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Single Equalities Policy

Date amended: January 2016

by: Kelly Barlow

Date for review: January 2018

Signed:

Chair of Governors

Date:

1 Statement of Principles

The policy outlines the commitment of the staff, pupils and governors of St. Oswald's school to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. These include:

- Pupils
- Staff
- Parents/carers
- The governing body
- Multi-agency staff linked to the school
- Visitors to school
- Students on placement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.

At St. Oswald's school, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

St. Oswald's R.C. Primary School, Accrington - Mission Statement

St Oswald's is proud to be a Roman Catholic school where every person is helped to do their best to succeed in a place of love, peace and safety, following the teachings of Jesus. In our school family, we are enthusiastic learners and teachers.

'Nihil Satis Nisi Optimum - Only the best will do'

Aims

In order that we might have life in all its fullness, our school will:

- **Welcome** - Be warm and welcoming towards all visitors to our school, just as Jesus welcomes us to the family of God.
- **Welfare** - Be ready to forgive as Jesus taught us. To always say sorry with honesty, courage and meaning. Show love and kindness by trying to think of

the needs of others before our own. Thank God for our talents and celebrate achievements earned through working hard, aiming high, and always believing we can reach our goals. To make God's world a better place.

- **Word** - Follow the teachings of Jesus by loving, respecting and accepting one another. Give children as well as adults the chance to have a voice in the future development of our school. To place the Word of God at the centre of all that we do.
- **Worship** - To say our prayers meaningfully and worship the Lord our God joyfully with all our hearts.
- **Witness** - Find love and kindness here and when we leave take lasting friendships and happy memories with us. To be witnesses of a Loving God who is at the heart of all we do.

Reviewed September 2015

Ofsted Inspection September 2014:

St Oswald's is exceptionally good at meeting the needs of all pupils who attend. As a result, pupils achieve exceptionally well from very low starting points. By the end of Year 6, attainment is above that expected nationally. The outstanding leadership of the Headteacher is very strongly supported by staff and governors in a relentless drive for improvement. Teaching is outstanding and is constantly adjusted to meet the changing learning needs of pupils. Excellent assessment, marking and pupil involvement in checking their own work ensure that pupils always make the best progress. Many children enter the early years with identifiable learning needs, but the school meets these exceptionally well. The outdoor area is well utilised but lacking in resources to help fully promote children's active learning and physical development. The support for pupils' spiritual, moral, social and cultural development is exemplary. Consequently, pupils' behaviour and relationships with adults and each other are outstanding. Their attitudes to learning are excellent. Pupils say they feel extremely safe and very well cared for. There are excellent systems in place for checking the school's work. Outstanding planning and staff training ensure that the school is very well placed to maintain high quality teaching and pupils' outstanding achievement. The school has excellent partnerships with parents, working together to promote the highest levels of achievement and personal development for pupils. Governors are fully involved in all aspects of the school's work and hold the school to account exceptionally well.

Section 48 Report – March 2015

St Oswald's is an outstanding Catholic Primary school. All who attend the school are immediately struck by the safe and caring environment that the school provides so that both parents and children all feel like they are members of one very happy family. All children are offered a Catholic education in a loving and supportive environment where differences are welcomed and celebrated. The Word of God is central to the life of the school. The pastoral and spiritual needs of the learners and their families are very well met. The inspirational Headteacher and assistant Headteacher have high expectations of adults and children. They are well supported

by the lay chaplain and together with the hard working staff they have created an ethos where everyone recognises the need to work together as a “family”, showing love and concern for all its members. This work is further enhanced by the support of a very effective and knowledgeable Governing Body. The children love coming to school. This was expressed clearly by the children who skip into class each day and especially the Faith Council who are tremendous ambassadors for the school. They all expressed how very proud they are of all the opportunities given to them. Pupils are friendly, polite and welcoming and their behaviour at all times is exemplary. They work very hard to fulfil the high expectations of the adults who work with them. They enjoyed every opportunity to share their work with the inspectors. The staff and pupils demonstrate a very high level of respect, care and service to others. The outstanding teaching and learning; the creative and imaginative use of the learning environment; as well as the high quality interactive displays, which supports the children’s faith journey ensure that all children receive a vibrant Catholic Education. This is also enhanced by the many engaging Acts of Worship observed.

Relevant Self Evaluation quotes include:

The extent to which pupils contribute to the school and wider community:

- The head teacher, staff and governors are very successful in promoting and developing the school within its own Catholic Parish community – St. Oswald’s pays one fifth of the salary of a Lay Chaplain who works across our school, parish, local Catholic feeder Secondary school and two other Primaries. Strong links therefore exist with other Catholic schools, parishes and organisations which help the children to develop a wider view of the Catholic Church on a local, national and global level. From this faith identity stems respect, tolerance and appreciation of diversity and awareness of other faiths, backgrounds and cultures.
- Our R.E. and PSHE curriculum is very effective in increasing understanding of the wider UK, European and global community. The ethnicity and religious background of our non-Catholic children is reflected and celebrated in our ‘World Faiths’ rolling programme. Pupils from different faiths are encouraged to share their practices, particularly at times of major festivals e.g. Chinese New Year, Eid. Our curriculum themes also explore the lives of people around the world
- Our school's ethos and “Every Child Matters” (ECM) agenda celebrates diversity and the nurturing of the individuality of all members of our school community. Members of staff employed come from an increasing range of cultural backgrounds, each of whom contribute to the pupils' understanding and experience of a diverse world.
- We have learners from a variety of different cultures (Asian, Polish, White British) and this is celebrated in school by: regular cultural assemblies, inter faith visitors, involvement of mixed race parents and staff in lessons, assemblies and fund raising events for charity, on-going displays celebrating

cultural diversity, the SEAL and MFL curriculum and lots of curricular opportunities to celebrate different cultures.

- Each half term, school actively encourages pupils to think about the needs of others and to take responsibility for organising fund raising e.g. twice a year the KS2 children organise their own stalls to raise money for charities such as CAFOD.
- The sense of community, where respect for each other is paramount and everyone helps everyone else, is extremely strong. Positive celebration of the different cultures represented in the school helps pupils develop a very strong appreciation of faiths, cultures and traditions that may be different to their own.
- School offers a variety of excellent clubs after school and trips that are extremely varied hence meeting the needs and interests of many.

2 School in Context

- Currently how many boys and girls are on the school roll? **68 boys and 58 girls**
- What is the ethnic make-up of the pupils registered at the school? **42.5% of children are from an ethnic minority group**
- Which minority ethnic groups are represented in the school staff and governing body? **Two members of staff are from the Polish Community**
- The linguistic profile of the school: **Mostly English as a first language with 27.7% of pupils speaking Polish, Urdu or Punjabi**
- How many pupils with a known disability does the school have on roll? **2 (physical)**
- Does the school know the number of staff and governors who have a disability? **0**
- Is the school physically accessible? What other adjustments are available? **The school was built in 1987 with the intention of being accessible to all.**
- Are there particular demographic trends in the local area? **There is an unusually high figure of single parent families and 92% of our families come within the E* multiple deprivation index (a big rise from the figure of 81.3% recorded in the previous year).**
- Are there any Children in Care - **No**

3 Ethos and Atmosphere

- At St. Oswald's school, the leadership of the school community will demonstrate mutual respect between all members of the school community

- There is an *openness* of atmosphere which welcomes everyone to the school
- All within the school community will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions
- All pupils are encouraged to greet visitors to the school with friendliness and respect
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities

The context in which the school works

- The school is a Roman Catholic primary school with a separate Nursery class.
- It is a below average size school serving the Fern Gore and Willows lane areas of Accrington, which has at capacity 140 main school places, and 60 FTE Nursery (LSIP: LA School Information Profile).
- The school's main catchment area reflects significant social and economic disadvantage. It is in the highest percentile on the deprivation indicator (RAISE, LSIP).
- Most children come from families on low incomes or benefits; many children are from families with single parents.
- This school is seen to be successful by the community it serves, and is a popular choice with parents.
- Free School Meals are above the National and LEA averages
- There are 0 Looked After Children. The school liaises with Social Services, School Nurse, Lancashire Education Inclusion Service and EMA.
- The school has an inclusive policy and all children have access to the curriculum. Increased teaching assistant support further facilitates this approach.
- 27.7% of pupils, mainly of Pakistani and Polish heritage, speak English as an additional language.
- A mix of Christian, Muslim and Non-denominational children attend the school.

Policy Development

This policy applies to the whole school community. It has been drawn up as a result of the outcomes of a transparent process and through consultation with: Staff, School Council, Governors and the Parish Community.

4 Monitoring and Review

St. Oswald's is an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse a range of equality information for our pupils/students:

Please see LSIP, Raiseonline FFT and PAQ data analyses. All ethnic minority Groups have made good progress across the school in the last two years.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and local authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilities, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral

support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

St. Oswald's School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We collect and analyse a range of profile information for our staff and governors: For example, applicants for employment, staff profile, governing body profile, attendance at training events, disciplinary and grievance cases, staff appraisal/performance management, exit interviews. We ensure that all the aforementioned information obtained is kept confidential, and the importance of this confidentiality is stressed to all staff members.

We have identified the following issues from the analysis of the data:

Staff data is not at present separated into ethnicity, disability, gender, and no governor information is collected.

Due regard is given to the promotion of equality in the School Improvement Plan. The person responsible for the monitoring and evaluation of the policy and action plan is the Headteacher

Their role is to:

- Lead discussions, organise training, update staff in staff meetings, support discussions
- Work with the governing body on matters relating to equality
- Support evaluation activities that moderate the impact and success of this policy

5 Developing Best Practice

Learning and Teaching

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

- Provide equality of access for all pupils and prepare them for life in a diverse society
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Use materials to promote a positive image of and attitude towards disability and disabled people
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- Develop pupils advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- Ensure that the whole curriculum covers issues of equality and diversity;
- All subject leaders' departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- Seek to involve all parents in supporting their child's education
- Provide educational visits and extended learning opportunities that involve all pupil groups
- Take account of the performance of all pupils when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of pupils
- Identify resources and training that support staff development

Learning Environment

There is a consistently high expectation of all pupils regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils
- Adults in the school will provide good, positive role models in their approach to all issues relating to equality of opportunity
- The school should place a very high priority on the provision for special

educational needs and disability. We will meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work

- The school must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils
- Consideration will be given to the physical learning environment – both internal and external, including displays and signage

Curriculum

At St. Oswald's school, we aim to ensure that:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality
- Steps are taken to ensure that all pupils have access to the mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- All pupils have access to qualifications which recognise attainment and achievement and promote progression

Resources and Materials

The provision of good quality resources and materials within St. Oswald's school is a high priority. These resources should:

- Reflect the reality of an ethnically, culturally and sexually diverse society
- Reflect a variety of viewpoints
- Show positive images of males and females in society
- Include non-stereotypical images of all groups in a global context
- Be accessible to all members of the school community

Language

We recognise that it is important at St. Oswald's school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document

- Creates the conditions for all people to develop their self esteem
- Uses accurate language in referring to particular groups or individuals and challenges in instances where this is not the case

Extended Learning Opportunities

It is the policy of this school to provide equal access to all activities from an early age.

We undertake responsibility for making contributions to extended learning opportunities and are aware of the school's commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non staff members who have contact with children adhere to these guidelines.

Provision for Bi-lingual Pupils

We undertake at St. Oswald's school to make appropriate provision for all EAL/bi-lingual children/groups to ensure access to the whole curriculum. These groups may include:

- Pupils for whom English is an additional language
- Pupils who are new to the United Kingdom
- Gypsy, Roma and Traveller Children
- Advanced bi-lingual learners
- Use first language effectively for learning

Personal Development and Pastoral Guidance

- Staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as Gypsy, Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations)
- All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination
- We recognise that perpetrators may also be victims and require support.
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school

community rather than the challenges.

Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility among staff.

- This must include pupils' access to a balance of male and female staff at all key stages where possible
- We encourage the career development and aspirations of all school staff
- It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils
- Access to opportunities for professional development is monitored on equality grounds

Staff Recruitment

- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- Equalities policies and practices are covered in all staff inductions
- All temporary staff are made aware of policies and practices
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact

Note:

Under the Equality Act 2010, in very limited circumstances, an employer can claim that a certain religious denomination or belief is considered to be a genuine occupational requirement of that role. An aided school may be able to rely on this for some roles in school, particularly those roles that provide spiritual leadership. However this would not apply for all staff in School.

In addition, there are also instances in which a job will qualify for a genuine occupational qualification on the grounds of gender. However, only in very few instances would this be permissible, for example, where the job is likely to involve physical contact with members of the opposite sex, where matters of decency or privacy are involved.

Partnerships with Parents/Carers/Families and the Wider Community

We will work with parents/carers to help all pupils to achieve their potential.

- All parents/carers are encouraged to participate in the full life of the school.
- Setting up, as part of the schools' commitment to equality and diversity, a group made up of all stakeholders of the school

community. This has been/will be developed to support the school with matters related to its equalities duties

- Members of the local community are encouraged to join in school activities
- Exploring the possibility of the school having a role to play in supporting new and settled communities

6 Roles and Responsibilities

- Our governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan
- The headteacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body
- The headteacher has day-to-day responsibility for co-ordinating the implementation of this policy
- Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues
- All members of the school community have a responsibility to treat each other and staff with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour
- We will take steps to ensure all visitors to the school adhere to our commitment to equality

8 Commissioning and Procurement

St. Oswald's School will ensure that we buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

9 The Measurement of Impact of the Policy

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. An action plan will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale.

Appendix 1 – Information

Specific duties

Information and objectives there are specific duties which schools have to undertake in relation to the Equality Act 2010:

- a) to publish information which shows they have due regard for equalities, as defined by the Act;
- b) to publish at least one equality objective.

The information and objectives have to be published by 6 April 2012 at the latest. In later years the information has to be updated annually and this annual updating is expected to include an indication of progress on achieving the objectives. Objectives have to be prepared and published every four years.

Two guiding principles:

An important principle underlying how schools respond to the specific duties is proportionality. This means that, for example, more information may be expected from a large secondary school than from a small primary, and more than one equality objective may be expected.

A second important principle is flexibility. This means that each individual school is permitted, and indeed expected, to interpret the legislation in ways which are appropriate to its own context, neighbourhood, history and circumstances.

Setting objectives:

Introductory notes Equality objectives have to be specific and measurable, and to be outcome-focused, as distinct from being focused primarily on making improvements in provision, crucially important though such improvements are.

This means the vast majority of equality objectives are likely to be about the closing and narrowing of gaps in attainment and take-up, or else about fostering good relations. Some examples of such objectives are cited below.

Further, equality objectives have to be related to matters highlighted in the information which a school publishes to demonstrate compliance with the public sector equality duty (PSED).

The legal requirement is to publish at least one objective. A single objective might well be sufficient in a very small rural primary school. It would probably be difficult or impossible for an urban primary school, or for a secondary school, to claim that a single objective shows it is taking the public sector equality duty (PSED) seriously.

The actual number of objectives which a school adopts is probably less important than the seriousness and rigour with which it undertakes them.

Other things being equal, equality objectives should be part of, or aligned with, the school improvement plan.

Narrowing the gaps

- To narrow the gaps in English at KS3 and KS4 between girls and boys, and between pupils for whom English is an additional language and pupils for whom English is the first language.
- To narrow the gap in attendance rates between Gypsy Roma Traveller children and other children throughout the school.
- To narrow the gaps in mathematics and science between children of certain specific minority ethnic backgrounds and other children at key stage 2.
- To narrow the gap in participation in the public life of the school between disabled pupils (including learning-disabled pupils) and other pupils.
- To narrow the gap in mathematics between boys and girls at the end of Key Stage 1.

Fostering good relations.

- To reduce the incidence of prejudice-related bullying, hostility and suspicion throughout the school, particularly in relation to homophobia and sexism, and hostile attitudes and behaviour towards people who are disabled.
- To promote and enhance community cohesion and a sense of shared belonging in the school, and in the school's neighbourhood.
- To promote spiritual, moral, social and cultural development through the teaching of English and literacy, with particular reference to issues of equality and diversity.

Questions about each objective which a school adopts

With regard to each objective which a school selects, it will need to consider questions such as those listed below:

1. Background evidence Why have we chosen this objective? For example, and particularly, what relevant data do we have? Is the rationale for the objective clearly indicated in the published information? 20
2. Procedure What in practice are we actually going to do?
3. Responsibility Who will be responsible for ensuring the objective is pursued and achieved?
4. Measurable success indicators What will count as relevant and measurable evidence that we are succeeding, or have succeeded?
5. Timings By when do we expect to see signs of progress or success?

6. Expense How much are we budgeting, and on what items of expenditure in particular?
7. Resistance Who may be opposed or lukewarm? How shall we respond to them?
8. Problems What problems or difficulties may arise, and how shall we deal with them?
9. Learning from others What plans do we have for finding out what has worked well elsewhere? Do some, or all, staff need extra training?
10. Engagement Who have we consulted when deciding on this objective? Note: The information in Appendix 1 is adapted from INSTED - Equalities in Education Resource Folder 2009-11 <http://www.insted.co.uk/equalities.html>

Appendix 2 - Equality Legislation Guidance

What does a school need to do?

(Note: The duties outlined below are now elements of the Public Sector Equality Duty)

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

The Race Equality Duty

What is it?

- The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976
- It came into effect from April 2001

Who is covered?

- Pupils, parents/carers, prospective pupils and parents/carers, staff, job applicants, governors and others using school facilities

General duties

- Tackle racial discrimination
- Promote equality of opportunity

- Promote good relations between persons of different racial groups

Specific duties

- From May 2002 publish a Race Equality Policy which includes an implementation strategy or action plan (effectively a Race Equality Scheme), monitor it annually and review it every three years
- Involve appropriate and diverse stakeholders in developing the policy
- Monitoring the impact of the school's policies on pupils' performance and progress
- Provide ethnic monitoring data on their staff in regular returns to the Local Authority

Reporting racist incidents in schools

Schools are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Lancashire County Council.

Disability

What is a disability?

- Disability is a physical or mental impairment which has an effect on a person's ability to carry out normal day-to-day activities. That effect must be:
 - substantial (more than minor or trivial)
 - adverse
 - Long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected).

There is no need for a person to have a specific, medically-diagnosed cause for their impairment – what matters is the effect of the impairment, not the cause.

Examples include hearing or sight impairments, a significant mobility difficulty, mental health conditions or learning difficulties. There are many other types of condition, illness or injury that can result in a person being *disabled* (eg diabetes, asthma, cancer, arthritis, epilepsy, multiple sclerosis, heart conditions, and facial disfigurement).

General duties

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment

- Promote positive attitudes towards disabled people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities.

Specific duties

- From December 2006 for secondary schools and from December 2007 for primary schools, special schools and PRUs, must prepare and publish a disability equality scheme, monitor it annually and review it every three years
- Involve disabled people in the development of the scheme
- Set out in their scheme:
 - how disabled people have been involved in its preparation
 - their arrangements for gathering information on the effect of the school's policies on:
 - the recruitment, development and retention of disabled employees
 - the educational opportunities available to and the achievements of disabled pupils
 - the school's methods for assessing the impact of its current or proposed policies and practices on disability equality
 - the steps the school is going to take to meet the general duty (the school's action plan)
 - the arrangements for using information to support the review of the action plan and to inform subsequent schemes.

GENDER

The term gender includes boys, girls, men and women, and transgender/transsexual people. Sexual orientation is a distinct protected characteristic. (The term transgender refers to a range of people who do not feel comfortable with their birth gender).

What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, gonads, sex hormones, internal reproductive structures, and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and

girls/women. While aspects of biological sex are the same across different cultures, aspects of gender may not be.

Sexual Orientation

Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as **homophobia**, although **lesophobia** and **biphobia** are also coming into use.

Whether through institutional practice or personal behaviour, the prevalence of heterosexism is likely to mean that LGB people feel excluded and unsafe. This effect can be mitigated by an actively welcoming and supportive environment.

Sexual orientation is defined as an individual's sexual orientation towards people of the same sex as her or him (gay or lesbian), people of the opposite sex (heterosexual) or people of both sexes (bisexual).

General duties

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between male and female pupils and between men and women
- Promote good relations

Specific duties

- From April 2007, prepare and publish a Gender Equality Scheme, showing how the school will meet its general and specific duties and set out its gender equality objectives, as well as its plans for stakeholder consultation and impact assessment
- Monitor the scheme annually and review it every three years.

Transgenderism and gender re-assignment

Transgender is an umbrella term used to describe people whose gender identity or gender expression differs from that usually associated with their birth sex. Gender re-assignment is the process a transgender person goes through to change sex.