the England average of 12%. This figure has however doubled since 2001 and the current year 7 cohort has 2% BME children. The wards that contribute towards the greatest proportion of our pupils are also in the top 20% in the country for employment deprivation.

The number on roll of 1240 in October 2017 makes the school of national average. Numbers which were fairly stable for a number of years after reorganisation in 2000, have been declining in line with demographic changes in the borough. The Year 7 intake for the past 4 years has been increasing significantly, where local students have not been able to get a place at the school in Year 7 for the past 3 years. The percentage of students whose parents apply for free school meals is now 22.26%, which is in line with the national average and on the increase. The number of students whose first language is not English is very small (1.94%).

Students with medical conditions account for 7.66%, students with SEN needs account for 11.21%, students with SEN status account for 5.97% and 24.84% of our students are pupil premium.

Below is the Profile of North Tyneside, which contextualizes the larger area in which our school resides.

North Tyneside Profile

Located on the north east coast just to the north of Newcastle upon Tyne, North Tyneside is a borough with great potential and strengths: outstanding educational achievement, magnificent natural assets, easy accessibility to the coast, city and riverside, affordable housing, improving urban areas and rural areas with a high quality of life. Such attributes make our borough a great place to live, work and visit.

The 2009 Residents' Survey shows that 94% of our residents feel happy living in North Tyneside, and 91% feel that their local area is somewhere they belong. As of January 2014, North Tyneside's population was estimated at 202,744 people. North Tyneside's resident population is projected to rise to approximately 228,000 by 2030. By that time, an estimated 5% will be from BME (black and minority ethnic) communities and 25% will be aged over 65.

Key statistics about our residents include:

- 48% are male, 52% female.
- 18% are aged 0-15 years.
- 19% are aged 65 years and over.
- 4.9% are from black and minority ethnic (BME) communities – the main groups being 'Other White' (1.2%), Indian (0.5%) and Chinese (0.4%).
- 21% have a disability or condition which limits their day-to-day activities.
- 11% provide unpaid care.
- An estimated 1% are Trans (Gender Identity Research and Education Society 2011).
- An estimated 1% are gay or lesbian and 0.5% are bisexual (Office of National Statistics Integrated Household Survey 2009).
- 64% are Christian, 1.7% combined are from other faiths (Muslim, Sikh, Buddhist, Jewish, Hindu or 'other') and 28% have no religion. (Not everyone answered this question in the Census).
- 47% are married, 0.2% are in a civil partnership, 32% are single, 10% are divorced, 3% separated and 8% widowed.

According to the 2011 census, North Tyneside's main BME communities are Indian, Chinese, Bangladeshi, Pakistani, and African. After Christianity, the next most popular religions are Muslim, Sikh, Buddhist and Hindu. These are extremely low, however – accounting for just 1.5% combined – and are among the lowest levels in Tyne & Wear. With some exceptions, the minority religious groups practise their religions in Newcastle, which has sizeable communities of the Jewish, Muslim and Hindu faiths.

The North East as a whole is renowned for its community spirit and friendliness. Results from our 2015 Residents' Survey show that 62% think their area is a place where people from different backgrounds get on well together; and 70% feel a strong sense of belonging to their neighbourhood. We feel this is a strong foundation but are keen to improve on both of these figures.

Annual Equality Data for publishing – 30.09.17
Pupil information by protected characteristic (September 17)

Number of pupils on roll	1240
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DISABILITY PROFILE	Number of pupils	% of pupils
Yes		
No		
Undeclared	1240	100%

RACE PROFILE	Number of pupils	% of pupils
Any other Asian background	3	0.2%
Any other Black background	3	0.2%
Any other ethnic group	4	0.3%
Any other mixed background	13	1.00%
Any other white background	4	0.3%
Black - African	3	0.2%
Chinese	9	0.7%
Indian	5	0.4%
White - British	1187	95.7%
White and Asian	3	0.2%
White and Black African	5	0.4%
White and Black Caribbean	1	0.1%

RELIGION/BELIEF PROFILE	Number of pupils	% of pupils
Christian	481	38.7%
Buddhist	2	0.2%
Hindu	4	0.3%
Muslim	7	0.6%
Sikh	3	0.2%
Other	13	1%
No religion / belief	524	
Prefer not to say	9	0.7%
Undeclared	199	16%

GENDER PROFILE	Number of pupils	% of pupils
Male	599	48.31%
Female	641	51.69%

Annual Equality Data for publishing – 30.09.17
Employee information by protected characteristic (September 17)

Number of employees on roll	165
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DISABILITY PROFILE	Number of employees	% of employees
Yes		
No		
Undeclared	165	100%

RACE PROFILE	Number of employees	% of employees
Any other ethnic background	2	1.2%
Asian or Asian British, Any other Asian background	2	1.2%
White, any other White background	2	1.2%
White - British	157	95.7%
White - Irish	1	0.6%
Undeclared	1	0.6%

RELIGION/BELIEF PROFILE	Number of employees	% of employees
Christian		
Buddhist		
Hindu		
Muslim		
Sikh		
Other		
No religion / belief		
Prefer not to say		
Undeclared	165	100%

GENDER PROFILE	Number of employees	% of employees
Male	62	37.6%
Female	103	62.4%

Roles and Responsibilities

Governors are responsible for:

- ensuring that the school complies with all equality legislation
- approving and adopting the schools single equality scheme
- receiving progress reports and making recommendations for future actions to ensure the identified priorities are achieved
- a named governor will have responsibility for monitoring equality outcomes

The Leadership Team of the school are responsible for:

- promoting the single equality scheme both inside and outside the school
- ensuring that all staff fulfill their role with regard to delivering equality
- providing reports to the governing body and staff on how the scheme is working
- taking appropriate action where discrimination occurs

Parents/Carers will:

- have access to the scheme and be encouraged to support the scheme
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the scheme
- have the right to be informed of any incident related to this scheme which could directly affect their child

Staff and students are responsible for:

- engaging with the school in eliminating any discrimination
- promoting a positive working environment
- showing a commitment to undertaking training and development within this area

Visitors to our school will be expected to respect and follow our equality policy.

Monitoring and Reviewing

This Single Equality Scheme will run for three years but will be reviewed and reported upon annually to the Governing Body.

The School Development Plan will ensure this scheme forms an essential part of the school's action on equality. It includes targets determined by the Governing Body for promoting a cohesive community, inclusion and equality in the school, also with reference to the workforce. It also ensures other school policies address equality issues.

This Scheme and the school's Equality and Diversity Policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of impact assessments is used to inform future planning and decision-making.

The Headteacher/leadership team will provide monitoring reports for review by the Governing Body. These will include: school population, recruitment, retention, progression, key initiatives, progress against targets and future plans. Refer to our Equality and Diversity Policy at Appendix A.

Impact Assessments

The school will undertake to impact assess all of its policies, procedures and practices and will where necessary support staff in engaging with any new practices. Refer to our template Impact Assessment Form at Appendix B.

Equality Action Plan

The Action Plan, which is attached to this document, identifies our specific actions to enable the school to move forward in promoting the diversity agenda and achieve the equality objectives outlined in this scheme. Refer to our Plan at Appendix C.

The school has a separate **Accessibility Policy and Plan** – please refer to this document.

GEORGE STEPHENSON HIGH SCHOOL EQUALITY AND DIVERSITY POLICY

Principles of the Policy

- All organisations should be free of discrimination, harassment or victimisation on the grounds of race, gender, disability, sexual orientation, religion or belief and age, and this is not accepted in any form.
- All schools should have a framework for developing equality within education, service delivery and employment. In order to do this it is expected that schools will be committed to achieving equality as well as celebrating diversity.
- A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, gender, race, colour, religion, belief, sexual orientation or disability. Schools should endeavour to promote positive relationships with parents, governors and members of the wider community.
- All individuals should be treated with dignity and respect, and issues dealt with as fairly and openly as possible.
- A workforce that reflects the diverse range of the wider community is better suited to meet the needs of that community.
- In order to be effective, the Equality and Diversity Policy should have the support of everyone within the organisation, be part of the business strategy and be promoted widely and circulated to all involved.

Legal Context

This Policy takes into account and incorporates the following legal framework documents:

- The Equality Act 2010
- The Human Rights Act 1998
- The Rehabilitation of Offenders Act 1974
- Civil Partnerships Act 2004
- Racial and Religious Hatred Act 2006
- The Part Time Workers Regulations 2000
- Gender Recognition Act 2004

It is anticipated that the Equality Act 2010 will replace the following pieces of legislation:

- The Race Relations Act 1976 (as amended in 2000)
- The Equal Pay Act 1970
- The Disability Discrimination Act 1995 (as amended in 2005)
- The Sex Discrimination Act 1975
- The Employment Equality (Age) Regulations 2006
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sex Discrimination) Regulations 2005
- The Equality Act 2006, Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

DEFINITIONS

Equality

It is understood that Equality has taken place when there is a fair society in which everyone can participate and is given the opportunity to achieve. Equality is also about eliminating discrimination and promoting fair and equal treatment for all. This means that employment opportunities and educational inclusion should be free from irrelevant barriers and accessible to all. Equality is about:

- Widening life chances, not restricting them
- Fostering talents, not suppressing them
- Ensuring no child is disadvantaged or discriminated against
- Creating a better and more efficient working environment

Diversity

It is understood that Diversity is about recognising and valuing differences between individuals, groups and communities to create a positive and inclusive culture for the benefit of the school. Diversity is also about promoting good relations between staff and the community to attract and retain talented individuals to reflect the social and ethnic mix of the local community. This will allow the school to deliver education and services that meet the needs of the local people.

Aims and Objectives

The school will seek to ensure compliance with relevant legislation. It is believed that when individuals are treated fairly; motivation increases, teaching and learning performance improves and a healthy and positive working environment can be maintained.

The school aims to ensure that no-one receives less favourable treatment for reasons relating to:

- Race, colour, nationality or ethnic origin
- Gender and transgender identity
- Disability
- Health
- Sexual Orientation
- Religion and Belief
- Age
- Marital status, civil partnership status, family circumstances or caring responsibilities.
- Income, employment status or housing circumstances
- Trade Union Activity or Political Belief
- Social Class

Staff within the school have a duty to:

- Comply with and promote the Equality and Diversity Policy.
- Be aware of their behaviour and its impact on others.
- Report suspected discriminatory actions.
- Report suspicions of harassment taking place.
- Maximise the development of each child and young person and ensure access to all aspects of the curriculum.
- To operate an equal opportunities policy in relation to the recruitment, selection and promotion of staff.
- To enable staff to have equal access to personal and professional development courses.
- Ensure that individuals who have made a complaint or have been involved in a complaint of harassment or discrimination are not victimised against.

- Seek guidance on matters of equality and best practice when unsure of the appropriate course of action.

The school should ensure this is done by:

- Not discriminating against any individual member of staff or student on the grounds of their gender, disability, race, sexual orientation, religion, belief, or age.
- Ensuring that all students have equal access to the full range of educational opportunities provided by the school and that the taught curriculum reinforces the principle of equality.
- Removing any forms of indirect discrimination which may form barriers to learning.
- Ensuring that all recruitment, selection, promotion, training and development systems are fair and accessible to all.
- Challenging stereotyping and prejudice whenever it occurs.
- Celebrating the cultural diversity of our community and showing respect for all minority groups.
- Respecting individual differences.
- Recognising and valuing the contribution of all staff and students.
- Providing positive educational experiences and support for all students in an attempt to promote positive social attitudes.
- Acknowledging that every member of our school community is entitled to a learning environment that promotes dignity and respect for all.
- Not accept any forms of intimidation, bullying, harassment or victimisation.
- Providing positive action measures where appropriate and permissible by legislation.
- Providing appropriate in-service training for all staff to ensure they are aware of their role and responsibility in relation to the equalities agenda.

Discrimination

The school should recognise that discrimination occurs when someone is treated unfairly or less favourably than another person. There are several ways in which discrimination can occur:

- **Direct Discrimination** – When someone is treated less favourably than someone else because of a protected characteristic, e.g. their race, gender, gender reassignment, disability, religion, belief, sexual orientation, age, marital status, pregnancy or maternity.
- **Indirect Discrimination** – When a provision, criterion or practice (PCP), which when applied to all, puts those having a particular protected characteristic at a particular disadvantage, and that PCP is not a proportionate means of achieving a legitimate aim. For example it can occur when you have a rule or policy that applies to everyone but disadvantages a particular protected characteristic. In employment law this applies to Age, Race, Religion, Belief, Gender, Sexual Orientation, Marital Status and from October 2010 includes Disability and Gender Reassignment.
- **Associative Discrimination** – Associative discrimination is a form of direct discrimination which occurs against someone because they are associated with another person who possesses a protected characteristic. This applies to Race, Religion or belief, Sexual Orientation and, as a result of The Equality Act 2010, also Age, Disability, Gender Reassignment and Gender.
- **Discrimination by Perception** – Discrimination by perception is a form of direct discrimination which occurs against someone because the others think they possess a protected characteristic. This applies to Age, Race, Religion or belief, sexual orientation and, as a result of the Equality Act 2010, also Disability, Gender Reassignment and Gender.
- **Victimisation** – This has a very specific meaning in discrimination law. It does not just mean singling someone out. Victimisation makes it unlawful for one person to treat another less favourably than they would treat other people because that person has raised a complaint under discrimination legislation, or given evidence, or been involved in proceedings resulting from a complaint under discrimination legislation. For example it can occur when someone is treated badly because they have made or supported a complaint or grievance. Under the

Equality Act 2010 this applies to Age, Disability, Gender, Gender reassignment, Race, Religion and Belief, Sexual Orientation, Marital Status, Pregnancy and Maternity.

- **Harassment** – Conduct which violates a person's dignity and creates an intimidating, hostile, degrading, humiliating or offensive environment and may be intentional or unintentional. Harassment may occur as a result of persistent treatment or an isolated incident. Harassment can be related to a person's age, disability, gender, gender reassignment, race, religion or belief, and sexual orientation. The Equality Act 2010 brought in changes to harassment legislation meaning that employees can now complain of behaviour they find offensive even if it is not directed at them. For example a member of staff who does not have a protected characteristic is now able to claim harassment on the grounds that the actual harassment of another member of staff has led to an offensive environment to work in.
- **Harassment by a third party** – This is where an employer can be potentially liable for harassment of their staff by people they do not employ. This applies to Gender and, as a result of the Equality Act 2010, also Age, Disability, Gender Reassignment, Race, Religion or belief and Sexual Orientation.

The School also recognises that in respect of its staff, unlawful discrimination can occur before, during or after the employment relationship. The school will not tolerate any form of discrimination or harassment from employees, students or the public and will work to improve attitudes and actions.

SPECIFIC ROLES IN RELATION TO THE PROMOTION OF EQUALITY

The **Governing Body** have responsibility for:

- Consulting upon and adopting the Equality and Diversity Policy.
- Setting out its commitment to equal opportunities in its policy and continuing to do all it can to ensure that all members of the school community are treated fairly and with equality.
- Ensuring that no one is discriminated against when applying for jobs at its school on account of their sex, race, sexual orientation, religion and belief and age.
- Taking all reasonable steps to ensure that the school environment gives access to disabled people.
- Reviewing the arrangements for disabled students on an annual basis
- Welcoming all applications to join the school, whatever background or disability a child may have, and make every effort to make reasonable adjustments to the premises, facilities, school services and curriculum in order to enable disabled students and staff to have access to the school's services and curriculum.
- Ensuring that no child is discriminated against whilst in its school, on account of their age, gender, race, sexual orientation, religion or belief. For example, all children should have access to the full range of the curriculum and regulations regarding school uniform will be applied reasonably and equally to boys and girls. When the school uniform affects a child's religion, then the School will deal with each case sensitively and with respect for the child's cultural traditions.
- Ensuring that the school's policies, procedures and strategies are carried out and monitored with appropriate Equality Impact Assessments (EIA's).
- Being involved in dealing with serious breaches of the Equality and Diversity Policy in sub-committees, with awareness of the need for potential appeal.

The **Headteacher** has responsibility for:

- Implementing the school's Equality and Diversity Policy within school.
- Providing appropriate training for staff in equal opportunities and diversity and its implications for teaching and learning.
- Ensuring that all staff are aware of this policy and that the guidelines are applied fairly in all situations.
- Ensuring that all staff receive a copy of this policy as part of their induction procedure.

- Ensuring that all staff appointment panels give due regard to this policy in order that no-one is discriminated against when it comes to employment, pay, performance management, promotion and training matters.
- Promoting the principles of Equal Opportunity and Diversity when developing the curriculum as well as promoting respect for other people in all aspects of the school's work, for example through assemblies, displays and the PSHE and RE Curriculum.
- Ensuring that due regard is given to the principles of Equality and Diversity with respect to all school policies.
- Encouraging staff to intervene in a positive way against any occurrence of discrimination.
- Treating all reports of incidents of unfair treatment, discrimination, harassment and victimisation with due seriousness.
- Provide the Governing Body with appropriate data to enable them to monitor equality.
- Making the Governing Body aware of any serious incidents remembering that there might be a need for an appeal committee.

All staff have responsibility for:

- Adhering to the School's Equality and Diversity Policy.
- Ensuring that all staff, adults and students are treated fairly, equally and with dignity and respect.
- Not discriminating against any member of staff, adult or student.
- Taking care when selecting classroom materials, paying due regard to the sensitivities of all members of the class and not using resources that are discriminatory in any way. Staff should strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- Taking care when designing schemes of work, paying due regard to the use of policy to guide the choice of topic to study, and in how to approach sensitive issues.
- Challenging any incidents of prejudice and reporting to the Headteacher.

The **Local Authority**, via the HR Advisory service, will have responsibility for:

- Providing advice, guidance and support to the School, the Headteacher and its Governing Body.
- Supporting the School in the implementation and review of its Equality and Diversity Policy.
- Supporting the School in developing its Equality Action plan.
- Assisting with the training of School staff regarding Equality and Diversity.

Recruitment, Retention and Progression

The school is committed to recruiting, retaining and progressing a diverse workforce by:

- Attracting applicants from all sections of the community.
- Advertising in a variety of publications, working with Job Centre Plus and other agencies to attract under-represented groups.
- Producing job descriptions and person specifications which are clearly related to duties.
- Using and accepting different formats such as large print, tape, disk or email for the recruitment process where appropriate.
- Collating all medical forms separately to ensure the information is not used in the selection process.
- Making adjustments within the recruitment/assessment process where reasonable to accommodate specific needs.
- Using appropriately trained staff to conduct interviews.
- Valuing life skills as part of the recruitment process. Competence gained through these experiences will be balanced against those gained through the normal route.
- Supporting all staff to achieve their potential through the Performance Management process.

- Considering and pursuing reasonable adjustments to enable staff who are disabled or have a medical condition to enable them to continue in employment.
- Ensuring equal pay for equal value through job evaluation.
- Training and informing staff of issues and expected behaviours.
- Dealing effectively with incidents of discrimination or harassment.

The School understands that a workforce that broadly reflects the community it serves has a greater understanding and ability to respond to students and parents needs.

Monitoring and Review

The School recognises that equality and diversity action and progress needs to be monitored and analysed. In order to do this the school will:

- Assess the impact of its policies, practices and procedures and where necessary set new targets.
- Review the schools Equality and Diversity Policy in line with current legislation and any other improvements identified.
- Monitor the recruitment and selection process, to ensure that no individual applying for a post at the school is discriminated against.
- Monitor the school Behaviour and Exclusions policies, to ensure that students from minority groups are not disadvantaged as a result of the application of these procedures.
- Monitor the use of services to ensure that each and every section of the wider community has equal and fair access to services provided.
- Monitor the non-use of services and take action if barriers to access exist. The school will do this through the use of student data, parent, staff and governor questionnaires and other similar systems.
- Undertake workforce profiling, including the monitoring of school workforce and student demographics. Where this indicates under representation of particular groups, advice should be sought from the School Link HR Advisor and action taken where possible to improve the imbalance using the provision for positive action that exists within equality legislation.
- Recognise that the needs of all children and young people, their parents and staff working within the school are the key to successful policy, procedure and practice. At all times the school will seek to ensure true representation of the community by ensuring information is available in alternative formats and languages and that meetings are held in accessible buildings and at suitable times.

Equality Planning

The school will develop an Equality Action Plan to meet its objectives of fair treatment and equal representation within the workplace and in terms of education and service delivery. The school will integrate the actions arising from The Equality Action Plan into the school planning process so that all equality work is mainstreamed and recognised throughout the school as an essential element of delivering quality education, services and fair treatment. Development work will be undertaken to include equality actions into the school performance management system, allowing members of staff the opportunity to directly impact upon improvement in Equality and Diversity.

Occupational Health, Safety and Welfare

The School has a responsibility to provide a safe working environment for all employees. There are a number of policies that support staff wellbeing which can be found on the staff area of the Platform or can be obtained from the Headteacher's PA. Examples of policies which are designed to support staff include:

- Bullying and Harassment Guidance
- Capability Procedure

- Redundancy Policy and Procedure
- Leave of Absence Policy
- Sickness Absence Policy
- Cover Policy
- Health and Safety Policy
- Grievance Procedure
- Group Dispute Policy and Procedure
- Dismissal Procedure
- Whistleblowing Policy
- Criminal Records Bureau (CRB) Policy & Procedure (Incorporating Guidance on ISA Regulations)

Complaints

The School encourages all stakeholders to make suggestions to improve its education provision and services. Where dissatisfaction exists service users should be encouraged to raise their complaint through the School's Complaints Procedure. This will allow any trends and equality/diversity issues to be identified.

Staff should also be aware of the School Grievance procedure in the event that they wish to raise any concerns.

EQUALITY DUTIES

Gender/Gender Equality Duty

The Gender Equality duty is a legal requirement for public bodies and education providers to have due regard to the general duty to:

- Eliminate unlawful sex discrimination
- Eliminate harassment on the grounds of sex
- Promote equality of opportunity between women and men
- Eliminate discrimination and harassment towards current and potential transgender staff and service users.

The School will publish and promote any relevant policies, action plans/equality schemes in order to demonstrate its adherence to the Gender Equality duty.

Gender Identity

The Gender Recognition Act 2004 provides transsexual people with the opportunity to obtain legal recognition in their acquired gender. For example, a male-to-female (M2F) transsexual will be legally recognised as a woman in English Law.

The term transsexual is usually used to describe a person who intends to undergo, is undergoing or has undergone gender reassignment (which may or may not involve hormone therapy or surgery). This group of people is currently offered legal protection by UK law sex discrimination law, and so is covered by the provisions of the gender equality duty.

Transsexual men and women are expressly included in the Sex Discrimination Act 1975 (as amended by the Sex Discrimination (Gender Reassignment) Regulations 1999) where they suffer discrimination because they have undergone, or are about to undergo gender reassignment. Gender reassignment is defined as a 'process which is taken under medical supervision for the purpose of reassigning a person's sex by changing physiological or other characteristics of sex, and includes any part of such a process'. The provisions cover employment-related and some vocational training matters.

The School recognises that prejudiced attitudes and actions that result in discrimination, harassment and violence towards transsexual, transgender, gender dysphoria, cross dressing and transvestite people still exist.

The school is conscious of the commonly held misconceptions relating to the Transgender community, and will ensure that all individuals are treated with the same level of dignity and respect.

Equal Pay

Men and women should have equality of opportunity within employment and therefore receive equal pay for the same work or work of equal value. The Local Authority has a job evaluation scheme for support staff that will grade jobs by assessing the skills and experience required to undertake the duties satisfactorily. The system will then correctly place the job within the structure and apply an appropriate pay and grading system.

Race Equality Duty

The Race Equality duty is a legal requirement for public bodies and education providers to have due regard to the general duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

The School will publish and promote any relevant policies, action plans/equality schemes in order to demonstrate its adherence to the Race Equality duty.

The School is aware of the racism and stereotypical attitudes that many minority ethnic people face and is committed to challenging racism and ensuring equal access to education, services and employment regardless of race or ethnic origin.

The school encourages community engagement activities and open communication in an attempt to improve understanding of cultural differences and be more able to meet the needs of black and ethnic minority communities.

The school will make staff, students, parents and governors aware of any relevant procedures explaining how racial harassment or discrimination will be dealt with.

The School is also committed to eliminating institutional racism as defined in Sir William Macpherson's report of 1999 into the investigation into the death of Stephen Lawrence. He defined institutional racism as '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 seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.'

Disability Equality Duty

The Disability Equality duty is a legal requirement for public bodies and education providers to have due regard to the general duty to:

- Promote equality of opportunity for disabled people
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes towards disabled people

- Encourage participation by disabled people in public life
- Take steps to meet disabled peoples needs, even if this requires more favourable treatment

The School will publish and promote any relevant policies, action plans/equality schemes in order to demonstrate its adherence to the Disability Equality duty.

The School will strive to eliminate discrimination and harassment against disabled people and make sure that they have equal access to education, services and employment opportunities. The School will furthermore be committed to making reasonable adjustments to allow individuals an equal chance of accessing the education, services or employment opportunities that the school offers.

The School will operate within the framework of the Equality Act 2010, but also recognises that some individuals are still currently unprotected by the legislation and may face disadvantage and/or segregation as a result of their inability to access education, services or employment opportunities. Therefore, the School will seek to support all employees with health conditions or resulting disabilities whether covered by the Act or not.

Religion and Belief

The Equality Act 2010 makes it unlawful to discriminate in employment and training on the grounds of religion or philosophical belief or lack of such.

The community in which we live and work includes people of many different religions and beliefs as well as people who do not practice any religion or hold such beliefs. To ensure that we are working within legislation the School will work within ACAS Guidelines.

The Equality Bill is expected to bring additional legal duties on public bodies and education providers in respect of Religion and Belief. The school will publish and promote any relevant policies, action plans/equality schemes in order to demonstrate their commitment to Religion and Belief Equality in preparation of expected additional requirements in line with the Equality Bill. Further guidance will be provided to schools from the Local Authority once guidelines have been issued from Government.

Sexual Orientation

The Equality Act 2010 makes it unlawful to discriminate in employment and training on the grounds of sexual orientation. It covers people whether they are gay, lesbian, bisexual, heterosexual or transgender.

The Gender Recognition Act 2004 provides transsexual people with the opportunity to obtain legal recognition in their acquired gender. For example, a male-to-female transsexual will be legally recognised as a woman in English Law.

The School recognises that prejudiced attitudes and actions that result in discrimination, harassment and violence towards lesbians, gay men and bisexual people still exist. The School also recognises that transgender people face similar attitudes and discriminating behaviour. The School strives to challenge and eradicate this type of behaviour by working with partnership organisations to help understand the attitudes and actions that need to be addressed and provide training and guidance to employees.

The Equality Bill is expected to bring additional legal duties on public bodies and education providers in respect of Age. The School will publish and promote any relevant policies, action plans/equality schemes in order to demonstrate their commitment to Sexual Orientation Equality in preparation of expected additional requirements in line with the Equality Bill. Further guidance

will be provided to schools from the Local Authority once guidelines have been issued from Government.

Age

The Equality Act 2010 makes it unlawful for employers to discriminate against individuals on the grounds of age. The law covers age discrimination in most aspects of employment, such as recruitment and selection, being considered for training or promotion as well as redundancy and dismissal processes.

The School will seek to challenge and eliminate discrimination based on age, specifically through adopting this Equality and Diversity policy throughout its recruitment, retention and training processes.

The Equality Bill is expected to bring additional legal duties on public bodies and education providers in respect of Age. The School will publish and promote any relevant policies, action plans/equality schemes in order to demonstrate their commitment to Age Equality in preparation of expected additional requirements in line with the Equality Bill. Further guidance will be provided to schools from the Local Authority once guidelines have been issued from Government.

APPENDIX B

FULL EQUALITY IMPACT ASSESSMENT

PART A) To be completed prior to assessment consultation and research

<i>1. Name of the change, strategy, project or policy:</i>	
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<i>2. School Name, Job Title, Name of individual and the telephone number of staff completing the assessment form:</i>	
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<i>3. What is the main purpose and outcomes of the change, strategy, project or policy?</i>

<i>4. List the main activities of the policy, project or change (for strategies list the main policy areas).</i>

<i>5. Who will the project, policy or change mainly impact upon?:</i>

6. Use the table below to answer: Do you think that the change/strategy/project/policy in the way it is planned or delivered could have a

A) negative impact on any of the equality target groups? (i.e. it could disadvantage them) or

B) positive impact on any of the target groups or contribute to promoting equality, equal opportunities or improving relations within equality target groups? (Remember that impact might be on a majority group as well as a minority group)

<i>Equality Target Group:</i>	<i>Positive impact – it could benefit</i>	<i>Negative impact – it could disadvantage</i>	<i>Reason</i>
<i>Race</i>			
<i>Religion and Belief</i>			
<i>Disability</i>			
<i>Gender (and Gender Identity)</i>			
<i>Sexual Orientation</i>			
<i>Age</i>			

7.a) If you have indicated there is a negative impact on any Equality Target group, answer the following:	Yes	No
<i>Is the impact legal/lawful? (i.e. You must ensure that it is not discriminatory under anti-discriminatory legislation). Seek advice from your School link HR Advisor if necessary.</i>		
<i>Is the impact intended?</i>		
7.b) Could you minimise or improve any negative impact? Use the space below to detail how.		
7.c) Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?		

<p>8. Examine available data and research to assess likely impact (including research, studies, reports, audits, surveys and feedback available to the school)</p> <p>Check data and research available to the school concerning each Equality Target Group for this particular policy/project/change and detail findings below.</p>
Race:
Religion and Belief:
Disability:
Gender (and Gender Identity):
Sexual Orientation
Age:

9. Where, if any, are the gaps in the information required? What are the reasons for any lack of information? Please list them below in relation to each Equality Target Group.

Race:

Religion and Belief:

Disability:

Gender (and Gender identity):

Sexual Orientation:

Age:

10. Do you need to commission the provision of additional information? If yes, what research do you intend to carry out? How do you intend to get this information?

11. a) What previous or planned consultation (both locally and nationally) in the area of your intended policy/project/change has taken place or will take place with groups / individuals from all Equality Target Groups? (including staff and students where relevant)

b) If there has already been consultation what does it indicate about negative impact and how people view this project, policy of change?

<i>Equality target groups</i>	<i>Summary of consultation carried out or planned</i>
<i>Race:</i>	
<i>Religion and Belief:</i>	
<i>Disability:</i>	
<i>Gender (and Gender Identity):</i>	
<i>Sexual Orientation:</i>	
<i>Age:</i>	

12. If there are gaps in your previous or planned consultation and research, are there any experts/relevant groups that can be contacted to get further views or evidence on the issues. Please list them and explain how you will obtain their views. (This may also be added to your Equality action plan(s))

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13. Have you involved school staff (who have had or will have direct experience of implementing the policy, project or change on the project) in taking forward this impact assessment? If yes, detail below how you have done this.

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14. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact? (This may also be added to your Equality Action plan(s))

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Note: Any consultation detailed in the impact assessment must be undertaken within a 3 month period so that your action plan can address this specific policy, project or change. It is also your responsibility to ensure that feedback is provided to individuals/groups you have consulted with and update them on any actions that you may take to address the negative impact.

Signed

Date:

PART B) To be completed when assessment consultation and research has been carried out

15. a) As a result of the assessment, consultation and research completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action. (This may also be included in your Equality Action plan(s).

15. b) As a result of this assessment, consultation and research, do the school need to commission specific research on this issue or carry out monitoring/data collection?

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16.a) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?

Yes

No

16.b) Please explain how this will be done?

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17. Please explain how you aim to publish the result of the assessment?

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Signed:

Date:

Print Name:

APPENDIX C

SINGLE EQUALITY ACTION PLAN (Separate Document)

This document details the actions we will take over the next three years to satisfy the requirements of the disability, race and gender equality duties as referred to in the Single Equality Scheme. The other three strands of diversity (age, religion or belief and sexual orientation) are also recognised within this plan. It is anticipated that The Equality Act 2010 will bring into force new legal duties for employers in relation to the remaining three equality strands.

The action plan is structured around our four key diversity objectives:

1. Widening life chances, not restricting them
2. Fostering talents, not suppressing them
3. Ensuring no child or adult is disadvantaged or discriminated against
4. Creating a better and more efficient working environment